

### 602.15 Administrative and fiscal responsibilities

*(a)(2) Competent and knowledgeable individuals, qualified by education and experience in their own right and trained by the agency on their responsibilities, as appropriate for their roles, regarding the agency's standards, policies, and procedures, to conduct on-site evaluations, apply or establish its policies, and make its accrediting and preaccrediting decisions, including, if applicable to the agency's scope, their responsibilities regarding distance education and correspondence education;*

The Secretary's November 21, 2018, decision required ACICS to provide a compliance report addressing two recognition requirements. With regard to compliance with Section 602.15(a)(2), the Secretary directed ACICS to submit evidence regarding the training of ACICS's site visitors, the qualifications of the Data Integrity Reviewer, and the activities of the Ethics Review Board. ACICS provided the requested information in a compliance report submitted to the Department's Accreditation Group on December 19, 2019. On April 30, 2020, Department staff issued its Staff Report to the Senior Department Official on Recognition Compliance Issues ("Draft Report") following its review of the compliance report. ACICS herein provides its comments in response to the Draft Report and includes information that supports its response or that otherwise was requested in the Draft Report.

The Draft Report notes that ACICS provided training via a webinar for all of its team chairs and that 40 of the 45 individuals on the current roster of team chairs completed the webinar, but it found that ACICS did not indicate the disposition of the five individuals who did not complete the webinar. ACICS has confirmed that none of these five individuals has participated in a site visit since failing to complete the webinar and that all five have been marked inactive in the chair database so that they cannot be selected to chair a site visit until they have completed the webinar. See Exhibit 19.

The Draft Report also asserts that five individuals are listed as having served on site visit teams in 2019 who do not appear on the list of attendees at the refresher training for site visitors. One of these, Deborah Bird, did not serve on any evaluation teams in 2019 and should not have been listed in Exhibit 4. In a second case, Dennis Gnage in fact did complete training on January 10, 2019, prior to his service on a site visit team on January 24, 2019. See Exhibit 20. Gwendolyn Randall was recruited at the last minute as an emergency replacement on a site visit team, so the staff member trained Ms. Randall on site. Dr. Darlene Minore completed the team chair training on November 20, 2018, which satisfied the refresher training requirement. See Exhibit 3, page 17. Finally, Dr. David Teneyuca, who is a veteran ACICS evaluator, was a member of the ACICS Review Board of Appeals and now serves as an ACICS commissioner, has not yet been able to attend the refresher training.

The refresher training program was rolled out in January 2019. Since then, completion of the refresher training is a requirement for all evaluators, as confirmed on the ACICS webpage at <https://www.acics.org/evaluators-becoming> that describes how an individual can become an evaluator.

In addition to the mandatory refresher training for all site visitors, ACICS developed additional webinars focusing on educational activities and distance education. These specialized webinars are intended for site visitors who may be less familiar with these particular areas of review. They are not mandatory for site visitors assigned to these roles, but the attendee list provided in Exhibit 3 demonstrates that approximately 170 site visitors have completed these voluntary sessions.

The Draft Report notes that two individuals served in the educational activities role but did not complete that specific voluntary webinar. One of these individuals, Dr. David Teneyuca, is an Assistant Professor at the University of Texas at San Antonio, a long-time ACICS evaluator, and a current ACICS commissioner. The other, Dr. Darlene Minore, is the owner of Minore Educational Strategies, LLC, a long-time ACICS evaluator and a veteran member of the Intermediate Review Committee who also completed the team chair training on November 20, 2018 (see Exhibit 3, page 17), which covered much of the same material as the optional webinar. There can be little doubt that each of these site visitors is deeply knowledgeable regarding educational activities and ACICS accreditation standards. Although their attendance at a specialized workshop on educational activities would be a useful additional data point in this response, they certainly are competent to review educational activities during a site visit without having completed the optional workshop.

The Draft Report asserts that “it is not clear that these webinars are effective in providing training to site visitors” because “it does not appear that any assessment of learning from the webinar was conducted.” The Draft Report also references third-party comments that question the competency of ACICS representatives.

ACICS respectfully suggests that the Draft Report is creating compliance hurdles where none exist. Section 602.15(a)(2) requires the agency to have competent individuals who have been trained for their roles. It is undisputed that ACICS has done so, and the Draft Report does not provide any assessment or determination that the training was deficient in any way.

The third-party comments referenced by the Draft Report question the competence of ACICS representatives by pointing to Virginia International University, Reagan National University, and Education Corporation of America. Those comments are misplaced and certainly do not qualify as findings by the Department’s staff.

In the case of Virginia International University (VIU), both ACICS and the State Council for Higher Education in Virginia conducted site visits, cited VIU for various findings of noncompliance with their requirements, and required the institution to demonstrate that it had corrected these findings. The fact that these different agencies conducted site visits at different times, applied different sets of standards, and found different concerns does not indicate that either assessment was incomplete or that ACICS’s representatives somehow were delinquent.

Reagan National University (RNU) was the subject of an article in *USA Today*, which on February 15, 2020, published a story questioning whether RNU was in operation. ACICS previously had conducted a site visit to RNU, found it to be out of compliance with the accreditation standards, and directed it to show cause why its accreditation should not be

withdrawn. RNU voluntarily relinquished its accreditation on February 8 rather than provide the information that ACICS had demanded, and it is ACICS's understanding that RNU closed on or about February 8. The sensationalistic story in *USA Today* and its repetition by third-party commenters who do not know the relevant facts is no basis for questioning the competence of ACICS representatives.

Regarding Virginia College (VC), it is well known that ACICS-accredited institutions scrambled to seek and obtain alternate accreditation following the Department's withdraw of ACICS's recognition in December 2016. VC's efforts to satisfy the standards of another agency so that it could achieve alternate accreditation within 18 months ultimately were unsuccessful. The other agency denied VC's application for accreditation in May 2018, just days after the Secretary had restored ACICS's recognition.

Within days after receiving the other agency's action, ACICS issued a show-cause directive to VC requiring it to explain the situation with the other agency, including why that agency's findings did not indicate VC's failure to comply with ACICS standards. ACICS continued the show-cause order to December 2018 and requested an extensive response to areas not satisfactorily addressed in the institution's first response and testimonies. ACICS subsequently withdrew VC's accreditation because of financial stability concerns after the Department put VC on HCM2.

The extraordinary actions regarding VC do not call into question the competence of ACICS representatives. Instead, they reflect the extreme challenges placed on institutions and other accrediting agencies by the Department's decision to remove ACICS's recognition in 2016.

The Draft Report notes that ACICS has established the Ethics Review Committee (ERC) and revised and expanded its composition and role. The ERC now comprises four members, as follows, with each of their current resumes provided at Exhibit 21:

1. Dr. Judee Timm – Current ACICS Director
2. Gregory Ferguson – Public Member
3. Jin-Hwa Frazier – Public Member
4. Matthew Johnston – Representative of an ACICS-Accredited Institution

The ERC meets at least annually and more frequently if needed. The most recent meeting was held on May 20, 2020, and minutes of that meeting are provided at Exhibit 22.

ACICS takes seriously its obligations to ensure that its representatives are capable and competent to fulfill their assigned roles, including providing appropriate training. Additionally, the ERC is an important element in ACICS's ethics oversight efforts.

The information and documentation provided in this response fully address the remaining issues raised in the Draft Report and demonstrate that ACICS complies with the requirements of Section 602.15(a)(2). ACICS respectfully requests that the Draft Report be revised to reflect ACICS's full compliance.



U.S. DEPARTMENT OF EDUCATION  
OFFICE OF POSTSECONDARY EDUCATION  
ACCREDITATION GROUP

# **ACCREDITATION HANDBOOK**

In accordance with 34 CFR Part 602  
The Secretary's Recognition of Accrediting Agencies

*For Voluntary use by Accrediting Agencies in 2019 and 2020*

**Revised June 2019**

**For each section, Department staff will issue a recommended finding to be evaluated by NACIQI:**

- Fully compliant – the agency has the appropriate policy, procedure or standard in place and in each example provided or reviewed during the staff analyst’s site visit adhered to those policies, procedures and/or standards. The agency is also compliant if the agency has the appropriate policy, procedure or standard in place, but the agency has not implemented or had the opportunity to demonstrate compliance with the policy, practice or standard during the review period. This may apply to an entire criterion or to one or more elements within a given recognition criterion and follow-up verification may be needed in such circumstances.
- Not compliant – the agency does not have the appropriate policy, procedure or standard in place or has the policy in place or has consistently failed to adhere to it as demonstrated by the examples provided or reviewed during the staff analyst’s site visit.

**NOTES**

- *Where applicable, agencies that oversee both institutions and programs must provide documentation and examples related to their review of both institutions and programs.*
- *During any site visit, Department staff will consult with agency staff in person at the agency’s offices and/or virtually and must be provided with access to agency files and documents, including electronic files, necessary to evaluate the agency’s compliance with any applicable statutory and regulatory requirements. The Department must be able to obtain and archive copies of those documents in either an electronic or paper-based format to serve as evidence for the analyst’s recommended finding and the Department may be required to disclose some or all of these documents to the public under FOIA.*
- *Selection of institutions or programs, and records during the Department staff’s site visit will be made by the Department staff. This will include the random selection of files but will be limited to the review period for which the site visit is being performed. However, the agency can provide any additional files it believes offer a more relevant example of the agency’s or its member institutions’ work.*
  - *An agency is not out of compliance with a standard if it has not had the opportunity to apply the standard during the review period.*
- *Although documents required to verify compliance with the standards in one section may be useful in verifying compliance with another, they are listed under only one section in order to ensure that a single deficiency is not described by the Department as a deficiency for more than one standard. For further information, including up-to-date contact information for Department of Education staff, please visit [ed.gov/accreditation](http://ed.gov/accreditation).*

### Section 602.10 - Link to Federal programs

The agency must demonstrate that:

- (a) If the agency accredits institutions of higher education, its accreditation is a required element in enabling at least one of those institutions to establish eligibility to participate in HEA programs; or
- (b) If the agency accredits institutions of higher education or higher education programs, or both, its accreditation is a required element in enabling at least one of those entities to establish eligibility to participate in non-HEA Federal programs.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• For an applicant for initial recognition: the agency must provide a letter written to it by at least one institution or program attesting that should the accreditor become recognized, the institution or program would rely on the agency's accreditation to participate in Title IV programs, if applicable, or another federal program.</li> <li>• For agencies applying for renewal of recognition based on a Title IV link: the Department will confirm with FSA that at least one institution accredited by the agency uses the agency as its Title IV gatekeeper.</li> <li>• For non-Title IV programs, the agency must provide the citation for and a copy of the specific portion of the authorizing law, regulation or other Federal requirement stating accreditation by an agency recognized by the Secretary is necessary for an institution or program to participate in the Federal program, and documentation that at least one institution or program relies on the agency's accreditation to participate in such a program.</li> </ul>	<p style="text-align: center;"><i>No additional documentation required</i></p>

### Section 602.11 - Geographic scope of accrediting activities

The agency must demonstrate that its accrediting activities cover:

- (a) A State, if the agency is part of a State government;
- (b) A region of the United States that includes at least three States that are reasonably close to one another; or
- (c) The United States.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• A public statement of the agency's geographic area of accreditation activities.</li> <li>• A list of accredited institutions and/or programs (including branch campuses and additional locations)</li> </ul>	<ul style="list-style-type: none"> <li>• The agency's by-laws, constitution, charter, or other governing document that authorizes the agency to accredit institutions and/or programs within the United States or a specific region and the geographic borders of that region.</li> </ul>

### Section 602.12 - Accrediting experience

- (a) An agency seeking initial recognition must demonstrate that it has -- (1) Granted accreditation or preaccreditation --(i) To one or more institutions if it is requesting recognition as an institutional accrediting agency and to one or more programs if it is requesting recognition as a programmatic accrediting agency; (ii) That covers the range of the specific degrees, certificates, institutions, and programs for which it seeks recognition; and (iii) In the geographic area for which it seeks recognition; and (2) Conducted accrediting activities, including deciding whether to grant or deny accreditation or preaccreditation, for at least two years prior to seeking recognition;
- (b) A recognized agency seeking an expansion of its scope of recognition must demonstrate that it has granted accreditation or preaccreditation covering the range of the specific degrees, certificates, institutions and programs for which it seeks the expansion of scope.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• For agencies seeking initial recognition, a complete list of all institutions/programs that the agency has accredited or preaccredited, including their geographic location, credential levels included in the preaccreditation or accreditation, the dates on which the institution(s) applied for accreditation/preaccreditation, and the dates on which institutions received accreditation or preaccreditation, if accreditation or preaccreditation has been awarded.</li> <li>• For agencies seeking an expansion of scope, a list of institutions/programs that the agency has accredited or preaccredited covering the range of the change in scope request.</li> </ul>	<ul style="list-style-type: none"> <li>• For agencies seeking initial recognition: Letter(s) or applications from institutions/programs seeking preaccreditation or accreditation; correspondence from the agency confirming that the institution/program has been approved to initiate the accreditation review process; and a letter from the agency indicating that at least one institution/program has been granted accreditation/preaccreditation.</li> <li>• For agencies seeking an expansion of scope: Any additional correspondence from institutions/programs seeking accreditation in one or more of the areas included in the expanded scope; or letter(s) to at least one institution granting preaccreditation/accreditation that includes one or more of the areas included in the expanded scope.</li> </ul>

### Section 602.13 - Acceptance of the agency by others

- The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by --
- (a) Educators and educational institutions; and
- (b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency's jurisdiction prepare their students.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Three letters of acceptance from educators and/or institutions acknowledging acceptance of accreditation by the agency as evidence of educational quality, or acceptance of the agency's policies, procedures, and standards as a sufficient measure of educational quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Representation in agency activities by educators and educational institutions that align with the agency's current and/or requested scope.</li> </ul>

<ul style="list-style-type: none"> <li>• If applicable, letters of acceptance from licensing bodies (at least one letter), practitioners (at least three letters) and/or employers (at least three letters) for the scope of recognition of the agency.</li> </ul>	
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**Section 602.14 - Purpose and organization.**

(a) The Secretary recognizes only the following four categories of agencies: (1) an agency that has a voluntary membership of institutions of higher education, that has as a principal purpose the accrediting of institutions of higher education for which accreditation is a requirement element in enabling these institutions to participate in HEA programs, and satisfies the separate and independent requirements in paragraph (b) of this section; (2) an agency that has a voluntary membership, and has as its principal purpose the accrediting of higher education programs, or higher education programs and institutions of higher education, and that accreditation is a requirement element in enabling those entities to participate in a non-HEA Federal program; (3) an agency that for purposes of determining eligibility for Title IV, HEA programs that either has a voluntary membership of individuals participating in a profession or has as its principal purpose the accrediting of programs within institutions that are accredited by a nationally recognized accrediting agency, and either satisfies the separate and independent requirements in paragraph (b) of this section or obtains a waiver of those requirements under paragraphs (d) and (e) of this section; (4) a state agency that has as a principal purpose the accrediting of institutions of higher education, higher education programs, or both and the Secretary listed as a nationally recognized accrediting agency on or before October 1, 1991 and has recognized continuously since that date.

(b) For purposes of this section, the term separate and independent means that—(1) The members of the agency's decision-making body—who decide the accreditation or preaccreditation status of institutions or programs, establish the agency’s accreditation policies, or both—are not elected or selected by the board or chief executive officer of any related, associated, or affiliated trade association or membership organization; (2) At least one member of the agency's decision-making body is a representative of the public, and at least one-seventh of that body consists of representatives of the public; (3) The agency has established and implemented guidelines for each member of the decision-making body to avoid conflicts of interest in making decisions; (4) The agency’s dues are paid separately from any dues paid to any related, associated, or affiliated trade association or membership organization; and (5) The agency develops and determines its own budget, with no review by or consultation with any other entity or organization.

(c) The Secretary considers that any joint use of personnel, services, equipment, or facilities by an agency and a related, associated, or affiliated trade association or membership organization does not violate the “separate and independent” requirements in paragraph (b) of this section if --(1) The agency pays the fair market value for its proportionate share of the joint use; and (2) The joint use does not compromise the independence and confidentiality of the accreditation process.

(d) For purposes of paragraph (a)(3) of this section, the Secretary may waive the "separate and independent" requirements in paragraph (b) of this section if the agency demonstrates that --(1) The Secretary listed the agency as a nationally recognized agency on or before October 1, 1991 and has recognized it continuously since that date; (2) The related, associated, or affiliated trade association or membership organization plays no role in making or ratifying either the accrediting or policy decisions of the agency; (3) The agency has sufficient budgetary and administrative autonomy to carry out its accrediting functions independently; and(4) The agency provides to the related, associated, or affiliated trade association or membership organization only information it makes available to the public;

(e) An agency seeking a waiver of the "separate and independent" requirements under paragraph (d) of this section must apply for the waiver each time the agency seeks recognition or continued recognition.

<p><b>Documents Required in Petition</b></p>	<p><b>On-Site Review Requirements</b></p>
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<ul style="list-style-type: none"> <li>• By-laws, articles of incorporation and policies, etc. defining the agency’s membership and principal purposes.</li> <li>• The agency’s standards, policies, and procedures manual(s).</li> </ul> <p>For agencies demonstrating compliance with the separate and independent criteria:</p> <ul style="list-style-type: none"> <li>• A list of members of the agency’s decision-making bodies (including its appeals body) including each member’s current position or role on that body and that identifies which members represent the public and the terms of service for each individual.</li> <li>• Page numbers (or URL link) for sections of the agency’s standards and policies manual(s) that define: (1) the members of the agency's decision-making body and their qualifications; (2) the procedures followed for nominating and electing members of the decision-making body; and (3) definition of public members and policies that determine what percentage of the decision-making body must be representatives of the public.</li> <li>• A list of all entities the agency considers to be a related, associated, or affiliated trade association or membership organization</li> <li>• A statement of independence from any related or affiliated trade association and a description of the agency's policies for establishing and collecting dues separate from dues or membership fees paid to any related trade or professional organization.</li> <li>• A description of the process by which the agency establishes and approves its budget and makes financial decisions.</li> <li>• If applicable, a waiver request for “separate and independent” requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Resumes or CVs of all members of the decision-making bodies.</li> <li>• Minutes of decision-making body meetings, including the names of decision-makers present, meeting agendas, recusals where appropriate from members that have a conflict of interest on one or more issues (if applicable) and written requests from member institutions that raise concerns about conflicts of interest among members of decision-making bodies (if the agency received any such letters) and responses to those letters that describe the resolution to the concern.</li> </ul> <p>For agencies demonstrating compliance with the separate and independent criteria:</p> <ul style="list-style-type: none"> <li>• Copies of the agency’s approved budgets during the recognition period and meeting minutes documenting when each budget was approved and who was involved in that approval.</li> <li>• Minutes of meetings when decision-making body members are nominated and elected.</li> <li>• Minutes of meetings when the agency’s budget is approved.</li> <li>• Correspondence to members of decision-making bodies indicating that the individual has been nominated/elected to serve on that body.</li> </ul>
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**Section 602.15 - Administrative and fiscal responsibilities**

The agency must have the administrative and fiscal capability to carry out its accreditation activities in light of its requested scope of recognition. The agency meets this requirement if the agency demonstrates that-- (a) The agency has -- (1) Adequate administrative staff and financial resources to carry out its accrediting responsibilities; and (2) Competent and knowledgeable individuals, qualified by education and experience in their own right and trained by the agency on their responsibilities, as appropriate for their roles, regarding the agency's standards, policies, and procedures, to conduct its on-site evaluations, apply or establish its policies, and make its accrediting and preaccrediting decisions, including, if applicable to the agency's scope, their responsibilities regarding distance education and correspondence education; (3) Academic and administrative personnel on its evaluation, policy and decision-making bodies, if the agency accredits institutions; (4) Educators and practitioners on its evaluation, policy, and decision-making bodies, if the agency accredits programs or single-

purpose institutions that prepare students for a specific profession; (5) Representatives of the public on all decision-making bodies; -(6) Clear and effective controls against conflicts of interest, or the appearance of conflicts of interest, by the agency's --

- (i) Board members;
- (ii) Commissioners;
- (iii) Evaluation team members;
- (iv) Consultants;
- (v) Administrative staff; and
- (vi) Other agency representatives.

(b) The agency maintains complete and accurate records of -- (1) Its last full accreditation or preaccreditation review of each institution or program including on-site evaluation team reports, the institution's or program's responses to on-site reports, periodic review reports, any reports of special reviews conducted by the agency between regular reviews, and a copy of the institution's or program's most recent self-study; and

(2) All decisions made throughout an institution's or program's affiliation with the agency regarding the accreditation and preaccreditation of any institution or program and substantive changes, including all correspondence that is significantly related to those decisions.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Organizational chart with names and position titles.</li> <li>• Resumes, job titles, and job descriptions of senior staff members, including at the executive director, chief financial officer, and academic or accreditation directors (or equivalents).</li> <li>• The agency's most recent two years' fiscal reports audited by a third-party auditor without unresolvable negative findings.                             <ul style="list-style-type: none"> <li>• The agency's two most recent annual budgets.</li> </ul> </li> <li>• List of agency decisions related to administrative and fiscal capacity that have been made or postponed, flagging postponements due to insufficient staffing to adhere to the published timeline, during the prior two years.</li> <li>• A roster of all individuals serving on decision-making bodies, the role that each filled, and the policies and procedures related to their selection.</li> <li>• A roster of all individuals who in the past year participated on site visit teams with an indication of the specific focus of each member on that team.</li> <li>• Page numbers for the section of the agency's standards and policies manual(s) that describes the process for selecting and assigning site visitors during the prior year or, if not applicable, during the most recent recognition period or the period of time the agency was performing accrediting reviews prior to recognition by the Secretary.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff resumes or CVs.</li> <li>• Site visitor resumes, CVs or applications.</li> <li>• Review of letters received from institutions (including those received by the Department and forwarded to the agency) expressing concern regarding the timeliness of agency actions and decisions and its ability to adhere to its published timelines.</li> <li>• Attendance records from one or more of the training programs provided over the prior two years.</li> <li>• Training materials used over the prior two years to educate staff and agency representatives about the agency's standards, policies and procedures.</li> <li>• Resumes, CVs or applications for all individuals who serve on decision-making bodies, to include attestations that public representatives meet the Department's definition.</li> <li>• Signed conflict-of-interest statements for current board members, commissioners, members of site visit teams that participated in visits during the prior two years, consultants, staff and others as appropriate.</li> <li>• Evidence of instances (such as meeting minutes or correspondence with an institution regarding concerns about a potential site visitor, etc.) in which individuals recused themselves from activities or</li> </ul>

<ul style="list-style-type: none"> <li>• A copy of all conflict of interest policies and procedures and the agency’s policies and procedures for avoiding or remedying conflicts of interest among members of its decision-making bodies.             <ul style="list-style-type: none"> <li>• Sample conflict-of-interest form(s) of each type used.</li> </ul> </li> <li>• The agency’s record retention policy, which includes where and how documents are stored, secured, and retained.</li> </ul>	<p>decisions based on a conflict-of-interest concern, if such instances exist.</p> <ul style="list-style-type: none"> <li>• Formal complaints relating to conflicts of interest, if they exist, and an explanation of the measures the agency took to resolve the conflict or confirm that none exists.</li> <li>• ED will spot check files to ensure that adequate records are being maintained for each accredited or preaccredited institution, as described in this section.</li> </ul>
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**Section 602.16 - Accreditation and preaccreditation standards**

(a) The agency must demonstrate that it has standards –for accreditation, and preaccreditation, if offered, that are sufficiently rigorous to ensure that the agency is a reliable authority regarding the quality of the education or training provided by the institutions or programs it accredits. The agency meets this requirement if --

(1) The agency’s accreditation standards effectively address the quality of the institution or program in the following areas:

(i) Success with respect to student achievement in relation to the institution’s mission, which may include different standards for different institutions or programs, as established by the institution, including, as appropriate, consideration of course completion, State licensing examination, and job placement rates.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Citation for pages within the agency’s standards and policies manual(s) that describe the standards set by the agency for measuring student achievement. These pages must describe the way the agency evaluates adherence to those requirements and the way it enforces compliance.             <ul style="list-style-type: none"> <li>○ An agency is not required to establish a single set of student achievement standards for all members. Even within an institution, the standards by which student achievement is measured may differ from one program or department to another.</li> <li>○ The most important consideration should be the alignment between student achievement measures or standards and the mission of the institution or program. These standards may include quantitative or qualitative measures, or both. They may rely on surveys or other methods for evaluating qualitative outcomes, including but not limited to student satisfaction surveys, alumni satisfaction surveys, or employer satisfaction surveys.</li> <li>○ In the event that an agency elects to establish bright-line student achievement standards, it must explain how its methodology is a valid measure of institutional quality (including that it takes into account variables unrelated to program quality, such as student demographics,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Self-studies for any institution or program that underwent an accreditation or preaccreditation review by the agency during the recognition period. Staff will review three self-studies (or fewer if there were fewer reviews during the recognition period), unless the agency has performed accreditation or preaccreditation reviews for more than 50 institutions or programs during the recognition period, in which case Staff will select up to an additional three self-studies for review. If no institutions or programs underwent accreditation or preaccreditation review during the recognition period, the agency’s compliance evaluation will be limited to its standards, policies and procedures regarding self-studies.</li> <li>• A copy of the site visit reports and commission decision letters from the same institutions or programs whose self-studies were selected for review.</li> <li>• Meeting minutes, staff notes or other documents that verify a review of annual (or other periodic) reports, and any agency actions taken as a result of those reviews, and the subsequent response to those reviews in the event of a deficiency. This review shall include a review of the annual reports for 3 institutions/programs for an agency that accredits 50 institutions or programs or fewer, and an</li> </ul>

institutional selectivity, and local or national economic trends, including unemployment).

- In the event that job placement rates are included in the assessment of student achievement, each item of data needed for the determination of a job placement and calculation of a job placement rate must include a reliable data source that is available to the agency and all institutions required to utilize the measure. The methodology may not rely on self-reported data from students or their employers unless the results are not made publicly available or used in marketing or advertising materials.
  - A narrative that describes examples of the various student achievement metrics (which have been adopted by member institutions), if the accreditor permits its institutions or programs to establish institutional standards to show success with respect to student achievement. This narrative must include an explanation of how the site visit teams evaluates student achievement metrics and ensures their consistency with the institution's or program's mission.
  - Page numbers for the section of the agency's standards and policies manual(s) that describes how the agency monitors compliance with the applicable student achievement standards, steps taken when an institution or program is not meeting these standards, and an explanation for instances in which an institution or program may need to revise its standards or obtain a waiver from the agency's decision-making body for one or more standards as a result of circumstances beyond its control, such as local or national unemployment rates, changes in a state's licensure requirements, or the loss of a major employer in the local area. In addition, provide documentation about how such waivers should be explained to current and prospective students
  - A narrative (and related exhibits not to exceed three) that explain how the agency reviews student achievement outcomes within the accreditation review process.
    - An excerpt related to §602.16(a)(1)(i) of a self-study from one institution selected by the Department.
- A copy of the site visit report and commission decision letter from the same institution.

additional 3 annual reports for each additional 50 members that the agency accredits or preaccredits, as well as any Board or other decisions related to the results of those annual reports, and documents indicating any action taken against the institution or other resolutions that occurred.

- (ii) Curricula.
- (iii) Faculty.
- (iv) Facilities, equipment, and supplies.
- (v) Fiscal and administrative capacity as appropriate to the specified scale of operations.
- (vi) Student support services.
- (vii) Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.
- (viii) Measures of program length and the objectives of the degrees or credentials offered.
- (ix) Record of student complaints received by, or available to, the agency
- (x) Record of compliance with the institution's program responsibilities under Title IV of the Act, based on the most recent student loan default rate data provided by the Secretary, the results of financial or compliance audits, program reviews, and any other information that the Secretary may provide to the agency.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Page numbers for the section(s) in the agency's standards and policies manual(s) that guide the evaluation of this section.</li> <li>• A narrative explaining the agency's expectations for an institution's or program's review of its performance against these standards as part of the institution's or program's self-study process.</li> <li>• A narrative that explains how site visit teams review the institution's or program's performance against each type of standard.</li> <li>• An excerpt of a self-study from one institution selected by the Department related to the agency's review of the institution's or program's performance against these standards.</li> <li>• A copy of the site visit report and commission decision letter from the same institution.</li> <li>• NOTE: Nothing in statute or regulation prescribes a particular type of administrative or governance model, including a shared governance model, or requires all programs or institutions accredited by a given agency to rely upon the same model of governance, or all programs offered by an institution to be administered under the same governance model.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-studies as described under 602.16(a)(i).</li> <li>• A copy of the site visit reports and commission decision letters from the same institutions or programs whose self-studies were selected for review.</li> <li>• Records that demonstrate the agency reviews the most recent student loan default rate data provided by the Secretary, the results of financial or compliance audits, program reviews, and any other information that the Secretary may provide to the agency, as appropriate.</li> <li>• A review of other records, based on complaints received by the Department, program review findings, or Department data indicating an institution is high-risk.</li> </ul>

(2) The agency's preaccreditation standards, if offered, are appropriately related to the agency's accreditation standards and do not permit the institution or program to hold preaccreditation status for more than five years.

Documents Required in Petition	On-site Document Review
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<ul style="list-style-type: none"> <li>• A copy of up-to-date preaccreditation standards.</li> <li>• A self-study from one institution or program seeking or in preaccreditation status during the period of recognition, if applicable.</li> <li>• A copy of the site visit report and commission decision letter from the same institution or program.</li> </ul>	<ul style="list-style-type: none"> <li>• Representation in agency activities by educators who align with the agency's current and/or requested scope</li> </ul>
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(b) If the agency only accredits programs and does not serve as an institutional accrediting agency for any of those programs, its accreditation standards must address the areas in paragraph (a)(1) of this section in terms of the type and level of the program rather than in terms of the institution. (c) If the agency has or seeks to include within its scope of recognition the evaluation of the quality of institutions or programs offering distance education or correspondence education, the agency's standards must effectively address the quality of an institution's distance education or correspondence education in the areas identified in paragraph (a)(1) of this section. The agency is not required to have separate standards, procedures, or policies for the evaluation of distance education or correspondence education

Documents Required in Petition	On-site Document Review
<ul style="list-style-type: none"> <li>• Narrative description of the agency's review of distance education and/or correspondence education, if applicable.</li> <li>• Any standards, procedures, or policies related to the review of distance education and/or correspondence education, if applicable.</li> <li>• An excerpt related to §602.16(a)(1) of a self-study from one institution or program reviewed for distance education and/or correspondence education, if applicable.</li> <li>• A copy of the site visit report and commission decision letter from the same institution or program, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• A self-study from two institutions or programs, if applicable.</li> <li>• A copy of the site visit report and commission decision letter from the same institutions or programs, if applicable.</li> </ul>

**Section 602.17 - Application of standards in reaching an accrediting decision.**

The agency must have effective mechanisms for evaluating an institution’s or program’s compliance with the agency’s standards before reaching a decision to accredit or preaccredit the institution or program. The agency meets this requirement if the agency demonstrates that it—

- (a) Evaluates whether an institution or program-- (1) Maintains clearly specified educational objectives that are consistent with its mission and appropriate in light of the degrees or certificates awarded; (2) Is successful in achieving its stated objectives; and (3) Maintains degree and certificate requirements that at least conform to commonly accepted standards.
- (b) Requires the institution or program to prepare, following guidance provided by the agency, an in-depth self-study that includes the assessment of educational quality and the institution's or program's continuing efforts to improve educational quality.
- (c) Conducts at least one on-site review of the institution or program during which it obtains sufficient information to determine if the institution or program complies with the agency's standards.
- (d) Allows the institution or program the opportunity to respond in writing to the report of the on-site review .

- (e) Conducts its own analysis of the self-study and supporting documentation furnished by the institution or program, the report of the on-site review , the institution’s or program’s response to the report, and any other appropriate information from other sources to determine whether the institution or program complies with the agency's standards.
- (f) Provides the institution or program with a detailed written report that assesses-- (1) The institution's or program's compliance with the agency's standards, including areas needing improvement; and (2) The institution or program's performance with respect to student achievement.
- (g) Requires institutions that offer distance education or correspondence education to have processes in place through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the course or program and receives the academic credit. The agency meets this requirement if it -- (1) Requires institutions to verify the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as --(i) A secure login and pass code; (ii) Proctored examinations; and (iii) New or other technologies and practices that are effective in verifying student identity; and (2) Makes clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with verification of student identity at the time of registration or enrollment.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Page numbers for the section(s) in the agency's accreditation standards and/or policies and procedures that guide the evaluation of this section.</li> <li>• Requirements for the preparation of self-studies, with a focus on the criteria listed in 602.16(a) for institutions and/or programs. A copy of the self-study review, site visit report, institution/program responses, commission decision letter, appeals and appeal results (where applicable), from three accreditation or preaccreditation reviews (unless fewer than three were performed during the recognition review period), selected in advance by the Department based on the list of upcoming reviews and decisions provided to the Department at the beginning of the recognition review process.</li> <li>• The response, if any, provided by the institution or program to those site visit reports.</li> <li>• Agendas from all decision-making body meetings for the prior two years.</li> <li>• If applicable, policies and procedures related to how the agency reviews student identity verification for distance education and/or correspondence education, and agency requirements on student privacy protection and any additional costs associated with distance education and/or correspondence education.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-study reviews, site visit report reports, responses, commission decision letters and related materials associated with the self-studies reviewed above.</li> <li>• Evidence of training on self-studies provided to institutions and/or programs</li> <li>• Minutes from decision-making body meetings for the prior year for comprehensive accreditation reviews.</li> </ul>

### Section 602.18 - Ensuring consistency in decision-making

The agency must consistently apply and enforce standards that respect the stated mission of the institution, including religious mission, and that ensure that the education or training offered by an institution or program, including any offered through distance education or correspondence education, is of sufficient quality to achieve its stated objective for the duration of any accreditation or preaccreditation period granted by the agency. The agency meets this requirement if the

agency --

- (a) Has written specification of the requirements for accreditation and preaccreditation that include clear standards for an institution or program to be accredited.
- (b) Has effective controls against the inconsistent application of the agency's standards.
- (c) Bases decisions regarding accreditation and preaccreditation on the agency's published standards.
- (d) Has a reasonable basis for determining that the information the agency relies on for making accrediting decisions is accurate.
- (e) Provides the institution or program with a detailed written report that clearly identifies any deficiencies in the institution's or program's compliance with the agency's standards.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Accreditation standards, policies, procedures.</li> <li>• Response to any complaints provided by the Department regarding inequitable application of standards</li> </ul>	<ul style="list-style-type: none"> <li>• Decision letters, meeting minutes, and any additional guidance documents or templates (if applicable) used to ensure consistency in decision-making, including guidance on distance and/or correspondence education, if applicable.</li> <li>• Minutes of decision-making body meetings, including appeals body meetings and subsequent decisions if the appeals body is not the final decision-making body for appeals.</li> <li>• Review of any complaints received from institutions or programs regarding inconsistent treatment of institutions or programs.</li> </ul>

### Section 602.19 - Monitoring and reevaluation of accredited institutions and programs

- (a) The agency must reevaluate, at regularly established intervals, the institutions or programs it has accredited or preaccredited.
- (b) The agency must demonstrate it has, and effectively applies, a set of monitoring and evaluation approaches that enables the agency to identify problems with an institution's or program's continued compliance with agency standards and that takes into account institutional or program strengths and stability. These approaches must include periodic reports, and collection and analysis of key data and indicators, identified by the agency, including, but not limited to, fiscal information and measures of student achievement, consistent with the provisions of §602.16(f). This provision does not require institutions or programs to provide annual reports on each specific accreditation criterion.
- (c) Each agency must monitor overall growth of the institutions or programs it accredits and, at least annually, collect headcount enrollment data from those institutions or programs.
- (d) Institutional accrediting agencies must monitor the growth of programs at institutions experiencing significant enrollment growth, as reasonably defined by the agency.
- (e) Any agency that has notified the Secretary of a change in its scope in accordance with §602.27(a)(5) must monitor the headcount enrollment of each institution it has accredited that offers distance education or correspondence education. If any such institution has experienced an increase in headcount

enrollment of 50 percent or more within one institutional fiscal year, the agency must report that information to the Secretary within 30 days of acquiring such data.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Page numbers or URL to the pages in the agency’s standards and policies manual(s) that document the agency’s procedures for monitoring during a grant of accreditation or preaccreditation.                             <ul style="list-style-type: none"> <li>• A copy of the agency’s annual report.</li> </ul> </li> <li>• Copies of notifications to the Secretary for any institution that has experienced an increase in headcount enrollment of 50 percent or more within one institutional fiscal year, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reports the agency uses to monitor continued compliance of its institutions and/or programs.</li> <li>• Annual reports the agency uses to monitor headcount at institutions and notations, if applicable, of institutions that have grown by 50 percent or more.</li> <li>• A list of the institutions or programs that have met the agency's definition of significant growth and documentation demonstrating the agency's actions and response to institutions experiencing significant enrollment growth.</li> <li>• Examples of agency responses to information in annual report</li> </ul>

**Section 602.20 - Enforcement of standards**

(a) If the agency’s review of an institution or program under any standard indicates that the institution or program is not in compliance with that standard, the agency must --

(1) Immediately initiate adverse action against the institution or program; or

(2) Require the institution or program to take appropriate action to bring itself into compliance with the agency’s standards within a time period that must not exceed –(i) Twelve months, if the program, or the longest program offered by the institution, is less than one year in length;(ii) Eighteen months, if the program, or the longest program offered by the institution, is at least one year, but less than two years, in length; or(iii) Two years, if the program, or the longest program offered by the institution, is at least two years in length.

(b) If the institution or program does not bring itself into compliance within the specified period, the agency must take immediate adverse action unless the agency, for good cause, extends the period for achieving compliance.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Page numbers of the agency’s policies and procedures on enforcement of standards.</li> <li>• A list of institutions or programs against which the agency has taken an adverse action during the recognition period, the action taken, the date the action was taken, and any resolution or subsequent final action.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the agency’s adverse actions.</li> <li>• Review of files for institutions or programs that have been granted a good cause extension.</li> </ul>

**Section 602.21 - Review of standards**

- (a) The agency must maintain a systematic program of review that demonstrates that its standards are adequate to evaluate the quality of the education or training provided by the institutions and programs it accredits and relevant to the educational or training needs of students.
- (b) The agency determines the specific procedures it follows in evaluating its standards, but the agency must ensure that its program of review --(1) Is comprehensive; (2) Occurs at regular, yet reasonable, intervals or on an ongoing basis;(3) Examines each of the agency’s standards and the standards as a whole; and (4) Involves all of the agency’s relevant constituencies in the review and affords them a meaningful opportunity to provide input into the review.
- (c) If the agency determines, at any point during its systematic program of review, that it needs to make changes to its standards, the agency must initiate action within 12 months to make the changes and must complete that action within a reasonable period of time. Before finalizing any changes to its standards, the agency must --
  - (1) Provide notice to all of the agency’s relevant constituencies, and other parties who have made their interest known to the agency, of the changes the agency proposes to make;
  - (2) Give the constituencies and other interested parties adequate opportunity to comment on the proposed changes; and
  - (3) Take into account any comments on the proposed changes submitted timely by the relevant constituencies and by other interested parties.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Page numbers for policies and procedures related to the agency’s review of standards.</li> <li>• Redline versions of standards or other documents that identify the standards that have been updated since the last review.</li> <li>• Narrative description of most recent systematic program of review.</li> <li>• Sample of notices to relevant constituencies of review of standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of comments received by relevant constituencies regarding standards reviews or updates.</li> <li>• Minutes of meetings in which new standards were developed, reviewed and approved by the decision-making body, board or other related body.</li> </ul>

**Section 602.22 - Substantive change**

- (a) If the agency accredits institutions, it must maintain adequate substantive change policies that ensure that any substantive change to the educational mission, program, or programs of an institution after the agency has accredited or preaccredited the institution does not adversely affect the capacity of the institution to continue to meet the agency's standards. The agency meets this requirement if—
  - (1) The agency requires the institution to obtain the agency’s approval of the substantive change before the agency includes the change in the scope of accreditation or preaccreditation it previously granted to the institution.
  - (2) The agency's definition of substantive change includes at least the following types of change:
    - (i) Any change in the established mission or objectives of the institution.
    - (ii) Any change in the legal status, form of control, or ownership of the institution.
  - (iii) The addition of courses or programs that represent a significant departure from existing offerings of educational programs, or method of delivery, from those that were offered when the agency last evaluated the institution.
  - (iv) The addition of programs of study at a degree or credential level different from that which is included in the institution's current accreditation or preaccreditation.

(v) A change from clock hours to credit hours.

(vi) A substantial increase in the number of clock or credit hours awarded for successful completion of a program.

(vii) If the agency's accreditation of an institution enables the institution to seek eligibility to participate in title IV, HEA programs, 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.

(viii) (A) If the agency's accreditation of an institution enables it to seek eligibility to participate in title IV, HEA programs, the establishment of an additional location at which the institution offers at least 50 percent of an educational program. The addition of such a location must be approved by the agency in accordance with paragraph (c) of this section unless the accrediting agency determines, and issues a written determination stating that the institution has--

(1) Successfully completed at least one cycle of accreditation of maximum length offered by the agency and one renewal, or has been accredited for at least ten years;

(2) At least three additional locations that the agency has approved; and

(3) Met criteria established by the agency indicating sufficient capacity to add additional locations without individual prior approvals, including at a minimum satisfactory evidence of a system to ensure quality across a distributed enterprise that includes--

(i) Clearly identified academic control;

(ii) Regular evaluation of the locations;

(iii) Adequate faculty, facilities, resources, and academic and student support systems;

(iv) Financial stability; and

(v) Long-range planning for expansion.

(B) The agency's procedures for approval of an additional location, pursuant to paragraph (a)(2)(viii)(A) of this section, must require timely reporting to the agency of every additional location established under this approval.

(C) Each agency determination or redetermination to preapprove an institution's addition of locations under paragraph (a)(2)(viii)(A) of this section may not exceed five years.

(D) The agency may not preapprove an institution's addition of locations under paragraph (a)(2)(viii)(A) of this section after the institution undergoes a change in ownership resulting in a change in control as defined in 34 CFR 600.31 until the institution demonstrates that it meets the conditions for the agency to preapprove additional locations described in this paragraph.

(E) The agency must have an effective mechanism for conducting, at reasonable intervals, visits to a representative sample of additional locations approved under paragraph (a)(2)(viii)(A) of this section.

(ix) The acquisition of any other institution or any program or location of another institution.

(x) 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.

(3) The agency's substantive change policy must define when the changes made or proposed by an institution are or would be sufficiently extensive to require the agency to conduct a new comprehensive evaluation of that institution.

(b) The agency may determine the procedures it uses to grant prior approval of the substantive change. However, these procedures must specify an effective date, which is not retroactive, on which the change is included in the program's or institution's accreditation. An agency may designate the date of a change in ownership as the effective date of its approval of that substantive change if the accreditation decision is made within 30 days of the change in ownership.

Except as provided in paragraph (c) of this section, these procedures may, but need not, require a visit by the agency.

(c) Except as provided in (a)(2)(viii)(A) of this section, if the agency's accreditation of an institution enables the institution to seek eligibility to participate in title IV, HEA programs, the agency's procedures for the approval of an additional location where at least 50 percent of an educational program is offered must

provide for a determination of the institution's fiscal and administrative capacity to operate the additional location. In addition, the agency's procedures must include--

(1) A visit, within six months, to each additional location the institution establishes, if the institution--

(i) Has a total of three or fewer additional locations;

(ii) Has not demonstrated, to the agency's satisfaction, that it has a proven record of effective educational oversight of additional locations; or

(iii) Has been placed on warning, probation, or show cause by the agency or is subject to some limitation by the agency on its accreditation or preaccreditation status;

(2) An effective mechanism for conducting, at reasonable intervals, visits to a representative sample of additional locations of institutions that operate more than three additional locations; and

(3) An effective mechanism, which may, at the agency's discretion, include visits to additional locations, for ensuring that accredited and preaccredited institutions that experience rapid growth in the number of additional locations maintain educational quality.

(d) The purpose of the visits described in paragraph (c) of this section is to verify that the additional location has the personnel, facilities, and resources it claimed to have in its application to the agency for approval of the additional location.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Page numbers of the agency's standards and policies manual(s) that describe the agency's policies and procedures associated with substantive change.</li> <li>• A copy of a substantive change review (application, correspondence, and decision letter) for each type of substantive change request made during the current recognition period.</li> <li>• A list of substantive change requests made by institutions and the status of those requests during the current recognition period.</li> <li>• A list of additional locations that have been opened during the current review period, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of files for institutions that have requested substantive changes.</li> <li>• Review of files for institutions that have requested additional locations.</li> <li>• Documentation demonstrating changes to the agency's method for tracking substantive changes over time.</li> <li>• Records of site visits for additional locations, including decisions made by the agency.</li> <li>• Minutes from meetings of the agency's decision-making bodies in which substantive changes or additional locations were reviewed and approved/denied.</li> <li>• Records of site visits of additional locations among institutions that operate more than three additional locations, if applicable.</li> </ul>

**Section 602.23 - Operating procedures all agencies must have**

- (a) The agency must maintain and make available to the public written materials describing -- (1) Each type of accreditation and preaccreditation it grants; (2) The procedures that institutions or programs must follow in applying for accreditation or preaccreditation; (3) The standards and procedures it uses to determine whether to grant, reaffirm, reinstate, restrict, deny, revoke, terminate, or take any other action related to each type of accreditation and preaccreditation that the agency grants; (4) The institutions and programs that the agency currently accredits or preaccredits and, for each institution and program, the year the agency will next review or reconsider it for accreditation or preaccreditation; and (5) The names, academic and professional qualifications, and relevant employment and organizational affiliations of -- (i) The members of the agency's policy and decision-making bodies; and (ii) The agency's principal administrative staff.

- (b) In providing public notice that an institution or program subject to its jurisdiction is being considered for accreditation or preaccreditation, the agency must provide an opportunity for third-party comment concerning the institution’s or program’s qualifications for accreditation or preaccreditation. At the agency’s discretion, third-party comment may be received either in writing or at a public hearing, or both.
- (c) The accrediting agency must—(1) Review in a timely, fair, and equitable manner any complaint it receives against an accredited institution or program that is related to the agency’s standards or procedures. The agency may not complete its review and make a decision regarding a complaint unless, in accordance with published procedures, it ensures that the institution or program has sufficient opportunity to provide a response to the complaint; (2) Take follow-up action, as necessary, including enforcement action, if necessary, based on results of its review; and (3) Review in a timely, fair and equitable manner, and apply unbiased judgment to, any complaints against itself and take follow-up action, as appropriate, based on the results of its review.
- (d) If an institution or program elects to make a public disclosure of its accreditation or preaccreditation status, the agency must ensure that the institution or program discloses that status accurately, including the specific academic or instructional programs covered by that status and the name, address, and telephone number of the agency.
- (e) The accrediting agency must provide for the public correction of incorrect or misleading information an accredited or preaccredited institution or program releases about -- (1) The accreditation or preaccreditation status of the institution or program; (2) The contents of reports of on-site reviews ; and (3) The agency’s accrediting or preaccrediting actions with respect to the institution or program.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• The pages of the agency’s website (or other forum) where public materials are posted, including the list of accredited programs or institutions, and the information listed in this section.</li> <li>• Page numbers within the agency’s standards and policies manual(s) that describe the agency’s polices related to the requirement of this section, including those related to: complaints received against its institutions/programs, complaints against itself; public disclosure of accreditation status, and public correction of misleading information.</li> </ul>	<ul style="list-style-type: none"> <li>• If applicable, examples of third-party comments received and reviewed by the agency.</li> <li>• Documentation of the review, decision, and, if applicable, action taken on any complaints received during the agency's period of recognition for institutions/programs or against itself.</li> </ul>

**Section 602.24 - Additional procedures certain institutional accreditors must have**

- If the agency is an institutional accrediting agency and its accreditation or preaccreditation enables those institutions to obtain eligibility to participate in Title IV, HEA programs, the agency must demonstrate that it has established and uses all of the following procedures:
- (a) Branch campus. (1) The agency must require the institution to notify the agency if it plans to establish a branch campus and to submit a business plan for the branch campus that describes--(i) The educational program to be offered at the branch campus; (ii) The projected revenues and expenditures and cash flow at the branch campus; and (iii) The operation, management, and physical resources at the branch campus. (2) The agency may extend accreditation to the branch campus only after it evaluates the business plan and takes whatever other actions it deems necessary to determine that the branch campus has sufficient educational, financial, operational, management, and physical resources to meet the agency's standards; and (3) The agency must undertake a site visit to the branch campus as soon as practicable, but no later than six months after the establishment of that campus.

(b) Change in ownership.

The agency must undertake a site visit to an institution that has undergone a change of ownership that resulted in a change of control as soon as practicable, but no later than six months after the change of ownership.

(c) Teach-out plans and agreements.

(1) The agency must require an institution it accredits or preaccredits to submit a teach-out plan to the agency for approval upon the occurrence of any of the following events: (i) The Secretary notifies the agency that the Secretary has initiated an emergency action against an institution, in accordance with section 487(c)(1)(G) of the HEA, or an action to limit, suspend, or terminate an institution participating in any title IV, HEA program, in accordance with section 487(c)(1)(F) of the HEA, and that a teach-out plan is required. (ii) The agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation of the institution. (iii) The institution notifies the agency that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program. (iv) A State licensing or authorizing agency notifies the agency that an institution's license or legal authorization to provide an educational program has been or will be revoked; (2) The agency must evaluate the teach-out plan to ensure it provides for the equitable treatment of students under criteria established by the agency, specifies additional charges, if any, and provides for notification to the students of any additional charges; (3) If the agency approves a teach-out plan that includes a program that is accredited by another recognized accrediting agency, it must notify that accrediting agency of its approval, (4) The agency may require an institution it accredits or preaccredits to enter into a teach-out agreement as part of its teach-out plan; and (5) the agency must require an institution it accredits or preaccredits that enters into a teach-out agreement, either on its own or at the request of the agency, with another institution to submit that teach-out agreement to the agency for approval. The agency may approve the teach-out agreement only if the agreement is between institutions that are accredited or preaccredited by a nationally recognized accrediting agency, is consistent with applicable standards and regulations, and provides for the equitable treatment of students by ensuring that--(i) The teach-out institution has the necessary experience, resources, and support services to \_ (A) Provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is ceasing operations either entirely or at one of its locations; and (B) Remain stable, carry out its mission, and meet all obligations to existing students; and (ii) The teach-out institution demonstrates that it can provide students access to the program and services without requiring them to move or travel substantial distances and that it will provide students with information about additional charges, if any.

(d) Closed Institution. If an institution the agency accredits or preaccredits closes without a teach-out plan or agreement, the agency must work with the Department and the appropriate State agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.

(e) Transfer of credit policies. The accrediting agency must confirm, as part of its review for initial accreditation or preaccreditation, or renewal of accreditation, that the institution has transfer of credit policies that -- (1) Are publicly disclosed in accordance with § 668.43(a)(11); and (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

(f) Credit hour policies. The accrediting agency, as part of its review of an institution for initial accreditation or preaccreditation or renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-- (i) It reviews the institution's--(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and (B) The application of the institution's policies and procedures to its programs and coursework; and (ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education. (2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in evaluation, sufficient to comply with paragraph (f)(1)(i)(B) of this section. (3) The accrediting agency must take such actions that it deems appropriate to address any deficiencies that it identifies at an institution as part of its reviews and evaluations under paragraph (f)(1)(i) and (ii) of this section, as it does in relation to other deficiencies it may identify, subject to the requirements of this part. (4) If, following the institutional review process

under this paragraph (f), the agency finds systemic noncompliance with the agency’s policies or significant noncompliance regarding one or more programs at the institution, the agency must promptly notify the Secretary.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• The agency's policies and procedures related to the requirements of this section, including those related to branch campuses (as defined by the Department in 600.2).</li> <li>• One example of the application for, approval of and site visit to a branch campus during the recognition period, if applicable.</li> <li>• One example of the application, approval of and site visit for a change of ownership, if applicable.</li> <li>• One example of demonstrating review of a teach-out plan and of a written teach-out agreement during the recognition period, if applicable.</li> <li>• One example of notification to any other recognized agency of the approval of a teach-out plan or agreement, if applicable.</li> <li>• An example of the review of credit hour assignment by the agency and any subsequent action taken by the agency to remedy deficiencies, if present.</li> <li>• An example of notification to the Secretary of any systemic noncompliance with the agency’s credit hour policies, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional examples of branch campus applications, approvals and site visits, if applicable.</li> <li>• Additional examples of change of ownership applications, approvals and site visits, if applicable.</li> <li>• Additional examples of teach-out plans, during the recognition period, if applicable.</li> <li>• Additional examples of notification to recognized agencies, during the recognition period, if applicable.</li> <li>• Additional examples of teach-out agreements, during the recognition period, if applicable.</li> <li>• Two examples of the review of transfer of credit policies during the recognition period.</li> <li>• Two examples of the review of credit hour assignment during the recognition period.</li> <li>• Examples of any actions taken by the agency to address credit hour assignment deficiencies during the recognition period, if applicable.                         <ul style="list-style-type: none"> <li>• Examples of notification to the Secretary of any systemic noncompliance found during the recognition period, if applicable.</li> </ul> </li> </ul>

### Section 602.25 - Due process

The agency must demonstrate that the procedures it uses throughout the accrediting process satisfy due process. The agency meets this requirement if the agency does the following:

- (a) Provides adequate written specification of its requirements, including clear standards, for an institution or program to be accredited or preaccredited.
- (b) Uses procedures that afford an institution or program a reasonable period of time to comply with the agency’s requests for information and documents.
- (c) Provides written specification of any deficiencies identified at the institution or program examined.
- (d) Provides sufficient opportunity for a written response by an institution or program, regarding any deficiencies identified by the agency, to be considered by the agency within a timeframe determined by the agency, and before any adverse action is taken.
- (e) Notifies the institution or program in writing of any adverse accrediting action or an action to place the institution or program on probation or show cause. The notice describes the basis for the action.
- (f) Provides an opportunity, upon written request of an institution or program to appeal any adverse action prior to the action becoming final- - (1) The appeal must take place at a hearing before an appeals panel that--(i) May not include current members of the agency's decision-making body that took the initial adverse action;(ii) Is subject to a conflict of interest policy;(iii) Does not serve only an advisory or procedural role, and has and uses the authority to make the following decisions: to affirm, amend, or reverse adverse actions of the original decision-making body; and (iv) Affirms, amends, reverses, or remands the

adverse action. A decision to affirm, amend, or reverse the adverse action is implemented by the appeals panel or by the original decision-making body, at the agency's option. In a decision to remand the adverse action to the original decision-making body for further consideration, the appeals panel must identify specific issues that the original decision-making body must address. In a decision that is implemented by or remanded to the original decision-making body, that body must act in a manner consistent with the appeals panel's decisions or instructions. (2) The agency must recognize the right of the institution or program to employ counsel to represent the institution or program during its appeal, including to make any presentation that the agency permits the institution or program to make on its own during the appeal.

(g) The agency notifies the institution or program in writing of the result of its appeal and the basis for that result.

(h)(1) The agency must provide for a process, in accordance with written procedures, through which an institution or program may, before the agency reaches a final adverse action decision, seek review of new financial information if all of the following conditions are met: (i) The financial information was unavailable to the institution or program until after the decision subject to appeal was made; (ii) The financial information is significant and bears materially on the financial deficiencies identified by the agency. The criteria of significance and materiality are determined by the agency; (iii) The only remaining deficiency cited by the agency in support of a final adverse action decision is the institution's or program's failure to meet an agency standard pertaining to finances. (2) An institution or program may seek the review of new financial information described in paragraph (h)(1) of this section only once and any determination by the agency made with respect to that review does not provide a basis for an appeal.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Page numbers of the agency’s standards, policies and procedures related to this section                             <ul style="list-style-type: none"> <li>• An example of the notice required by paragraph (c)</li> <li>• An example of a written response described in paragraph (d)                                     <ul style="list-style-type: none"> <li>• An example of a notice described in paragraph (e)</li> </ul> </li> </ul> </li> <li>• An example of an appeal, to include the composition of the panel, the panel decision, written notification of decision, and any subsequent decisions made in response to the appeal panel decision, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of any additional appeals, to include the appeal panel composition, and decisions during the recognition period, if applicable.</li> <li>• Examples of any reviews of new financial information prior to a final adverse action, if applicable, as evidenced by the minutes of decision-making bodies or appeal bodies.</li> <li>• A review of any complaints against the agency regarding due process violations, including any suits filed against the agency or any instances of arbitration to resolve such complaints, and the resolution to those complaints.</li> </ul>

### Section 602.26 - Notification of accrediting decisions

The agency must demonstrate that it has established and follows written procedures requiring it to provide written notice of its accrediting decisions to the Secretary, the appropriate State licensing or authorizing agency, the appropriate accrediting agencies, and the public. The agency meets this requirement if the agency, following its written procedures --

(a) Provides written notice of the following types of decisions to the Secretary, the appropriate State licensing or authorizing agency, the appropriate accrediting agencies, and the public no later than 30 days after it makes the decision: (1) A decision to award initial accreditation or preaccreditation to an institution or program. (2) A decision to renew an institution’s or program’s accreditation or preaccreditation.

(b) Provides written notice of the following types of decisions to the Secretary, the appropriate State licensing or authorizing agency, and the appropriate accrediting agencies at the same time it notifies the institution or program of the decision, but no later than 30 days after it reaches the decision: (1) A final

decision to place an institution or program on probation or an equivalent status. (2) A final decision to deny, withdraw, suspend, revoke, or terminate the accreditation or preaccreditation of an institution or program. (3) A final decision to take any other adverse action, as defined by the agency, not listed in paragraph (b)(2) of this section.

(c) Provides written notice to the public of the decisions listed in paragraphs (b)(1), (b)(2), and (b)(3) of this section within 24 hours of its notice to the institution or program;

(d) For any decision listed in paragraph (b)(2) of this section, makes available to the Secretary, the appropriate State licensing or authorizing agency, and the public, no later than 60 days after the decision, a brief statement summarizing the reasons for the agency's decision and the official comments, if any, that the affected institution or program may wish to make with regard to that decision, or evidence that the affected institution has been offered the opportunity to provide official comment.

(e) Notifies the Secretary, the appropriate State licensing or authorizing agency, the appropriate accrediting agencies, and, upon request, the public if an accredited or preaccredited institution or program -- (1) Decides to withdraw voluntarily from accreditation or preaccreditation, within 30 days of receiving notification from the institution or program that it is withdrawing voluntarily from accreditation or preaccreditation; or (2) Lets its accreditation or preaccreditation lapse, within 30 days of the date on which accreditation or preaccreditation lapses.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>Page numbers to the agencies policies and procedures related to this section.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of written notices (letter, screenshot of website, etc.) of awarding initial or the renewal of accreditation to the required entities no later than 30 days after making the decision.</li> <li>Examples of written notice (letter, screenshot of website, etc.) of a final decision of probation or an adverse action to the required entities at the same time as the institution/program but no later than 30 days after making the decision, to include notice to the public within 24 hours                         <ul style="list-style-type: none"> <li>Examples of the agency's adverse action summary and institution/program comments (or evidence of response opportunity) to the required entities within 60 days after the decision.</li> </ul>                         Examples of written notice of the voluntary withdrawal of an institution/program to the required entities within 30 days of receipt of notification, if applicable.                     </li> <li>An example of written notice of accreditation lapse to the required entities within 30 days of the lapse, if applicable.</li> </ul>

**Section 602.27 - Other information an agency must provide the Department**

(a) The agency must submit to the Department --(1) A copy of any annual report it prepares;(2) A copy, updated annually, of its directory of accredited and preaccredited institutions and programs; (3) A summary of the agency’s major accrediting activities during the previous year (an annual data summary), if requested by the Secretary to carry out the Secretary’s responsibilities related to this part; (4) Any proposed change in the agency's policies, procedures, or accreditation or preaccreditation standards that might alter its --(i) Scope of recognition, except as provided in paragraph (a)(5) of this section; or

(ii) Compliance with the criteria for recognition. (5) Notification that the agency has expanded its scope of recognition to include distance education or correspondence education as provided in section 496(a)(4)(B)(i)(I) of the HEA. Such an expansion of scope is effective on the date the Department receives the notification. (6) The name of any institution or program it accredits that the agency has reason to believe is failing to meet its Title IV, HEA program responsibilities or is engaged in fraud or abuse, along with the agency’s reasons for concern about the institution or program; and (7) If the Secretary requests, information that may bear upon an accredited or preaccredited institution’s compliance with its Title IV, HEA program responsibilities, including the eligibility of the institution or program to participate in Title IV, HEA programs.

(b) If an agency has a policy regarding notification to an institution or program of contact with the Department in accordance with paragraph (a)(6) or (a)(7) of this section, it must provide for a case by case review of the circumstances surrounding the contact, and the need for the confidentiality of that contact. Upon a specific request by the Department, the agency must consider that contact confidential.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Page numbers of the agency’s standards and policies manual(s) related to this section.                             <ul style="list-style-type: none"> <li>• A report under 602.27(a)(6), if any</li> <li>• An example of a response under 602.27(a)(7), if any</li> </ul> </li> <li>• An example of the review required in 602.27(b), if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional examples of the review required in 602.27(b), if applicable.</li> </ul>

**Section 602.28 - Regard for decisions of States and other accrediting agencies**

(a) If the agency is an institutional accrediting agency, it may not accredit or preaccredit institutions that lack legal authorization under applicable State law to provide a program of education beyond the secondary level.

(b) Except as provided in paragraph (c) of this section, the agency may not grant initial or renewed accreditation or preaccreditation to an institution, or a program offered by an institution, if the agency knows, or has reasonable cause to know, that the institution is the subject of--(1) A pending or final action brought by a State agency to suspend, revoke, withdraw, or terminate the institution's legal authority to provide postsecondary education in the State;(2) A decision by a recognized agency to deny accreditation or preaccreditation;(3) A pending or final action brought by a recognized accrediting agency to suspend, revoke, withdraw, or terminate the institution’s accreditation or preaccreditation; or (4) Probation or an equivalent status imposed by a recognized agency.

(c) The agency may grant accreditation or preaccreditation to an institution or program described in paragraph (b) of this section only if it provides to the Secretary, within 30 days of its action, a thorough and reasonable explanation, consistent with its standards, why the action of the other body does not preclude the agency's grant of accreditation or preaccreditation.

(d) If the agency learns that an institution it accredits or preaccredits, or an institution that offers a program it accredits or preaccredits, is the subject of an adverse action by another recognized accrediting agency or has been placed on probation or an equivalent status by another recognized agency, the agency must promptly review its accreditation or preaccreditation of the institution or program to determine if it should also take adverse action or place the institution or program on probation or show cause.

(e) The agency must, upon request, share with other appropriate recognized accrediting agencies and recognized State approval agencies information about the accreditation or preaccreditation status of an institution or program and any adverse actions it has taken against an accredited or preaccredited institution or program.

Documents Required in Petition	On-Site Review Requirements
<ul style="list-style-type: none"> <li>• Page numbers of the agency’s accreditation standards, policies or procedures related to the requirements of this section.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of files to ensure that the agency has record of State authorization as required by the Department and the State.</li> <li>• Example of an action an agency took in the event that an institution was not in compliance with State requirements.</li> <li>• Examples of any correspondence to the Secretary providing a thorough and reasonable explanation, consistent with its standards, for granting accreditation in the event of a situation described in 602.28(c).</li> <li>• Examples of a review conducted by the agency in the event that another recognized accrediting agency took adverse action or placed an institution or program on show cause or probation, or of instances in which, on request, the agency shared information with other agencies about an institution or program it has taken action against.                         <ul style="list-style-type: none"> <li>• Examples of agency inquiries during the accreditation or preaccreditation process as to actions taken with respect to the institution or program by States and other recognized accrediting agencies.</li> </ul> </li> </ul>

## Definitions

The following definitions apply to this guidebook and the accreditation regulations in 34 CFR 602:

*Accreditation* means the status of public recognition that an accrediting agency grants to an educational institution or program that meets the agency's standards and requirements.

*Accrediting agency* or *agency* means a legal entity, or that part of a legal entity, that conducts accrediting activities through voluntary, non-Federal peer review and makes decisions concerning the accreditation or preaccreditation status of institutions, programs, or both.

*Act* means the Higher Education Act of 1965, as amended.

*Adverse accrediting action* or *adverse action* means the denial, withdrawal, suspension, revocation, or termination of accreditation or preaccreditation, or any comparable accrediting action an agency may take against an institution or program.

*Advisory Committee* means the National Advisory Committee on Institutional Quality and Integrity.

*Branch campus* means a location of an institution that meets the definition of branch campus in 34 CFR 600.2.

*Compliance report* means a written report that the Department requires an agency to file to demonstrate that the agency has addressed deficiencies specified in a decision letter from the senior Department official or the Secretary.

*Correspondence education* means:

- (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
- (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
- (3) Correspondence courses are typically self-paced.
- (4) Correspondence education is not distance education.

*Designated Federal Official* means the Federal officer designated under section 10(f) of the Federal Advisory Committee Act, 5 U.S.C. Appdx. 1.

*Direct assessment program* means an instructional program that, in lieu of credit hours or clock hours as a measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by others, and meets the conditions of 34 CFR 668.10. For title IV, HEA purposes, the institution must obtain approval for the direct assessment program from the Secretary under 34 CFR 668.10(g) or (h) as applicable. As part of that approval, the accrediting agency must—

- (1) Evaluate the program(s) and include them in the institution's grant of accreditation or preaccreditation; and
- (2) Review and approve the institution's claim of each direct assessment program's equivalence in terms of credit or clock hours.

*Distance education* means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

*Final accrediting action* means a final determination by an accrediting agency regarding the accreditation or preaccreditation status of an institution or program. A final accrediting action is not appealable within the agency.

*Institution of higher education or institution* means an educational institution that qualifies, or may qualify, as an eligible institution under 34 CFR part 600.

*Institutional accrediting agency* means an agency that accredits institutions of higher education.

*Nationally recognized accrediting agency, nationally recognized agency, or recognized agency* means an accrediting agency that the Secretary recognizes under this part.

*Preaccreditation* means the status of public recognition that an accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing towards accreditation and is likely to attain accreditation before the expiration of that limited period of time.

*Program* means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

*Programmatic accrediting agency* means an agency that accredits specific educational programs that prepare students for entry into a profession, occupation, or vocation.

*Recognition* means an unappealed determination by the senior Department official under §602.36, or a determination by the Secretary on appeal under §602.37, that an accrediting agency complies with the criteria for recognition listed in subpart B of this part and that the agency is effective in its application of those criteria. A grant of recognition to an agency as a reliable authority regarding the quality of education or training offered by institutions or programs it accredits remains in effect for the term granted except upon a determination made in accordance with subpart C of this part that the agency no longer complies with the subpart B criteria or that it has become ineffective in its application of those criteria.

*Representative of the public* means a person who is not—

- (1) An employee, member of the governing board, owner, or shareholder of, or consultant to, an institution or program that either is accredited or preaccredited by the agency or has applied for accreditation or preaccreditation;
- (2) A member of any trade association or membership organization related to, affiliated with, or associated with the agency; or
- (3) A spouse, parent, child, or sibling of an individual identified in paragraph (1) or (2) of this definition.

*Scope of recognition or scope* means the range of accrediting activities for which the Secretary recognizes an agency. The Secretary may place a limitation on the scope of an agency's recognition for Title IV, HEA purposes. The Secretary's designation of scope defines the recognition granted according to—

- (1) Geographic area of accrediting activities;
- (2) Types of degrees and certificates covered;
- (3) Types of institutions and programs covered;
- (4) Types of preaccreditation status covered, if any; and
- (5) Coverage of accrediting activities related to distance education or correspondence education.

*Secretary* means the Secretary of the U.S. Department of Education or any official or employee of the Department acting for the Secretary under a delegation of authority.

*Senior Department official* means the senior official in the U.S. Department of Education who reports directly to the Secretary regarding accrediting agency recognition.

*State* means a State of the Union, American Samoa, the Commonwealth of Puerto Rico, the District of Columbia, Guam, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau. The latter three are also known as the Freely Associated States.

*Teach-out agreement* means a written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides one hundred percent of at least one program offered, ceases to operate before all enrolled students have completed their program of study.

*Teach-out plan* means a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides one hundred percent of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions.

**Appendix A: Required Responses (X) by Type of Agency for Applicable Sections of 34 CFR 602**

AGENCY ACCREDITIS- (*If agency accredits programs AND institutions for T4 purposes please follow pink column.)	INSTITUTIONS FOR T4 PURPOSES	INSITUTIONS AND PROGRAMS (NON-T4 PURPOSE)	PROGRAMS ONLY
§§602.10-602.13 - Basic Eligibility Req.	X	X	X
§602.14(a) - Purpose and Organization	X	X	X
§602.14(b)	X	N/A	N/A
§602.14(c)	X	N/A	N/A
§602.14(d) and (e)	X	N/A	N/A
§§602.15(a)(1) &(a)(2)- Admin/Fiscal	X	X	X
§602.15(a)(3)	X	X	N/A
§602.15(a)(4)	N/A	X	X
§§602.15(a)(5) and (a)(6)	X	X	X
§602.15(b)	X	X	X
§§602.16(a)(1)(i-vii) - Standards	X	X	X
§602.16(a)(1)(viii)	X	N/A	N/A
§602.16(a)(1)(ix)	X	X	X
§602.16(a)(1)(x)	X	N/A	N/A
§602.16(a)(2) – Preaccreditation, if appropriate	X	X	X
§602.16(b) – Information only	-	-	-
§602.16(c) - Distance Education, if appropriate	X	X	X
§602.16(d)(e)(f) – Information only	-	-	-
§§602.17(a-f) - Application of Standards	X	X	X
§§602.17(g)(1)&(g)(2)- Distance education, if appropriate	X	X	N/A
§602.18 - Ensuring Consistency	X	X	X
§§602.19(a-c) - Monitoring & Reevaluation	X	X	X
§602.19(d)	X	X	N/A
§602.19(e) - Notification adding Distance Education, if appropriate	X	X	N/A
§602.20 - Enforcement of Standards	X	X	X
§602.21 - Review of Standards	X	X	X
§602.22(a)(1) - Substantive Change	X	X- Institutions only	N/A
§§602.22(a)(2)(i-vi)	X	X- Institutions only	N/A
§602.22(a)(2)(vii)	X	N/A	N/A
§602.22(a)(2)(viii)(A)	X	N/A	N/A
§§602.22(a)(2)(viii)(B-E)	X	N/A	N/A
§602.22(a)(2)(ix)	X	X- Institutions only	N/A
§602.22(a)(2)(x)	X	X- Institutions only	N/A
§602.22(a)(3)	X	X- Institutions only	N/A
§602.22(b)	X	X- Institutions only	N/A
§602.22(c)	X	N/A	N/A
§602.22(d)	X	N/A	N/A
§602.23 - Operating Procedures	X	X	X
§602.24 - Additional Procedures	X	N/A	N/A
§602.25 - Due Process	X	X	X
§602.26 - Notification of Accrediting Decisions	X	X	X
§§602.27(a)(1-5) - Other Information	X	X	X
§§602.27(a)(6) and (a)(7) and (b)	X	N/A	N/A
§602.28(a) – Legal Authorization	X	X- Institutions only	N/A
§§602.28(b-e) - Regard for Decisions of Others	X	X	X



To: Dr. Harold Harris/President  
Si Tanka University  
ID Code

From: Ms. Kathryn Sellers, Staff Contractor

Date: January 20, 2017  
Subject: Scheduled Site Visit – February 2-3, 2017

Listed below are the details for your upcoming **INITIAL GRANT** evaluation visit. Please send each team member listed below, including myself, an e-mail copy of the Self-Study Application. As a reminder, the Self-Study Application materials include:

#### **SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campus's online application:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Current Class Teaching schedule (for the term)
5. Program Update Form

The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the "Accreditation Process" page and then click the "Evaluation Site Visit" page. The documents above must be received, along with the appropriate application materials by each team member no later than **January 24, 2017**. It is unnecessary and often inconvenient to require a signed receipt upon delivery of these items to the team members.

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

Dr./Ms./Mr. Campus Contact

Date

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*Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.*

*The invoice for visit fees is based on the number of team members identified below and is due upon receipt of this memo. Any changes to the number upon completion of the visit will be processed by ACICS accordingly.*

## **VISIT ITINERARY**

### **Campus to Be Visited**

ACICS ID Code 00276405

SI TANKA UNIVERSITY

5000 Broadband Lane

Sioux Falls, SD 57108

Telephone: (605) 728-1941

Web site: [www.sitanka.us](http://www.sitanka.us)

### **Visit Dates**

Thursday, February 2, 2017 – Friday, February 3, 2017

### **Visit Type**

Initial Grant

### **Highest Credential Awarded**

Master's degree

### **Itinerary (approximate)**

Arrive on Thursday, February 2, 2017, at 9:00 a.m.

Depart on Friday, February 3, 2017, at 5:00 p.m.

### **Evaluation Team**

CHAIR

Dr. Ronald Thomas Mosley

Alabama Department of Education, Retired

RELATIONS WITH STUDENTS

Ms. Christine D. Saadi

Director Student Financial Planning

Alvernia University

Dr./Ms./Mr. Campus Contact

Date

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EDUCATIONAL ACTIVITIES/DISTANCE EDUCATION AND COMPUTER SCIENCE  
SPECIALIST

Mr. Michael Bleacher

Director of Teaching and Learning

428 Mango Cir

St Augustine, FL 32095



BUSINESS ADMINISTRATION AND INFORMATION TECHNOLOGY SPECIALIST

Dr Michael Millstone, PHD, MA

Associate Professor

Ashford University

2466 SE Renick Ave

Port Saint Lucie, FL 34952



ACICS STAFF REPRESENTATIVE

Ms. Kathryn Sellers

Staff Contractor



**Hotel**

Courtyard Sioux Falls

4300 West Empire Place Sioux Falls,

South Dakota 57106

1-605-444-4300

c: Evaluation Team

## **EVALUATION VISIT MEETING ROOM MATERIALS**

### **Initial, Reevaluation, and Additional Location Inclusion Visit**

*Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.*

#### 1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module
- b. Student enrollment on day(s) of visit by program and by day and evening divisions
- c. Floor plan of facility
- d. Staff roster and organization chart
- e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students)
- f. All admissions tests and test cut-off scores for each program
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator
- h. Two copies of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan
- j. Board of directors and administrative staff meeting minutes
- k. Faculty meeting minutes
- l. Documentation of in-service training sessions held and the schedule for upcoming session
- m. Schedule and documentation of community resources utilized for each program (organized by program)
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator
- o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last New Grant Visit (campus additions, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.)
- p. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation

*NOTE: Student files will be selected randomly for review by team members.*

4. Inventories

- a. Library resource and reference materials including online materials (if applicable)
- b. Instructional equipment for all programs

5. Publications

- a. Most recent ACICS self-study or additional location application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads
- c. Student, faculty, and staff handbooks (if applicable)
- d. Current catalog with all addenda (if applicable)

# Check Remittance

Page: 1/1

## Accrediting Council for Independent Colleges and Schools

750 First Street NE,  
Suite 980  
Washington DC 20002

Vendor ID	Vendor Name	Check Name	Payment Number	Check Date	Check Number		
	(b)(6)	(b)(6)	000000000000 (b)(6)	2/28/2017	(b)(6)		
Our Voucher Number	Your Voucher Number	Date	Amount	Amount Paid	Discount	Writeoff	Net
000000000000 (b)(6)		2/24/2017	\$1,429.79	\$1,429.79	\$0.00	\$0.00	\$1,429.79
<b>Totals</b>			<b>\$1,429.79</b>	<b>\$1,429.79</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,429.79</b>

(b)(6)

(b)(6)

(b)(6)

**Expense Report**  
**Report Name : FSD**

**Employee Name :** Bleacher, Michael  
**Employee ID :** [REDACTED]

**Report Header**

**Policy :** US Expense Policy  
**Business Purpose :** ACICS Visit-  
**Report Key :** (b)(6)  
**Report Id :** (b)(6)  
**Report Date :** 02/13/2017  
**Approval Status :** Pending Cost Object Approval  
**Currency :** US, Dollar

**Airfare**

Transaction Date	Expense Type	Business Purpose	Vendor	Vendor Name	City	Payment Type	Amount
02/03/2017	Airfare	ACICS Visit-	United Airlines	United Airlines		Out of Pocket	\$504.60
<b>Allocations :</b>		100.00% (\$504.60)		(b)(6)			

**Car Rental**

Transaction Date	Expense Type	Business Purpose	Vendor	Vendor Name	City	Payment Type	Amount
02/03/2017	Car Rental	ACICS Visit-	Hertz	Hertz	Sioux Falls	Out of Pocket	\$285.10
<b>Allocations :</b>		100.00% (\$285.10) 00148717-8935-276405-W17-NC					

**Cash Tips**

Transaction Date	Expense Type	Business Purpose	Vendor	Vendor Name	City	Payment Type	Amount
02/03/2017	Cash Tips	ACICS Visit-			Sioux Falls	Out of Pocket	\$20.00
<b>Allocations :</b>		100.00% (\$20.00)		(b)(6)			

**Gasoline**

Transaction Date	Expense Type	Business Purpose	Vendor	Vendor Name	City	Payment Type	Amount
02/03/2017	Gasoline	ACICS Visit-	Flying J	Flying J	Sioux Falls	Out of Pocket	\$6.40
		<b>Allocations :</b>	100.00% (\$6.40) (b)(6)				

**Materials**

Transaction Date	Expense Type	Business Purpose	Vendor	Vendor Name	City	Payment Type	Amount
01/31/2017	Materials	ACICS Visit-			St Augustine	Out of Pocket	\$25.00
		<b>Allocations :</b>	100.00% (\$25.00) (b)(6)				

**Meals**

Transaction Date	Expense Type	Business Purpose	Vendor	Vendor Name	City	Payment Type	Amount
02/05/2017	Meals	ACICS Visit-	Sioux Falls Airport Restaurant	Sioux Falls Airport Restaurant	Pittsburgh	Out of Pocket	\$12.73
		<b>Allocations :</b>	100.00% (\$12.73) 00148717-8935-276405-W17-NC				
		<b>Attendees :</b>	(b)(6) This Employee				

02/01/2017	Meals	ACICS Visit-	Applebees	Applebees	Sioux Falls	Out of Pocket	\$24.12
		<b>Allocations :</b>	100.00% (\$24.12) 00148717-8935-276405-W17-NC				
		<b>Attendees :</b>	(b)(6) This Employee				

**Non-Chair Honorarium**

Transaction Date	Expense Type	Business Purpose	Vendor	Vendor Name	City	Payment Type	Amount
02/03/2017	Non-Chair Honorarium	ACICS Visit-			St Augustine	Out of Pocket	\$500.00
		<b>Allocations :</b>	100.00% (\$500.00) (b)(6)				

**Personal Car Mileage**

Transaction Date	Expense Type	Business Purpose	Vendor	Vendor Name	City	Payment Type	Amount
02/05/2017	Personal Car Mileage	ACICS Visit-				Out of Pocket	\$24.30
		<b>Allocations :</b>	100.00% (\$24.30) (b)(6)				
02/01/2017	Personal Car Mileage	ACICS Visit-				Out of Pocket	\$27.54
		<b>Allocations :</b>	100.00% (\$27.54) (b)(6)				

Note: The sum of allocation amounts may not exactly match the expense amount due to rounding.

<b>Report Total :</b>	\$1,429.79
<b>Personal Expenses :</b>	\$0.00
<b>Total Amount Claimed :</b>	\$1,429.79
<b>Amount Approved :</b>	\$1,429.79

**Company Disbursements**

**Amount Due Employee :** \$1,429.79 ✓

**Amount Due Company Card :** \$0.00

**Total Paid By Company :** \$1,429.79 ✓

**Employee Disbursements**

**Amount Due Company :** \$0.00

**Amount Due Company Card From Employee :** \$0.00

**Total Paid By Employee :** \$0.00

(b)(6)

(b)(6)

(b)(6)

(b)(6)

# Receipt for confirmation J01FW6



A STAR ALLIANCE MEMBER

Confirmation: (b)(6)

Issue Date: January 20, 2017

<b>Traveler</b>	<b>eTicket Number</b>	<b>Frequent Flyer</b>	<b>Seats</b>
(b)(6)	(b)(6)	UA-XXXXX (b)(6) Premier Gold / *G	(b)(6)

**FLIGHT INFORMATION**

Day, Date	Flight	Class	Departure City and Time	Arrival City and Time	Aircraft	Meal
Wed, 01FEB17	(b)(6)		JACKSONVILLE, FL (JAX) 11:40 AM	CHICAGO, IL (ORD - O'HARE) 1:21 PM		Lunch
Wed, 01FEB17	(b)(6)		CHICAGO, IL (ORD - O'HARE) 3:55 PM	SIOUX FALLS, SD (FSD) 5:48 PM		
Sun, 05FEB17	(b)(6)		SIOUX FALLS, SD (FSD) 2:55 PM	CHICAGO, IL (ORD - O'HARE) 4:47 PM	(b)(6)	
Flight operated by SKYWEST AIRLINES doing business as UNITED EXPRESS.						
Sun, 05FEB17	(b)(6)		CHICAGO, IL (ORD - O'HARE) 7:15 PM	JACKSONVILLE, FL (JAX) 10:39 PM	(b)(6)	Dinner
Flight operated by GOJET AIRLINES doing business as UNITED EXPRESS.						

If this is an originating flight on your itinerary, please check in at the UNITED TERM 1 ticket counter.

**FARE INFORMATION**

**Fare Breakdown**

Airfare:	426.98USD
U.S. Transportation Tax:	32.02
U.S. Flight Segment Tax:	16.40
September 11th Security Fee:	11.20
U.S. Passenger Facility Charge:	18.00
Per Person Total:	504.60USD
<b>eTicket Total:</b>	<b>504.60USD</b>

**Form of Payment:**  
VISA  
Last Four Digits (b)(6)

The airfare you paid on this itinerary totals: 426.98 USD

**The taxes, fees, and surcharges paid total: 77.62 USD**

**Fare Rules:**

Additional charges may apply for changes in addition to any fare rules listed.

NONREF/0VALUAFTDPT/CHGFEE  
Cancel reservations before the scheduled departure time or TICKET HAS NO VALUE.

- Additional Charges:**
- Fri., Jan. 20, 2017/Visa 0160 was charged 129 USD for the / (b)(6)  
129.00 USD for: Premium Cabin Upgrade
  - Fri., Jan. 20, 2017/Visa 0160 was charged 129 USD for the / (b)(6)  
129.00 USD for: Premium Cabin Upgrade
  - Fri., Jan. 20, 2017/Visa 0160 was charged 89 USD for the (b)(6)  
89.00 USD for: Premium Cabin Upgrade
  - Fri., Jan. 20, 2017/Visa 0160 was charged 89 USD for the (b)(6)  
89.00 USD for: Premium Cabin Upgrade

**Baggage allowance and charges for this itinerary.**

**Baggage fees are per traveler**

Origin and destination for checked baggage	1 <sup>st</sup> bag	2 <sup>nd</sup> bag	Max wt / dim per piece
2/1/2017 Jacksonville, FL (JAX) to Sioux Falls, SD (FSD)	0.00 USD	0.00 USD	70.0lbs (32.0kg) - 62.0in (157.0cm)
2/5/2017 Sioux Falls, SD (FSD) to Jacksonville, FL (JAX)	0.00 USD	0.00 USD	70.0lbs (32.0kg) - 62.0in (157.0cm)

Baggage check-in must occur with United or United Express, and you must have valid MileagePlus Premier® Gold membership at time of check-in to qualify for waiver of service charges for up to three checked bags

(within specified size and weight limits).

### MileagePlus Accrual Details

BLEACHER/MICHAEL

Date	Flight	From/To	Award Miles	PQM	PQS	PQD
2/5/2017	(b)(6)	Sioux Falls, SD (FSD)-Chicago, IL (ORD - O'Hare)	(b)(6)			
2/5/2017	(b)(6)	Chicago, IL (ORD - O'Hare)-Jacksonville, FL (JAX)	(b)(6)			

Michael's MileagePlus Accrual totals:

Award Miles	PQM	PQS	PQD
(b)(6)			

### Important Information about MileagePlus Earning

- Accruals vary based on the terms and conditions of the traveler's frequent flyer program, the traveler's frequent flyer status and the itinerary selected. United MileagePlus® mileage accrual is subject to the rules of the MileagePlus program
- Once travel has started, accruals will no longer display. You can view your MileagePlus account for posted accrual
- You can earn up to 75,000 award miles per ticket. The 75,000 award miles cap may be applied to your posted flight activity in an order different than shown
- PQD are a Premier status requirement for members in the U.S. only.
- Accrual is only displayed for MileagePlus members who choose to accrue to their MileagePlus account.

### eTicket Reminders

- **Check-In Requirement** - Bags must be checked and boarding passes obtained at least 30 minutes prior to scheduled departure. Baggage will not be accepted and advance seat assignments may be cancelled if this condition is not met.  
**EXCEPTION:** When departing from Anchorage, Atlanta, Chicago, Cincinnati, Cleveland, Dallas/Ft. Worth, Denver, Fort Lauderdale, Honolulu, Houston, Indianapolis, Jacksonville, Kahului, Kona, Las Vegas, Los Angeles, Maui, Miami, Newark, Orange County (SNA), Orlando, Philadelphia, Phoenix, Reno, San Francisco, San Juan, PR, St. Louis, Seattle, Tampa, Washington, DC (both IAD and DCA) or Austin, the check in requirement time for Passengers and Bags is 45 minutes.
- **Boarding Requirement** - Passengers must be prepared to board at the departure gate with their boarding pass at least 15 minutes prior to scheduled departure.
- Failure to meet the **Boarding Requirements** may result in cancellation of reservations, denied boarding, removal of checked baggage from the aircraft and loss of eligibility for denied boarding compensation.
- Bring your boarding pass or this eTicket Receipt along with photo identification to the airport.
- The FAA now restricts carry-on baggage to one bag plus one personal item (purse, briefcase, laptop computer, etc.) per passenger.
- For up to the minute flight information, sign-up for our [Flight Status Updates](#) or call 1-800-824-6200; in Spanish 1-800-426-5561.
- If flight segments are not flown in order, your reservation will be cancelled. Rebooking will be subject to the fare rules governing your ticket.
- For the most current status of your reservation, go to our [Flight Status](#) page.
- Your eTicket is non transferable and valid for 1 year from the issue date unless otherwise noted in the fare rules above.

### Customer Care Contact Information

We welcome your compliments, comments or complaints regarding United or a United travel experience. You may contact us using our [Customer Care](#) form

### Refunds Within 24 Hours

When you book and ticket a reservation through united.com, the United mobile app, the United Customer Contact Center, at our ticket counters or city ticket offices, or if you use MileagePlus® miles to book an award ticket, we will allow you to cancel the ticketed reservation without penalty and receive a 100 percent refund of the ticket price to the original form of payment if you cancel the reservation within 24 hours of purchase and if the reservation is made one week or more prior to scheduled flight departure.

### Hazardous materials

Federal law forbids the carriage of hazardous materials on board aircraft in your luggage or on your person. A violation can result in five years' imprisonment and penalties of \$250,000 or more (49 U.S.C. 5124).

Hazardous materials include explosives, compressed gases, flammable liquids and solids, oxidizers, poisons, corrosives and radioactive materials. Common examples of hazardous materials/dangerous goods include spare or loose lithium batteries, fireworks, strike-anywhere matches, aerosols, pesticides, bleach and corrosive materials.

Additional information can be found on:

[united.com restricted items page](#)

[FAA website Pack Safe page](#)

[TSA website Prohibited Items page](#)

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We are making connections so you make yours. You can earn and redeem miles on 28 member airlines offering over 18,000 daily flights to more than 1,300 destinations worldwide.

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#### **IMPORTANT CONSUMER NOTICES**

**Notice of Baggage Liability Limitations** - For domestic travel between points within the United States (except for domestic portions of international journeys), United's liability for loss of, damage to, or delay in delivery of a customer's checked baggage is limited to \$3,500 per ticketed customer unless a higher value is declared in advance and additional charges are paid (not applicable to wheelchairs or other assistive devices). For such travel, United assumes no liability for high value, fragile, perishable, or otherwise excluded items; excess valuation may not be declared on certain types of valuable articles. Further information may be obtained from the carrier. For international travel governed by the Warsaw Convention (including the domestic portions of the trip), maximum liability is approximately 640 USD per bag for checked baggage, and 400 USD per passenger for unchecked baggage. For international travel governed by the Montreal Convention (including the domestic portions of the trip), maximum liability is 1,131 SDRs per passenger for baggage, whether checked or unchecked. For baggage lost, delayed, or damaged in connection with domestic travel, United requires that customers provide preliminary notice within 24 hours after arrival of the flight on which the baggage was or was to be transported and submit a written claim within 45 days of the flight. For baggage damaged or delayed in connection with most international travel (including domestic portions of international journeys), the Montreal Convention and United require customers to provide carriers written notice as follows: (a) for damaged baggage, within seven days from the date of receipt of the damaged baggage; (b) for delayed baggage, within 21 days from the date the baggage should have been returned to the customer. Please refer to Rule 28 of United's Contract of Carriage for important information relating to baggage and other limitations of liability.

**Notice of Incorporated Terms** - Transportation is subject to the terms and conditions of United's Contract of Carriage, which are incorporated herein by reference. Incorporated terms may include, but are not limited to: 1. Limits on liability for personal injury or death of the customer, and for loss, damage, or delay of goods and baggage, including high value, fragile, perishable, or otherwise excluded items. 2. Claims restrictions, including time periods within which customers must file a claim or bring an action against the carrier. 3. Rights of the carrier to change terms of the contract. 4. Rules about reconfirmation of reservations, check-in times, and refusal to carry. 5. Rights of the carrier and limits on liability for delay or failure to perform service, including schedule changes, substitution of an alternate air carrier or aircraft, and rerouting. The full text of United's Contract of Carriage is available at [united.com](http://united.com) or you may request a copy at any United ticket counter. Passengers have the right, upon request at any location where United's tickets are sold within the United States, to receive free of charge by mail or other delivery service the full text of United's Contract of Carriage.

**Notice of Certain Terms** - If you have purchased a restricted ticket, depending on the rules applicable to the fare paid, one or more restrictions including, but not limited to, the following may apply to your travel: (1) the ticket may not be refundable but can be exchanged for a fee for another restricted fare ticket meeting all the rules/restrictions of the original ticket (including the payment of any difference in fares); (2) a fee may apply for changing/canceling reservations; or (3) travel may be restricted to specific flights and/or times and a minimum and/or maximum stay may be required. United reserves the right to refuse carriage to any person who has acquired a ticket in violation of any United tariffs, rules, or regulations, or in violation of any applicable national, federal, state, or local law, order, regulation, or ordinance. Notwithstanding the foregoing, you are entitled to a full refund if you cancel a ticket purchased at least a week prior to departure within 24 hours of purchase.

**Notice of Boarding Times** - For Domestic flights, customers must be at the boarding gate at least 15 minutes prior to scheduled departure. For International flights, customers must be at the boarding gate at least 30 minutes prior to scheduled departure. The time limits provided by United in this Notice are minimum time requirements. Customer and baggage processing times may differ from airport to airport. Please visit [united.com](http://united.com) for information regarding airport-specific boarding times. It is the customer's responsibility to arrive at the airport with enough time to complete check-in, baggage, and security screening processes within these minimum time limits. Please be sure to check flight information monitors for the correct boarding gate and the departure time of your flight. Failure to be at the boarding gate by the required time could result in the loss of your seat without compensation, regardless of whether you are already checked in or have a confirmed seat and boarding pass.

**Advice to International Passengers on Carrier Liability** - Passengers on a journey involving an ultimate destination or a stop in a country other than the country of departure are advised that international treaties known as the Montreal Convention, or its predecessor, the Warsaw Convention, including its amendments, may apply to the entire journey, including any portion thereof within a country. For such passengers, the treaty, including contracts of carriage embodied in applicable tariffs, governs, and may limit the liability of

the Carrier in respect of death or injury to passengers, and for destruction or loss of, or damage to, baggage, and for delay of passengers and baggage.

**Notice - Overbooking of Flights** - Airline flights may be overbooked, and there is a slight chance that a seat will not be available on a flight for which a person has a confirmed reservation. If the flight is overbooked, no one will be denied a seat until airline personnel first ask for volunteers willing to give up their reservation in exchange for compensation of the airline's choosing. If there are not enough volunteers, the airline will deny boarding to other persons in accordance with its particular boarding priority. With few exceptions, including failure to comply with the carrier's check-in deadlines, which are available upon request from the air carrier, persons, denied boarding involuntarily are entitled to compensation. The complete rules for the payment of compensation and each airline's boarding priorities are available at all airport ticket counters and boarding locations. *Some airlines do not apply these consumer protections to travel from some foreign countries, although other consumer protections may be available. Check with your airline or your travel agent.*

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**Please do not reply to this message using the "reply" address.**

For assistance, please contact United Airlines via telephone or via e-mail.



RENTAL: 02/01/17 18:00 SIOUX FALLS, SD  
 RETURN: 02/03/17 20:26 SIOUX FALLS, SD

(b)(6)

(b)(6)

CDP: (b)(6)

Hertz System Licensee FT: ZE1 HG:  
 (b)(6)

DAYS	2 (TX)	\$ 193.26
EX HOURS	2 (TX)	\$ 64.42
EX DAYS	(TX)	\$ .00
XDAY HRS	(TX)	\$ .00
MILEAGE CHG	(TX)	\$ .00
SUBTOTAL		\$ 257.68

OWN/VEH: (b)(6)

LDW	DECLINED	MILEAGE IN:	18002	DISCOUNT 11%	\$- 28.34
LIS	DECLINED	MILEAGE OUT:	17969	SUBTOTAL	\$ 229.34
PAI,PEC	DECLINED	MILES DRIVEN:	33		
FPO	DECLINED - FUEL & SVC APPLIED	TR-X MILES DRIVEN:	0	CON. FEE RECOVERY (TX)	\$ 24.08
	\$ 6.99 GL TK CAP: 20.00	MILES ALLOWED:	600	LDW (TX)	\$ .00
	FUEL OUT: 8/8 FUEL IN: 8/8	MILES CHARGED:	0	LIS (TX)	\$ .00
				PAI/PEC (TX)	\$ .00
		PLAN IN: TMDD	\$ 96.63 / DAY	FUEL & SVC (TX)	\$ .00
ADDITIONAL CHARGES:		PLAN OUT: TMDD	\$ 32.21 / EX HOUR	TAXABLE SUBTOTAL	\$ 253.42
		RATE CLASS: R	\$ 79.89 / EX DAY	TAX .08000	\$ 20.28
			\$ 0.00 / EX WEEK	ST SURCHG .04500	\$ 11.40
			\$ 26.63 / XDAY HR	TOTAL CHARGES	\$ 285.10
			\$ 0.30 / MILE	CHARGED ON VSA	\$ 285.10

1st FORM OF PAY: VSA CC: #### #### #### (b)(6) AUTH: \$ 414.00 (b)(6)

HOW WAS YOUR EXPERIENCE? WE'D LIKE YOUR FEEDBACK.  
 1) Visit [www.hertzsurvey.com](http://www.hertzsurvey.com)  
 2) Enter Access Code: 94855  
 3) Take Brief 4 Question Survey

**THANK YOU FOR RENTING FROM HERTZ**

RESERVATION INFORMATION: H1950816962  
 PREPARED BY: ZJT COMPLETED BY: LAM DRB: 02/03/17  
 STATEMENT OF CHARGES - NOT VALID FOR RENTAL

RENTAL RECORD L-7154642-5

(b)(6)

Check# (b)(6)

Date: 02/05/17 Time: 01:09pm  
Table:

Customer Copy

(b)(6)

check Number (b)(6)  
check Date 02/05/17  
Card Type Visa  
Card Number \*\*\*\*\* (b)(6)

reference Number (b)(6)

[Seat 2]  
1 Hamburger \$9.98  
Small Salad 1.49

Subtotal: \$9.98  
Tax: \$0.75  
Sbtl w/Tax: \$10.73  
Amt Due: \$10.73

Visa \$10.73

Amount \$10.73  
Tip: 2.00

Total: 12.73

Thank You,  
Please Come again!!  
Scott

(b)(6)

Invoice # (b)(6)  
Date 02/03/17  
Time 20:12  
Auth # (b)(6)

UI  
Acct#  
##### (b)(6)

Pump Gallons Price  
02 2.965 \$ 2.15

Product Amount  
Unleaded \$ 6.4

Total Sale \$ 6.2

SALE - Card Swiped

Thank You For  
Choosing (b)(6)

DATE 2/01/17 TIME 7:33:25PM  
MID (b)(6)

(b)(6)

PLEASE SIGN AND LEAVE THE MERCHANT COPY  
THE CUSTOMER COPY IS YOURS TO TAKE

VISA XXXXXXXXXXXXX (b)(6)  
AUTH (b)(6) TBL (b)(6) CHECK (b)(6)  
PRE-AUTH DINING S-CHARL

Transaction Key: (b)(6)

AMOUNT 18.  
TAX 1.

SUBTOTAL \$ 20.10

TIP \$ 4.02

TOTAL \$ 24.12

CUSTOMER COPY

\*\* \*\*\*\*\*

CHECK # (b)(6) DATE 2/0  
TABLE (b)(6) TIME 7:

-- DINING : S-CHARLIE --

ITEMS ORDERED AM  
1 PUB PRETZEL 7.2910%  
1 CEDAR GRILLED SALMON 13.4910%  
1 WATER

10% OFF

PROMOTIONS

TYPE AM

10% OFF

ENTER FOR A CHANCE  
TO WIN \$100 CASH WEEKLY  
AND \$1000 CASH MONTHLY

To [www.talktoapplebees.com](http://www.talktoapplebees.com) within  
days and tell us about your visit

NO PURCHASE NECESSARY TO ENTER OR WIN.  
Open to legal residents of the 50 US  
& DC 18 or older. Sweeps begins  
12/01/16

For details including how  
to enter without taking a survey.  
Void where prohibited  
Surveys can also be completed via phone  
(b)(6)

\*\*\*\*\*  
SERIAL NUMBER: (b)(6) \*  
VALIDATION CODE: \*  
\*\*\*\*\*

EXPIRATION DATE: 5/01/17

TOTAL CHK 20.78  
-----  
PROMO -2.08  
SUBTOTAL 18.70  
TAX 1.40

TOTAL DUE 20.10

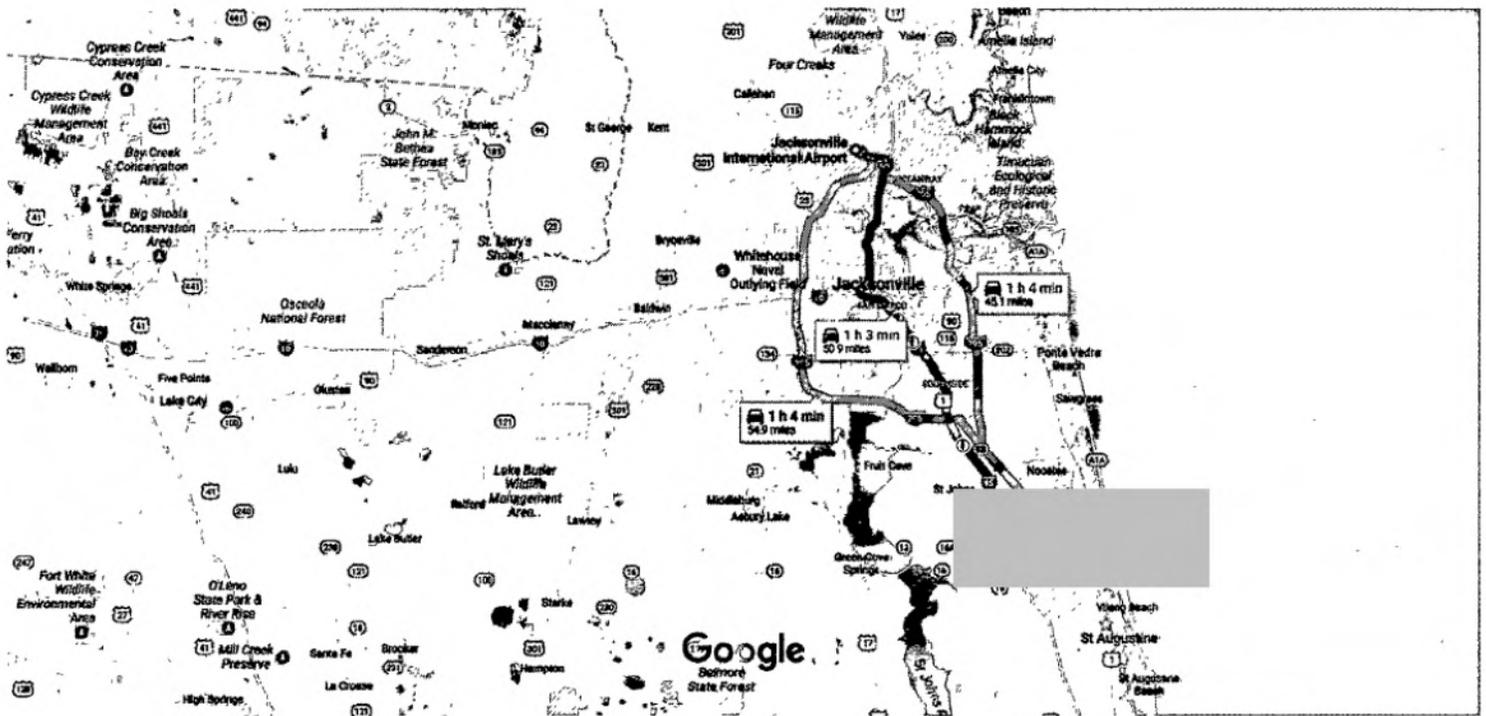
APPLEBEE'S GIFT CARDS MAKE A WONDERFUL  
GIFT FOR ANY OCCASION.  
ASK YOUR SERVER FOR DETAILS.  
\*\*\*HAPPY HOUR 3-6PM & 9-CL M-TH\*\*\*

THANK YOU FOR CHOOSING (b)(6)  
1-605-362-1926

Google Maps

Jacksonville International Airport to [redacted]

Drive 50.9 miles, 1 h 3 min



Map data ©2017 Google 5 mi

- 
- via I-95 S 1 h 3 min

Fastest route now, avoids slowdowns on I-295 S 50.9 miles
- via I-295 S and US-1 S 1 h 4 min

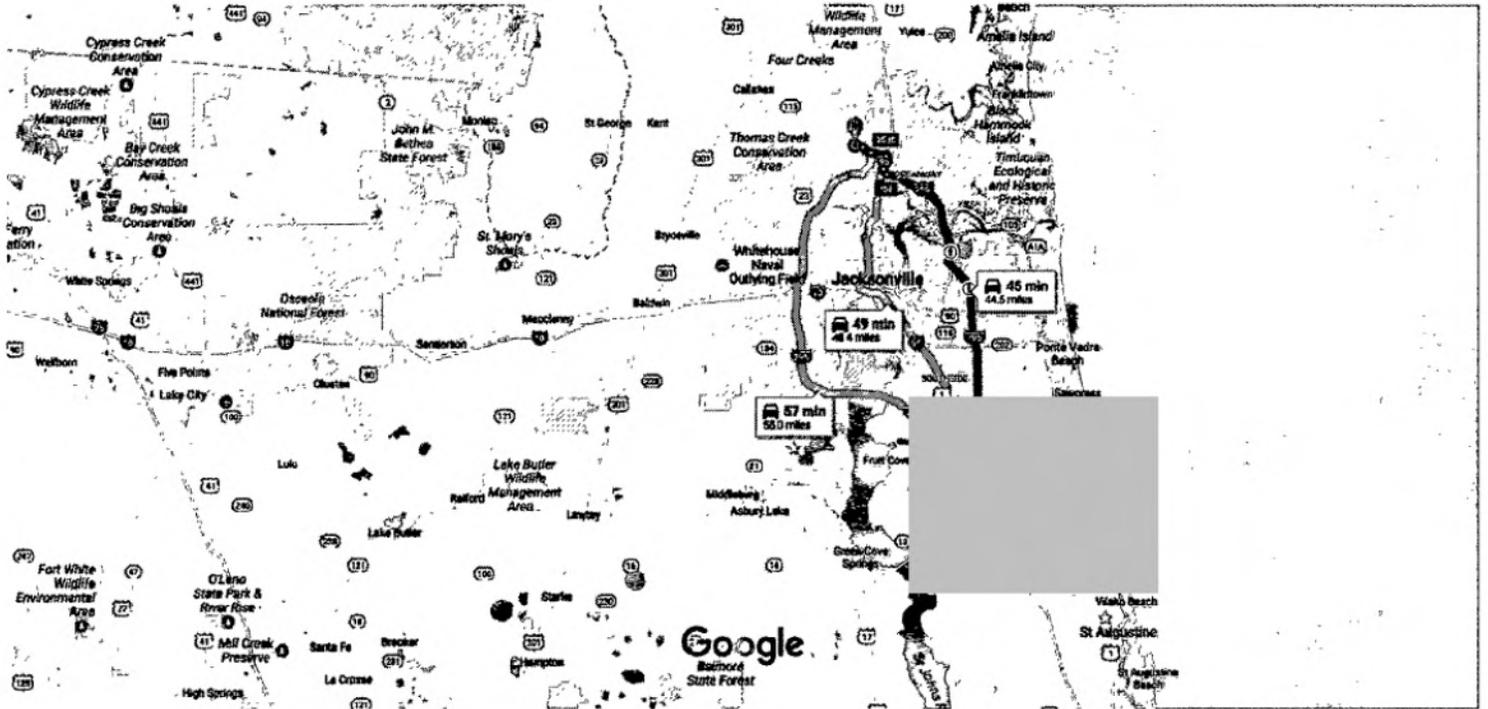
Slowdowns on I-295 S causing 13-min delay 45.1 miles
- via Int'l Airport Blvd, I-295 S and US-1 S 1 h 4 min

54.9 miles

Google Maps

to Jacksonville International Airport

Drive 44.5 miles, 45 min



Map data ©2017 Google 5 mi

- 
via US-1 N and I-295 N  
Fastest route, the usual traffic
45 min  
44.5 miles
  
- 
via US-1 N and I-95 N
49 min  
48.4 miles
  
- 
via US-1 N and I-295 S
57 min  
55.0 miles



ACICS



Member Center

(b)(6)

SIGN OUT

Administrator (b)(6)

Member Center Administration

Institution Information

Location

(b)(6)

Title

Corporate Type

Limited Liability Company

Date of Original Establishment of Institution

8/29/2016

Has the institution changed ownership since its original establishment?

No

If yes, Date when new ownership was established

Date of Licensure/Registration/Charter by appropriate agency

12/29/2017

Name of Licensing Agency

Georgia Nonpublic Postsecondary Education Commission

Is the institution currently accredited?

Yes

Accrediting Agency

Date of Grant Expiration

12/31/2026

Does the institution participate in federal financial aid programs (Title IV)?

No

Financial Aid Programs

Is the institution under any negative state, federal, or accreditation investigation or action? No

If yes, Reason for Investigation

Distance Education Offered

No

Are you offering distance education through a consortium agreement?

No

CEO Name

Dr. Randy Kluender

CEO Email

(b)(6)@gaorthodontics.org

Created at 2/26/2020 9:29 AM by (b)(6)@gaorthodontics.org

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Close

## Search for Dental Programs

Below is a listing of all CODA-accredited dental and dental-related education programs. Filter your choice by selecting one of the Programs on the left: Predoctoral (DDS/DMD) Dental Education Programs or Allied Dental Education Programs or Advanced Dental Education Programs. After you select a Program, you may also select one or more specific Program Type(s) that interest you. Once those selections are made, the results will display (in order by state). You may select a specific state and or a specific city to find a program. The program information displayed includes the website (as available) and mailing address, on-site evaluation years and current accreditation status. The Commission's accreditation status definitions are explained [here](#). Questions related to the admissions criteria and application process should be directed to the educational program.

Select the Canadian Programs tab below to search the listing of Canadian Programs through the Commission on Dental Accreditation of Canada.

**Your Search**

Georgia School of Or

**Filter your results Programs**

- Advanced Dental Education Programs
- 1

**Program Type**

US Programs	Canadian Programs
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Result 1 of 1 in 0.07 seconds

**Orthodontics & Dentofacial Orthopedics - Hudson Regional Hospital-Georgia School of Orthodontics**

Georgia  
Hudson Regional Hospital-Georgia School

Orthodontics  
&  
Dentofacial  
Orthopedics

1

Search in Program

### State or Territory

Georgia 1

Search in State

### City

Atlanta 1

Search in City

### Country

United  
States

1

### of Orthodontics

8200 Roberts Drive  
Atlanta  
30350

**Program Director:** Dr. Ricky Eugene Harrell

**Discipline Code:** ORTHO

**Accreditation Status:** Approval without  
Reporting Requirements

**Last Accreditation Visit:** 2019

**Next Accreditation Visit:** 2026

### Related Pages

[Find a Program](#)

[Program Options and Descriptions](#)

[Status Definitions](#)

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March 18 , 2020

Dr. Sherin Tookes  
Director  
Commission on Dental Accreditation (CODA)  
211 East Chicago Avenue  
Chicago, Illinois 60611

(b)(6)@ada.org

**SUBJECT: Applicant for ACICS Initial Grant of Accreditation**

Dear Dr. Tookes:

The following institution has applied to the Accrediting Council for Independent Colleges and Schools for initial accreditation:

**Georgia School of Orthodontics, Atlanta, Georgia**

The institution currently holds programmatic accreditation through CODA under its sponsoring hospital, Hudson Regional Hospital. Therefore, if you have any information that you believe would be relevant to the Council's consideration of this institution, please forward to Ms. Perliter Walters-Gilliam, Vice President of Accreditation at [initialapplicants@acics.org](mailto:initialapplicants@acics.org). The information would be included in the Council's review of the institution's application for initial accreditation. We sincerely appreciate your cooperation.

Respectfully,

(b)(6)

Michelle Edwards  
President & CEO

c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))

## **EVALUATION VISIT MEETING ROOM MATERIALS** **Initial, Reevaluation, and Additional Location Inclusion Visit**

*Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.*

### 1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module
- b. Student enrollment on day(s) of visit by program and by day and evening divisions
- c. Floor plan of facility
- d. Staff roster and organization chart
- e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students)
- f. All admissions tests and test cut-off scores for each program
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator
- h. Two copies of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan
- j. Board of directors and administrative staff meeting minutes
- k. Faculty meeting minutes
- l. Documentation of in-service training sessions held and the schedule for upcoming session
- m. Schedule and documentation of community resources utilized for each program (organized by program)
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator
- o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last New Grant Visit (campus additions, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.)
- p. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation

*NOTE: Student files will be selected randomly for review by team members.*

4. Inventories

- a. Library resource and reference materials including online materials (if applicable)
- b. Instructional equipment for all programs

5. Publications

- a. Most recent ACICS self-study or additional location application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads
- c. Student, faculty, and staff handbooks (if applicable)
- d. Current catalog with all addenda (if applicable)



# Campus Accountability Report (CAR) Guidelines

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## INTRODUCTION

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The introduction answers commonly asked questions of the ACICS Campus Accountability Report (CAR). This section also includes a summary of the significant improvements introduced to the submission procedures.

Following the introduction, guidelines for the web-page requirements; guidelines for completing the program measurement data section of the spreadsheet and student population data section of the spreadsheet; the calculated results table; and the formulas used for calculating the data are provided.

### **Who Needs to Submit an ACICS Campus Accountability Report (CAR)?**

The CAR is a yearly requirement separate and apart from any evaluation process. Any accredited campus (main and branch) that was accredited at any point during the CAR reporting year (July 1, 2018 to June 30, 2020) is required to file a CAR. Each campus has an obligation to follow the instructions and guidelines to ensure the report was complete and successfully submitted. Assurance of a complete and successful submission is the sole responsibility of the campus.

### **What is the CAR Reporting Year?**

ACICS CAR reporting year is July 1, 2019 to June 30, 2020. The CAR is commonly referred to using the submission year (e.g., 2020 CAR includes student population data collected from July 1, 2019 to June 30, 2020 and submitted November 2, 2020).

### **What data can be included on the CAR through the Submission Date in November?**

Student population data MUST reflect the CAR year (July 1, 2019 to June 30, 2020). However, **placement information** for graduates and completers reported on the current year's CAR are acceptable up to **November 2, 2020**. All placements must be verified through the Placement Verification Program (PVP) and should be categorized in the appropriate placement column however; **placements that have not been validated through the PVP should be listed as "not working"**.

Placements submitted to the PVP **after October 21, 2020** are **not** guaranteed to be verified by ACICS in time to be included in the 2020 CAR.

### **What are the 2020 CAR Submission Dates?**

The CAR must be submitted on a quarterly basis. The first quarter will include student population data collected from July 1, 2019 through September 30, 2019. The due date for the 1<sup>st</sup> Quarter CAR is due by 5:00 pm EST, on **February 1, 2020**.

The Mid-Year, or 2<sup>nd</sup> Quarter CAR, will be cumulative of the 1<sup>st</sup> Quarter submission and the 2<sup>nd</sup> Quarter, including student population data from July 1, 2019 through December 31, 2019. It is due no later than 5:00 pm EST, on **May 1, 2020**.

The 3<sup>rd</sup> Quarter CAR extends the student population data through March 2020, (that is, from July 1, 2019 through March 31, 2020, and is due by 5:00 pm EST, on **August 1, 2020**.

The final CAR submission is the **FULL YEAR CAR**. It covers all student data for the CAR reporting period (July 1, 2019 through June 30, 2020). The CAR must be submitted by 5:00 pm EST, **November 1, 2020**.

The 2020 CAR spreadsheets will need to be generated and downloaded prior to each quarterly submission. The first quarter CAR spreadsheets will be blank. The following quarterly spreadsheets will contain the data from your last submission. As such, you will just need to update the spreadsheets with any changes that occurred during the CAR reporting period.

To successfully record program data and roll-up program level data to the campus level, each specific system-generated program spreadsheet **MUST** be downloaded from the zip file in the Member Center and used. The zip file that institutions download will house all programs that were active during the CAR reporting period. The nomenclature of the program spreadsheets located in the zip files is as follows: i.e. **00012345\_Accounting\_54321\_04\_034505** (Institution Id Code\_Program Name\_Program Credential Level\_Application Id\_Unique Program Id).

**DO NOT RENAME THE PROGRAM SPREADSHEETS.**

## **Classification of students**

For the 1st quarter submission of the 2020 CAR, any students listed on the 4<sup>th</sup> quarter 2018 CAR (annual CAR) as still enrolled, must be classified as Enrolled as Part of the Beginning Population.

## **Placement Definition**

ACICS defines placement as “working in the field of study or acquiring a credential that directly benefits the graduate’s existing employment.” For a graduate to be considered placed, their employment must be paid and intended to be continuing and sustainable.

In addition, the following three categories are utilized to describe how students were placed:

- Placed based upon job titles: Any graduate or completer of a program that was placed based upon job titles included in the list of job titles published by the institution for which the program prepares students. These job titles must be those published by the institution on its web site in compliance with USDOE Title IV regulations and must be identified in the Department’s CIP-to-SOC Crosswalk (Standard Occupational Classification, U.S. Department of Labor) with the Classification of Instructional Programs (CIP) code of this program.

OR

- Placed based upon the required use of skills: Any graduate or completer of a program that was placed based upon the required use of skills learned in the student’s program as a **predominant** component of the job. These skills must be those listed in the institution’s published program

description and a **majority** of these skills must be documented in the employer's job description as required or desired skills, duties or responsibilities.

OR

- Placed based upon the benefit of the training: Any graduate or completer of a program that was placed based upon the benefit of the training received from the program in maintaining a current position with supporting promotion, pay raise, or direct benefit to job related skills.

## To Request Adjustments to Programs

Forms for requesting approval of program changes or terminations are available by accessing your Member Center. To access forms to make modifications or terminations to your active program listing, please log into your member center and follow these steps:

1. Select View/Add/Modify Programs.
2. Select the program you wish to modify or terminate.
3. Select the "edit this program" button or the "terminate this program" button.

Once the institution has been notified that the requested program changes or terminations have been approved the institution, **MUST** regenerate and download the zip file again.

## Student Achievement Standards

ACICS' standards for student achievement include Retention Rates, Placement Rates and Licensure Examination Pass Rates, as outlined in Appendix L of the *Accreditation Criteria*. These rates are calculated using data on retention, job placement and licensure examination pass rates\* submitted and reviewed annually through the Campus Accountability Report (CAR). Quantitative standards are applied at both the program level and the campus level. ACICS is also compiling data to calculate a graduation rate based on "scheduled to graduate cohort"). **Note: ACICS will calculate the program and campus graduation rate following submission. \*Licensure examination pass rates will only be reviewed on an annual basis, and thus, should only be included on the Full Year CAR, due November 1, 2020. Licensure questions on all quarterly submissions prior to the annual submission should not be answered.**

## Programs with less than 10 students/graduates - **\*\*NEW\*\***

Beginning with the 2020 CAR, institutions seeking consideration for a mitigating circumstance for student population for any program(s) with student achievement outcomes below Council standards as outlined in Appendix L, must submit a Mitigating Circumstances application. If no application for mitigating circumstances is submitted, the Council will take actions in accordance with Appendix L of the Accreditation Criteria. For information regarding the submission of a Mitigating Circumstances application, please see "Mitigating Circumstances" in the Guidelines. **This can only be submitted with the Annual CAR.**

## Mitigating Circumstances

As referenced in Appendix L of the Accreditation Criteria, consideration will be given to reasonable extenuating circumstances directly impacting the institution when reviewing student achievement data. To be considered, an institution must apply. Applications are posted on the ACICS website and must include a narrative of the extenuating circumstance(s) with back-up

## ACICS CAMPUS ACCOUNTABILITY REPORT (CAR) GUIDELINES

documentation as well as a narrative explanation of alternative indicators of student learning in the program with back-up documentation supporting these indicators. Applications will be attached to the CAR upon submission on or before November 1. **This can only be submitted with the Annual CAR.**

### **Placement Verification Program (PVP) Third-Party Verification**

Campuses are able to provide third-party verifications from Work Number/Equifax for up to 10% of the reporting year's placements already submitted to the PVP. The third-party verifications will only be accepted for placements classified as a **title match** and only from **Work Number/Equifax**. ACICS will open up the capability for campuses to upload the documentation for non-responders in the 4<sup>th</sup> Quarter for the Annual CAR submission, at which time the 10% allowance will be calculated. All Work Number/Equifax verifications submitted must be for placements already submitted to the PVP, but for which no response was received from the graduate or employer.

## WEB-PAGE GUIDELINES

### Login

The ACICS Campus Accountability Report (CAR) is accessed through the Member Center using the campus login credentials. If the end-user logs in using the corporate credentials, they will have access to any campus under that corporate structure. If the end-user logs in as a main campus, they will have access to submit the CAR on behalf of the main campus and any branch campus within that institutional grouping.

From the left side menu selection, click on **CAR**.

## PLEASE REMEMBER

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- Only placements that have been verified by the employer and/or graduate and validated by ACICS according to our placement definition, can be marked as **placed** on your CAR. All others must be marked as **not placed**.
- Please make sure any student that were listed as "**Still Enrolled**" of the annual 2018 CAR are listed as part of the **beginning population** on the first quarter 2020 CAR.
- Do not answer any licensure question at this time.
- Do not insert or delete cells, columns, or rows.
- Do not rename the spreadsheet or any tabs.
- Please remember that you must complete a spreadsheet for every program that was active during the CAR reporting period (e.g. July, August, and September of 2018 for Q1 CAR).
- If no students were enrolled during the CAR reporting period (e.g. July, August, and September of 2018 for Q1 CAR) and the program is still active, please upload the blank template.
- If you notice a program spreadsheet is missing, please send an email to [par@acics.org](mailto:par@acics.org).
- If you need technical support, please send an email to [SharepointTeam@acics.org](mailto:SharepointTeam@acics.org).
- If you have questions about completing the CAR, please send an email to [CAR@acics.org](mailto:CAR@acics.org).
- If you have questions about the PVP, please send an email to [verification@acics.org](mailto:verification@acics.org).
- If you are copying data from another spreadsheet into your program spreadsheet, please remember to use the paste values option (so you will not reformat the cell). The shortcut key is Ctrl+Alt+V.
- You will know your CAR has been fully completed when the progress bar is 100%.
- If you are at 80% it's most likely that you did not approve your preliminary report at outlined below.

## CAR WEB-PAGE QUESTIONS

### CAMPUS ENROLLMENT DATA (CED): DO YOU HAVE STUDENTS ENROLLED IN A SECOND PROGRAM OR CONCURRENTLY ENROLLED IN TWO PROGRAMS DURING THIS REPORTING PERIOD?

CED-Q1: YES

CED-Q2: NO

If YES: Enter the number of students enrolled in a second program after completing the first or concurrently enrolled in two programs during this reporting period.

If NO: The following question will display.

### DO YOU HAVE NON-PROGRAM ENROLLMENT DATA TO REPORT? YES – NO

If YES: Enter the correct number of students for

Non-Program Enrollment Data (NPE)		
Data Cell	Information Required	Description of Data
NPE-Q1	Students enrolled as of the beginning of this reporting period (July 1, 2018).	See “ <i>Information Required</i> ”.
NPE-Q2a	New Starts	List the number of students who enrolled in courses (not a program) for the first time between July 1, 2018, and June 30, 2020. These are students who had never enrolled in your campus prior to this reporting period.
NPE-Q2b	Re-entries	List the number of students who enrolled in this program for the first time between July 1, 2018, and June 30, 2020, who have previously withdrawn from your campus. These are students who may have dropped out of your campus in a prior reporting period for any number of reasons (e.g., personal, academic, vacation, employment) but have returned to your campus during the current reporting period.
NPE-Q3a	Of the total, how many students enrolled without a high school diploma or equivalent?	See “ <i>Information Required</i> ”.
NPE-Q3b	Of the total enrollment, how many students enrolled in one or more courses through distance learning delivery mode	See “ <i>Information Required</i> ”.

Non-Program Enrollment Data (NPE)		
Data Cell	Information Required	Description of Data
NPE-Q4	Of the number of students enrolled in one or more coursed through distance learning, how many were classified as fully online or 100% distance learning students.	See “ <i>Information Required</i> ”.

If NO: The following question will display.

**DO YOU HAVE NON-CREDIT, SHORT-TERM MODULE DATA TO REPORT?**

If YES: Enter the number of students enrolled in Non-Credit, Short-Term Modules during this reporting period.

Enter the number of students who completed their Non-Credit, Short-Term Modules during this reporting period.

If NO: This is the end of the web-page questions.

## PROGRAM MEASUREMENT DATA (PMD) - GUIDELINES

**NOTE:** When completing your program spreadsheets, please **ONLY** use a “1” to indicate a student’s status during the CAR reporting year. **The system will not recognize any other letters, numbers or characters.** An error detection icon displays on the spreadsheet if incorrect Student Population Data is entered along with a message to indicate the specific error that has occurred. If error detection icon is red, the program spreadsheet will not be recognized for uploading by the system. The icon must be green.

The following information is required to report program measurement data. This information **MUST** be entered into row 4 of the spreadsheet. The first column of the guidelines identifies the cell by program measurement data (PMD), the column (A-U), and the row (4). The second column lists the title of information required or the question which requires an answer. The third column provides clarification of the data, when needed.

PROGRAM MEASUREMENT DATA (PMD)		
Data Cell	Information Required	Description of Data
PMD-A4	ACICS ID	Please list your campus’ ACICS ID Code (e.g. 00012345).
PMD-B4	Full-time Student Tuition Rate	List the total tuition charged to complete this program as listed in the institutional catalog, depending upon the version or mode of delivery. Round to the nearest <u>whole dollar</u> . Foreign currencies must be converted to U.S. dollar equivalents.
PMD-C4	Full-time Program Fees	List the total fees charged to complete this program as listed in the campus catalog, depending upon the version or mode of delivery. Round to the nearest <u>whole dollar</u> . Foreign currencies must be converted to U.S. dollar equivalents.
PMD-D4	What is the length of the program (in months) (New Question)	Enter the number of months for the program. Round to the nearest <u>whole number</u> .
PMD-E4	Does this program have separate programmatic accreditation from an accreditor recognized by CHEA or USDE?	Place a “1” in the column if this program has separate programmatic accreditation from an accreditor recognized by the Council of Higher Education Accreditation (CHEA) or United States Department of Education (USDOE).
PMD-F4	Select your programmatic accrediting agency	Use the drop down menu to select the programmatic accrediting agency for this program.

PROGRAM MEASUREMENT DATA (PMD)		
Data Cell	Information Required	Description of Data
PMD-G4	What percent of your students graduated within the normal length of the program during the current CAR reporting period?	See “ <i>Information Required</i> ”.  <b>Formula:</b>  # of graduates 100% of normal length from the CAR reporting period  ----- Total # of graduates from the CAR reporting period
PMD-H4	What percent of your students graduated within 150% of the normal length of the program during the current CAR reporting period?	See “ <i>Information Required</i> ”.  <b>Formula:</b>  # of graduates within 150% of normal length from the CAR reporting period  ----- Total # of graduates from the CAR reporting period
PMD-I4	Is licensure required to become employed in your state in this curriculum area?	Place a “1” in the column if licensure is required to become employed in your state in this curriculum area. <b><u>If a program does not require licensure for employment leave cells PMJ through PMN blank.</u></b>
PMD-J4	If the answer to the previous question is yes, please list the state, regional or national agency which administers the required licensure examination for this program.	Please write the entire name of the agency (no abbreviations). <b><u>If a program does not require licensure for employment leave cells PMD-J4-through PMD-N4 blank.</u></b>
PMD-K4	If the agency providing the license examination has a pass rate standard (i.e. the pass rate that a program must meet or exceed in order to be in good standing), please list the pass rate standard	Place the agency’s pass rate standard in column.
PMD-L4	Program licensure pass rate published by the licensing agency two years ago.	See “ <i>Information Required</i> ”.

PROGRAM MEASUREMENT DATA (PMD)		
Data Cell	Information Required	Description of Data
PMD-M4	Program licensure pass rate published by the licensing agency last year.	See "Information Required".
PMD-N4	Most recent program licensure pass rate published by the licensing agency.	See "Information Required".
PMD-O4	Is certification required to become employed in your state in this curriculum area?	Place a "1" in the column if certification is required to become employed in your state in this curriculum area. <b><u>If a program does not require certification for employment leave cells PMD-P4- through PMD-T4 blank.</u></b>
PMD-P4	If the answer to the previous question is yes, list the State, Regional or National Agency which Administers the Required Certification Examination for this Program	Please write the entire name of the agency (no abbreviations).
PMD-Q4	If the Agency Providing the License Based Upon an Examination has a Pass Rate Standard (i.e. the Pass Rate that a Program must Meet or Exceed in Order to be in Good Standing), List the Pass Rate Standard	Place the agency's pass rate standard in column
PMD-R4	Program Licensure Pass Rate Published by the Licensing Agency Two Years Ago	See "Information Required".
PMD-S4	Program Certification Pass Rate Published by the Certification Agency Last Year	See "Information Required".
PMD-T4	Most Recent Program Certification Pass Rate Published by the Certification Agency	See "Information Required".

PROGRAM MEASUREMENT DATA (PMD)		
Data Cell	Information Required	Description of Data
PMD-U4	Is registration required to become employed in your state in this curriculum area?	Place a "1" in the column if registration is required to become employed in your state in this curriculum area. <b><u>If a program does not require registration for employment leave cells PMD-V4 through PMD-Z4 blank.</u></b>
PMD-V4	If the answer to the previous question is yes, list the State, Regional or National Agency which Administers the Required Registration Examination for this Program	Please write the entire name of the agency (no abbreviations).
PMD-W4	If the Agency Providing the Registration Based Upon an Examination has a Pass Rate Standard (i.e. the Pass Rate that a Program must Meet or Exceed in Order to be in Good Standing), List the Pass Rate Standard	Place the agency's pass rate standard in column
PMD-X4	Program Registration Pass Rate Published by the Registration Agency Two Years Ago	See "Information Required".
PMD-Y4	Program Registration Pass Rate Published by the Registration Agency Last Year	See "Information Required".
PMD-Z4	Most Recent Program Registration Pass Rate Published by the Registration Agency	See "Information Required".

## STUDENT POPULATION DATA (SPD) - GUIDELINES

**NOTE:** When completing your program spreadsheets, please **ONLY** use a “1” to indicate a student’s status during the CAR reporting year. **The system will not recognize any other letters, numbers or characters (unless otherwise indicated).** An error detection icon displays on the spreadsheet if incorrect Student Population Data is entered along with a message to indicate the specific error that has occurred. If error detection icon is red, the program spreadsheet will not be recognized for uploading by the system. The icon must be green.

The following information is required to report student population data. The data for the first student is entered in row 7 and a new row is used for each student reported. The first column of the guidelines identifies the cell by student population data (SPD), the column (A-AA), and the row (7). The second column lists the title of information required. The third column provides clarification of the data, when needed.

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-A7	Student ID Number	List the number that your campus uses to identify students enrolled in this program during the 2020 CAR reporting period. This must be the same Student ID Number used previously, if the student has been enrolled continuously in a previous CAR reporting period. <b><u>This number must also match the Student ID Number used in the PVP. Please do not include student’s social security numbers.</u></b>
SPD-B7	Student Name	Enter the first and last name of any student in enrolled in this program during the 2020 CAR reporting period.
SPD-C7	Start Date	Enter the month and year any student listed entered this program (e.g. 01/14).
SPD-D7	Scheduled to Graduate Cohort	Enter the month and year that the student was originally scheduled to graduate as listed on the enrollment agreement signed by the student (e.g. 06/17).
SPD-E7	Is the student here on a visa?	Place a “1” in the column for any student that is in the country on a <b><u>student visa</u></b> .
SPD-F7	Does this student receive federal financial aid?	Place a “1” in the column for any student that received federal financial aid during the 2020 CAR period.
SPD-G7	Enrolled as a part of the beginning population (July 1, 2018)	Place a “1” in the column for any student. These are only students that were listed as still enrolled on the 4 <sup>th</sup> quarter 2018 CAR.

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-H7	New Starts	Place a “1” in the column for any student who enrolled in this program for the first time between July 1, 2018, and June 30, 2020. These are students who had never enrolled in your campus prior to this reporting period, <b><u>except for students who had:</u></b> <b>a)</b> Enrolled and then graduated from a different program and have subsequently enrolled in this program for the first time, or <b>b)</b> Enrolled for the first time during the same reporting period in another program as well as in this one, or <b>c)</b> Enrolled in courses but not in a full program, or <b>d)</b> Enrolled initially in the program as non-regular students for a trial enrollment period.
SPD-I7	Re-entries	Place a “1” in the column for any student who enrolled in this program between July 1, 2018, and June 30, 2020, who have previously withdrawn from your campus. These are students who may have dropped out of your campus <u>in a prior reporting period</u> for any number of reasons (e.g., personal, academic, employment) but have returned to your campus during the current reporting period.
SPD-J7	Transfers into the program from other programs at the campus	Place a “1” in the column for any student that transferred into this program from another program at the campus. <b>NOTE: If you have a student that transferred into a program more than once during the reporting period, you may insert the number of times the student transferred into the program (maximum of 5) in this column.</b>
SPD-K7	Transfers out of the program to other programs at the campus	Place a “1” in the column for any student that transferred out of this program to another program at the campus. <b>NOTE: If you have a student that transferred out of a program more than once during the reporting period, you may insert the number of times the student transferred out of the program (maximum of 5) in this column.</b>

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-L7	Revised Scheduled to Graduate Cohort	Enter the month and year that the student is scheduled to graduate if it was revised from the original date through a transfer into the program, a leave of absence or fails a course and repeats the course in a subsequent term. If the student's cohort did not change, then leave this column blank (e.g. 01/16).
SPD-M7	Leave of Absence	Place a "1" in the column for any student that took a leave of absence during, or at any point, in the reporting period. There must be formal documentation of this action in the student's file.
SPD-N7	Completed a program	<p>Place a "1" in the column for any student who completed the program but did not graduate between July 1, 2018- June 30, 2020.</p> <p>A completer is a student who is no longer enrolled in the campus and who has either completed the time allowed or attempted the maximum allowable number of credits for the program of study but did not accomplish one of the following graduation requirements:</p> <ul style="list-style-type: none"> <li>a) Achieve a GPA of at least 2.0.</li> <li>b) Attain required competencies or speed skills.</li> <li>c) Satisfy non-academic requirements (e.g., outstanding financial obligations).</li> </ul> <p>Students who are classified as completers must be tracked for placement purposes even if the campus' policy is to withhold placement services. The Council considers both graduates and completers to be eligible for placement.</p>

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-O7	Graduated from a program	<p>Place a “1” in the column for any student who graduated from the program between July 1, 2018-June 30, 2020.</p> <p>A graduate meets <b>ALL</b> of the following criteria:</p> <ul style="list-style-type: none"> <li><b>a)</b> Achieved a GPA of 2.0 or greater at graduation.</li> <li><b>b)</b> Successfully passed all courses in the program or substitute courses permitted by the campus.</li> <li><b>c)</b> Attained required competencies or speed levels in all courses.</li> <li><b>d)</b> Met all clinical, internship, and externship requirements.</li> <li><b>e)</b> Satisfied all other academic requirements for graduation.</li> <li><b>f)</b> Satisfied all non-academic requirements for graduation, such as payment of tuition and fees, return of books, etc.</li> <li><b>g)</b> Received the appropriate credential.</li> <li><b>h)</b> Is no longer enrolled at the campus, unless currently enrolled or reenrolled as a new start in a different program.</li> </ul>
SPD-P7	Withdrew due to active military service	<p>Select this option from the dropdown box for any student who has moved to a military base due to orders from the armed services (including spouses or dependents of military personnel who were enrolled at your campus). Students who have withdrawn due to active military service will not count against the retention percentage. Documentation must be maintained in the student’s file at the campus.</p>
SPD-P7	Withdrew to enroll in an institution with common ownership	<p>Select this option from the dropdown box for any student who withdrew and re-enrolled in a campus under common ownership during the reporting period. Students who have withdrawn to enroll in a campus with common ownership will not count against the retention percentage. Campuses must keep documentation in student files for students who withdraw to enroll in other campuses with common ownership.</p>

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-P7	Withdrew due to incarceration	Select this option from the dropdown box for any student who was incarcerated and serving a criminal sentence in a Federal, State or local penitentiary, prison, jail, or other similar correctional institution. Students under permanent house arrest are included. Students sentenced to serve for less than one month, only on weekends or in a half-way house are not eligible. Documentation must be maintained in the student's file at the campus.
SPD-P7	Withdrew due to death	Select this option from the dropdown box for any student in the program who died between July 1, 2018- June 30, 2020. Documentation must be maintained in the student's file at the campus.
SPD-Q7	Withdrawals	Place a "1" in the column for any student in the program who did not complete their objective, who withdrew from your campus (see definition below) between July 1, 2018 and June 30, 2020, and who are not counted as transfers, completers, graduates, still enrolled or as one of the four excluded withdrawals.
SPD-R7	Month Submitted to PVP	Enter the month and year that the student was submitted to the Placement Verification Program (PVP) (e.g. 08/17).
SPD-S7	Placed based upon job titles included in the list of <b><u>job titles</u></b> published by the institution for which the program prepares students	Place a "1" in the column for any student in the program who was placed based upon job titles included in the list of job titles published by the institution for which the program prepares students. These job titles must be those published by the institution on its web site in compliance with USDOE Title IV regulations and must be identified in the Department's CIP-to-SOC Crosswalk (Standard Occupational Classification, U.S. Department of Labor) with the Classification of Instructional Programs (CIP) code of this program. If the job title was on the published list, but the classification of a placement also involved an analysis of the program skills required as a predominant component of the job, include the student under Column R rather than here. Do not include a student in more than one placement category.

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-T7	Placed based upon the required use of <b>skills learned</b> in the student’s program as a predominant component of the job	Place a “1” in the column for any student in the program who was placed based upon the required use of skills learned in the student’s program as a <b>predominant</b> component of the job. These skills must be those listed in the institution’s published program description and a <b>majority</b> of these skills must be documented in the employer’s job description as required or desired skills, duties or responsibilities. Do not include a student in more than one placement category.
SPD-U7	Placed Based Upon the Benefit of the Training Received from the Program in Maintaining a Current Position with Supporting Promotion, Pay Raise, or Direct Benefit to Job Related Skills	Place a “1” in the column for any student in the program that was placed based upon the benefit of the training received from the program in maintaining a current position with supporting promotion, pay raise, or direct benefit to job related skills. Documentation should include a job description or letter from the employer that indicate the graduate received a direct benefit to their existing employment, through a promotion, pay raise or improvement of job skills, or any other documentation to verify as such. Do not include a student in more than one placement category.
SPD-V7	Not available for placement due to pregnancy, death, or other health-related issues	Select this option from the dropdown box for any student in the program who is unavailable for placement due to pregnancy, death, or other health-related issues. <b>a)</b> Written information from a relative that completer or graduate was pregnant or gave birth at some time during the reporting period for placements. <b>b)</b> Written information from family or friend, or obituary. <b>c)</b> Written information that the completer, graduate or someone in the immediate family required hospitalization, bed rest or rehabilitation for at least a four-month period during the reporting period.

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-V7	Not available for placement due to continuing education	Select this option from the dropdown box for any student in the program who is unavailable for placement due to continuing their educational studies. <b>a)</b> Enrollment agreement or letter of acceptance as a full-time student into a new educational program that is 300 hours or longer in length.
SPD-V7	Not available for placement due to active military service	Select this option from the dropdown box for any student in the program who is unavailable for placement due to active military service. <b>a)</b> Papers verifying assignment to active duty. <b>b)</b> Completers and Graduates as well as spouses and dependents of military personnel who have moved due to military transfer orders are included.
SPD-V7	Not available for placement due to visa restrictions (international students)	Select this option from the dropdown box for any student in the program who is unavailable for placement due to visa restrictions. <b>a)</b> Documentation of the visa, of the lack of opportunities for paid practical training and of the location of the completer or graduate in the US for some time during the reporting period. <b>b)</b> Graduates are <b>not</b> considered “Not Available” just because they have moved to another country.
SPD-V7	Not available for placement due to enrollment in an English as a Second Language (ESL) program	Select this option from the dropdown box for any student in the program who is unavailable for placement due to enrollment in an ESL program. <b>a)</b> A copy of an enrollment agreement or transcript is acceptable documentation.
SPD-V7	Not available for placement due to incarceration	Select this option from the dropdown box for any student in the program who is unavailable for placement due to incarceration. <b>a)</b> Documentation that the completer or graduate was incarcerated during the reporting period and served a criminal sentence in a Federal, State or local penitentiary, prison, jail, or other similar correctional institution. <b>b)</b> Students under house arrest are included. Students sentenced to serve for less than one month, only on weekends or in a half-way house are not eligible. <b>c)</b> Documentation must be maintained in the student’s file at the campus.

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-W7	Not Placed	Place a “1” in the column for any student who graduated or completed the program but is not working or are not documented to be working. a) Graduates who may be working out of their home cannot be listed as placed or waived. They may be listed as “placed” if documented evidence is available, but they must be listed as “not working” if documentation cannot be obtained. <b>Any student whose placement was not validated through the PVP must be reported as Not Placed.</b>
SPD-X7	Enrolled without a high school diploma or equivalent	Place a “1” in the column for any student in the program that enrolled without a high school diploma or equivalent.
SPD-Y7	Enrolled in one or more courses through distance learning delivery mode	Place a “1” in the column for any student in the program that is enrolled in one or more courses through distance learning delivery mode.
SPD-Z7	Classified as a fully online or 100% distance learning student	Place a “1” in the column for any student in the program that is classified as a fully online or 100% distance learning student.
SPD-AA7	Still Enrolled	This column will automatically populate within the spreadsheet based on the categories selected for each student.

## FORMULAS USED IN CALCULATING RATES

<b>CED= CAMPUS ENROLLMENT DATA</b>	<b>NPE=NON PROGRAMMATIC ENROLLMENT</b>
<b>LPR= LICENSURE PASS RATE</b>	<b>SPD= STUDENT POPULATION DATA</b>

### **CAMPUS RETENTION RATE FORMULA\*\***

$$\frac{((SPD\ G+H+I) - (SPD\ P: \text{WITHDREW TO ENROLL IN AN INSTITUTION WITH COMMON OWNERSHIP}) - (CED\ Q1)) - (SPD\ Q)}{((SPD\ G+H+I) - (SPD\ P: \text{WITHDREW TO ENROLL IN AN INSTITUTION WITH COMMON OWNERSHIP}) - (CED\ Q1))}$$

### **CAMPUS PLACEMENT RATE FORMULA\*\***

$$(SPD\ S+T+U) / ((SPD\ N+O) - (SPD\ V))$$

### **PROGRAM RETENTION RATE FORMULA\***

$$\frac{((SPD\ G+H+I+J) - (SPD\ P: \text{WITHDREW TO ENROLL IN AN INSTITUTION WITH COMMON OWNERSHIP}) - (SPD\ Q))}{((SPD\ G+H+I+J) - (SPD\ P: \text{WITHDREW TO ENROLL IN AN INSTITUTION WITH COMMON OWNERSHIP}))}$$

### **PROGRAM PLACEMENT RATE FORMULA\***

$$(SPD\ S+T+U) / ((SPD\ N+O) - (SPD\ V))$$

### **ENDING POPULATION FORMULA\*\***

$$(SPD\ G+H+I) - (SPD\ N+O+P+Q)$$

\*\* Rates will be auto-calculated by the system.

*\*Rates will be auto-calculated within the program spreadsheet.*



ACICS



Member Center

(b)(6)

SIGN OUT

Administrator (b)(6)

Member Center Administration

Institution Information

Location

(b)(6)

Title

Corporate Type

Privately Held Corporation

Date of Original Establishment of Institution

1/1/1917

Has the institution changed ownership since its original establishment?

Yes

If yes, Date when new ownership was established

7/11/2002

Date of Licensure/Registration/Charter by appropriate agency

7/19/1996

Name of Licensing Agency

New York State Board of Regents

Is the institution currently accredited?

Yes

Accrediting Agency

Accrediting Bureau of Health Education Schools (ABHES)

Date of Grant Expiration

2/28/2024

Does the institution participate in federal financial aid programs (Title IV)?

Yes

Financial Aid Programs

Federal Pell Grants  
Federal SEOG  
Federal Work Study  
Federal Direct Stafford Loans  
Federal Direct PLUS Loans

Is the institution under any negative state, federal, or accreditation investigation or action? No

If yes, Reason for Investigation

Distance Education Offered

<100%

Are you offering distance education through a consortium agreement?

No

CEO Name

Dr. John J. McGrath

CEO Email

(b)(6)-elley.edu

Created at 11/7/2019 9:23 AM by (b)(6)-elley.edu

Last modified at 11/7/2019 9:23 AM by (b)(6)elley.edu

Close



February 4, 2020

**VIA EMAIL**

(b)(6) @abhes.org

Ms. India Tips  
Executive Director  
Accrediting Bureau of Health Education Schools (ABHES)  
7777 Leesburg Pike, Suite 314 N.  
Falls Church, VA 22043

**SUBJECT: Applicant for ACICS Initial Grant of Accreditation**

Dear Ms. Tips:

The following institution has applied to the Accrediting Council for Independent Colleges and Schools for initial accreditation:

**Mildred Elley, Albany, New York (Main)**  
**Mildred Elley, New York City, New York (Branch)**  
**Mildred Elley, Pittsfield, Massachusetts (Branch)**

The institution is currently accredited by ABHES. Therefore, if you have any information that you believe would be relevant to the Council's consideration of this institution, please forward it to Ms. Perliter Walters-Gilliam, Vice President of Accreditation at [initialapplicants@acics.org](mailto:initialapplicants@acics.org). The information would be included in the Council's review of the institution's application for initial accreditation. We sincerely appreciate your cooperation.

Sincerely,

(b)(6)

Michelle Edwards  
President & CEO

c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov)) ([CaseTeams@ed.gov](mailto:CaseTeams@ed.gov))



ACICS



Member Center

(b)(6)

SIGN OUT

Administrator (b)(6)

Member Center Administration

Institution Information

Location

(b)(6)

Title

Corporate Type

Limited Liability Company

Date of Original Establishment of Institution

8/29/2016

Has the institution changed ownership since its original establishment?

No

If yes, Date when new ownership was established

Date of Licensure/Registration/Charter by appropriate agency

12/29/2017

Name of Licensing Agency

Georgia Nonpublic Postsecondary Education Commission

Is the institution currently accredited?

Yes

Accrediting Agency

Date of Grant Expiration

12/31/2026

Does the institution participate in federal financial aid programs (Title IV)?

No

Financial Aid Programs

Is the institution under any negative state, federal, or accreditation investigation or action? No

If yes, Reason for Investigation

Distance Education Offered

No

Are you offering distance education through a consortium agreement?

No

CEO Name

Dr. Randy Kluender

CEO Email

(b)(6)@gaorthodontics.org

Created at 2/26/2020 9:29 AM by (b)(6)@gaorthodontics.org

Last modified at 2/26/2020 9:29 AM by (b)(6)@gaorthodontics.org

Close

## Search for Dental Programs

Below is a listing of all CODA-accredited dental and dental-related education programs. Filter your choice by selecting one of the Programs on the left: Predoctoral (DDS/DMD) Dental Education Programs or Allied Dental Education Programs or Advanced Dental Education Programs. After you select a Program, you may also select one or more specific Program Type(s) that interest you. Once those selections are made, the results will display (in order by state). You may select a specific state and or a specific city to find a program. The program information displayed includes the website (as available) and mailing address, on-site evaluation years and current accreditation status. The Commission's accreditation status definitions are explained [here](#). Questions related to the admissions criteria and application process should be directed to the educational program.

Select the Canadian Programs tab below to search the listing of Canadian Programs through the Commission on Dental Accreditation of Canada.

**Your Search**

Georgia School of Or

**Filter your results Programs**

- Advanced Dental Education Programs
- 1

**Program Type**

US Programs	Canadian Programs
-------------	-------------------

Result 1 of 1 in 0.07 seconds

**Orthodontics & Dentofacial Orthopedics - Hudson Regional Hospital-Georgia School of Orthodontics**

Georgia  
Hudson Regional Hospital-Georgia School

Orthodontics  
&  
Dentofacial  
Orthopedics

1

Search in Program

### State or Territory

Georgia 1

Search in State

### City

Atlanta 1

Search in City

### Country

United  
States

1

### of Orthodontics

8200 Roberts Drive  
Atlanta  
30350

**Program Director:** Dr. Ricky Eugene Harrell

**Discipline Code:** ORTHO

**Accreditation Status:** Approval without  
Reporting Requirements

**Last Accreditation Visit:** 2019

**Next Accreditation Visit:** 2026

### Related Pages

[Find a Program](#)

[Program Options and Descriptions](#)

[Status Definitions](#)

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March 18 , 2020

Dr. Sherin Tooks  
Director  
Commission on Dental Accreditation (CODA)  
211 East Chicago Avenue  
Chicago, Illinois 60611

(b)(6)@ada.org

**SUBJECT: Applicant for ACICS Initial Grant of Accreditation**

Dear Dr. Tooks:

The following institution has applied to the Accrediting Council for Independent Colleges and Schools for initial accreditation:

**Georgia School of Orthodontics, Atlanta, Georgia**

The institution currently holds programmatic accreditation through CODA under its sponsoring hospital, Hudson Regional Hospital. Therefore, if you have any information that you believe would be relevant to the Council's consideration of this institution, please forward to Ms. Perliter Walters-Gilliam, Vice President of Accreditation at [initialapplicants@acics.org](mailto:initialapplicants@acics.org). The information would be included in the Council's review of the institution's application for initial accreditation. We sincerely appreciate your cooperation.

Respectfully,

(b)(6)

Michelle Edwards  
President & CEO

c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))



ACICS



Member Center

(b)(6)

SIGN OUT

Administrator (Perlter Walters-Gilliam)    Member Center Administration    Institution Information

Location

(b)(6)

Title

Corporate Type

Privately Held Corporation

Date of Original Establishment of Institution

12/5/1997

Has the institution changed ownership since its original establishment?

No

If yes, Date when new ownership was established

Date of Licensure/Registration/Charter by appropriate agency

6/1/2003

Name of Licensing Agency

Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)

Is the institution currently accredited?

Yes

Accrediting Agency

Accreditation Commissions for Acupuncture and Oriental Medicine (ACAOM)

Date of Grant Expiration

12/31/2020

Does the institution participate in federal financial aid programs (Title IV)?

Yes

Financial Aid Programs

Master's degree – Oriental medicine

Is the institution under any negative state, federal, or accreditation investigation or action? Yes

If yes, Reason for Investigation

*The Commission placed the institution and its master's degree program on a Warning sanction until 15 August 2020. Three areas of non-compliance: assessment, clinic records keeping and stability of key personnel.*

Distance Education Offered

No

Are you offering distance education through a consortium agreement?

No

CEO Name

Eric Tao

CEO Email

(b)(6)@uewm.edu

Created at 2/12/2020 4:00 PM by  (b)(6)@uewm.edu

Last modified at 2/12/2020 4:00 PM by  (b)(6)@uewm.edu

Close

## Perlter Walters-Gilliam

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**From:** Perlter Walters-Gilliam on behalf of Initial Applicants  
**Sent:** Friday, February 28, 2020 9:53 AM  
**To:** Dr.Eric Tao  
**Cc:** Initial Applicants; Michelle Edwards  
**Subject:** Initial Review Follow up - University of East West Medicine (UEWM)

Dear Dr. Tao

We are in receipt of the submission of UEWM's registration for consideration to proceed with the ACICS Initial Accreditation process. Following the review, we note that the institution is currently under a warning accreditation action by its current accreditor, ACAOM. This sanction is through August 15, 2020. Further, the institution is currently teaching out its doctoral program through December 2020.

Therefore, the institution must provide the following information for subsequent review:

1. A copy of ACAOM's action letter along with a narrative explanation on the institution's response to the agency's concerns.
2. The number of students currently enrolled in the doctoral program and their anticipated completion date(s).

This information will be used as part of ACICS' consideration of the institution to include consultation with the Executive Committee of the Council. Let me know if you have any questions.

Thank you.

(b)(6)

**Vice President of Accreditation**  
Accrediting Council for Independent Colleges and Schools  
1350 Eye Street, NW | Suite 560 | Washington, DC 20005  
www.acics.org | 202.336-6769 - P |

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## Perlter Walters-Gilliam

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**From:** Initial Applicants  
**Sent:** Thursday, March 19, 2020 3:45 PM  
**To:** Initial Applicants; Karl Gauby; Mark McKenzie  
**Cc:** Michelle Edwards  
**Subject:** RE: University of East West Medicine (UEWM)

Hello Karl

It was a pleasure speaking with you. I appreciate your taking the time to share valuable insight about this institution that I would not have obtained directly from them. The accreditor camaraderie is refreshing. As I mentioned, Dr. Tao indicated that he was waiting on your report from the February visit. However, you shared that they already responded to that report. Would you forward a copy of your report to me please? I have asked them for any communication from ACAOM since last September among other things. ACICS has not extended an invitation to the institution.

I will be in touch as necessary. Thank you again and stay safe.

(b)(6)

**Vice President of Accreditation**

Accrediting Council for Independent Colleges and Schools  
1350 Eye Street, NW | Suite 560 | Washington, DC 20005  
www.acics.org | 202.336-6769 - P |

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**From:** Initial Applicants <InitialApplicants@acics.org>  
**Sent:** Thursday, March 19, 2020 1:13 PM  
**To:** Karl Gauby <karl.gauby@acaom.org>; Mark McKenzie <mark.mckenzie@acaom.org>; Initial Applicants <InitialApplicants@acics.org>  
**Cc:** Michelle Edwards <medwards@acics.org>  
**Subject:** RE: University of East West Medicine (UEWM)

Hello Karl

Yes, I remember you and our conversations on another school 😊 I'll give you a call within the next few hours. Stay safe.

*Perlter Walters-Gilliam*

**Vice President of Accreditation**

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**From:** (b)(6)@acaom.org>  
**Sent:** Wednesday, March 18, 2020 12:12 PM  
**To:** (b)(6)@acaom.org>; Initial Applicants <InitialApplicants@acics.org>  
**Cc:** (b)(6)@acics.org>; (b)(6)@acaom.org>  
**Subject:** RE: University of East West Medicine (UEWM)

Good afternoon Perliter,

We have talked in the past and I look forward to working with your again. I am very familiar with the University of East West Medicine and am able to address your questions.

I am available today until 5:00pm EST, and all day tomorrow. I can be reached at (612) 225.4688

Respectfully,  
Karl

Karl M. Gauby  
Director of Regulatory Affairs  
Accreditation Commission for Acupuncture and Oriental Medicine  
8941 Aztec Drive, Suite 2  
Eden Prairie, MN 55347

p: 612.225.4688  
(b)(6)@acaom.org

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---

**From:** (b)(6)@acaom.org>  
**Sent:** Wednesday, March 18, 2020 12:06 PM  
**To:** Initial Applicants <InitialApplicants@acics.org>  
**Cc:** (b)(6); (b)(6)@acaom.org>  
**Subject:** RE: University of East West Medicine (UEWM)

Hello Perliter, I have asked Dr. Karl Gauby, ACAOM's Director of Regulatory Services to contact you in response to your request.

Respectfully

Mark S. McKenzie, LAc, PhD (China) , MSOM  
Executive Director  
Accreditation Commission of Acupuncture and Oriental Medicine  
8941 Aztec Drive  
Suite B  
Eden Prairie, MN 55347  
612-225-4653 (direct)  
952-212-2434 (office)

---

**From:** Initial Applicants <[InitialApplicants@acics.org](mailto:InitialApplicants@acics.org)>  
**Sent:** Wednesday, March 18, 2020 10:04 AM  
**To:** (b)(6)@acaom.org  
**Cc:** Initial Applicants <[InitialApplicants@acics.org](mailto:InitialApplicants@acics.org)> (b)(6)@acics.org  
**Subject:** University of East West Medicine (UEWM)

Hello Dr. McKenzie

I trust you are staying well while navigating these uncertain times. I would like to request a few minutes of your time to confidentially discuss the institution above. UEWM is interested in pursuing ACICS initial accreditation and we are aware that it is currently under an adverse action by ACAOM.

Please provide a number where you can be reached and a day/time that works for you. I look forward to connecting - thank you.

(b)(6)

**Vice President of Accreditation**  
Accrediting Council for Independent Colleges and Schools  
1350 Eye Street, NW | Suite 560 | Washington, DC 20005  
[www.acics.org](http://www.acics.org) | 202.336-6769 - P |

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## Perlter Walters-Gilliam

---

**From:** Initial Applicants  
**Sent:** Thursday, April 30, 2020 7:31 AM  
**To:** Dr.Eric Tao; President UEWM  
**Cc:** Huiping Lo; Clark Harris; Jamie Morley; Initial Applicants; Michelle Edwards  
**Subject:** Follow up on the eligibility of the University of East-West Medicine (UEWM)

**Importance:** High

Dear Dr. Tao

ACICS has considered the reports and additional information you provided in response to its inquiry on the current institutional warning action by ACAOM. This inquiry is part of ACICS' review to determine if UEWM should be extended an invitation to apply for initial accreditation. As a result of its review, the following are noted:

1. The institution is currently under a warning action with ACAOM and has agreed to teach out its DOAM program.
2. The institution's accreditation is extended through August 2020.
3. ACAOM will consider the outcome of the institution's *Special Master Visit and Progress Report* at its August 2020 meeting and take an accreditation action, as appropriate.

Therefore, in light of the upcoming review by ACAOM, ACICS will defer consideration of the institution's request to proceed with the initial application process pending receipt of a decision by ACAOM. The institution is advised that an invitation to apply is at ACICS' discretion and not mandated by an institution's eligibility.

Once an action has been communicated to the institution, please reach out to me for follow up. Please stay safe and well during these times. Thank you.

(b)(6)

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## Monitoring Activities

1. Campus Accountability Reports (CAR), providing enrollment, retention, graduation and placement information on an annual basis.
2. Quarterly CAR reports, providing updated enrollment, retention, graduation and placement information on a nearly continuous basis throughout the academic year.
3. Retention, placement, and licensure improvement plans when campuses fall below ACICS benchmarks on these important student achievement measures.
4. Continuous, real-time monitoring and verification of graduate employment activities through the PVP process.
5. Annual Financial Reports (AFR), which provide detailed institution-level financial results in a standardized format on an annual basis.
6. Audited financial statements prepared at the corporate or legal entity level by independent auditors that complement and supplement the AFR and ensure integrity in the reported financial data.
7. Financial improvement plans and quarterly financial reports when the Council identifies potential weaknesses or problems in an institution's financial results.
8. The student complaint resolution process, including the oversight of the ACICS Business Practices Committee, which meets several times a year during each Council meeting to review student complaints and adverse information about institutions and to escalate Council involvement and further action when necessary.
9. The ACICS Financial Review Committee, which meets several times a year during each Council meeting to review AFRs, audited financial statements, and interim financial reports.
10. Cohort default rates as published by the Department and which require an improvement plan or additional actions, as appropriate, based on the Council's review.
11. Financial aid compliance audits and Final Audit Determination letters.
12. Applications for substantive changes, many of which routinely trigger interim site visits to and additional monitoring reports from institutions.
13. Unannounced, special and FACT visits that are directed at the discretion of the Council to review potential issues of concern.
14. The ACICS Executive Committee, which meets monthly to exercise its oversight authority and to consider substantive change applications, other urgent or extraordinary requests from institutions, and any adverse information or other matters requiring action between Council meetings.



# **POLICIES AND PROCEDURES MANUAL**

*Revised November 2019*

# ACICS POLICIES AND PROCEDURES MANUAL

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## **CHAPTER 3: BRANCH CAMPUS APPLICATION PROCESS**

### **INTRODUCTION**

Initiation of a Branch Campus (formerly referred to as an additional location) constitutes a substantive change, which requires prior approval of a new Branch Campus and is voted by Council following extensive reviews and at least two on-site visits (*Accreditation Criteria – Section 2-2-104(a)*).

### **PROCEDURE**

#### **STEP ONE – SUBMISSION OF APPLICATION**

The Branch Campus (formerly referred to as Additional Location) Application consists of general questions about the plans for the campus, the qualifications of the instructors, financial information, a reference and educational inventory, and evidence of compliance with state educational and safety laws. The main campus of the institution must log into their Member Center account to complete and submit the application for the Council's consideration. The appropriate fee associated with the application can be remitted through online using a major credit card, or by submitting a check to the ACICS (communication with the Accounting department will be necessary).

#### **STEP TWO – REVIEW OF APPLICATION**

A Program Analyst reviews the application to ensure that all materials are compliant with the outlined application procedures. In addition to meeting the requirements listed above, an institution requesting approval to initiate any non-main campus activity cannot (1) be on financial review; (2) have a net loss on their most recent financial statements; (3) be on reporting with the Institutional Effectiveness Committee (IEC); or (4) be currently on deferral. These situations require prior approval from the Council before submission of the branch application. This approval may be obtained by the institution submitting a narrative (called a waiver) describing why they should be permitted to apply while on review by the IEC or FRC. The waiver will be considered for an action

at the next regularly scheduled Council meeting. If the request is submitted to the Council in between meetings, it will not be considered until the next scheduled meeting. If a school is not required to report any information to the FRC or the IEC but cannot submit an application because it has been deferred, the Business Practices Committee will review the request. If the committee permits the institution to submit the application, a letter is e-mailed and sent to the main campus notifying it of the decision.

Section 2-2-104(a) of the Accreditation Criteria also indicates that any institution “under a show-cause directive or a negative action will not receive approval from ACICS for the initiation of any branch campus while the action is in effect.”

Therefore, the Program Analyst, as part of the review, will access the institution’s account via Member Center and review the **Council Action** section of the dashboard to confirm that none of the conditioning actions above are in effect. In the event that the institution needs to obtain prior approval, an email communication will be sent to the primary contact to explain the waiver submission process (by the Senior Manager).

### **STEP THREE – CONSIDERATION AND ACTION BY EXECUTIVE COMMITTEE**

The Senior Program Analyst presents the branch application to the Executive Committee for consideration for an expansion of the institution’s scope of accreditation. Refer to the [Executive Committee](#) chapter of this Manual for the possible actions and follow up.

In addition to the actions outlined in the aforementioned section, when the new branch has been approved, an approval letter for inclusion of the campus within the scope of accreditation of the institution is generated, converted to a PDF file, e-mailed to the institution and copied to the US Department of Education representative, the US Department of Education School Participation Team representative, the appropriate state representative, and the branch campus contact, if known. The letter is uploaded into the Branch Campus Application within the Member Center, and application status is set to “Visit Required”.

### **STEP THREE –NEW BRANCH PRE-VISIT SETUP**

Staff goes into *Visit Management* in Personify and assigns a cycle to the Quality Assurance Monitoring: New Branch

#### **STEP FOUR – QUALITY ASSURANCE MONITORING: NEW BRANCH VISIT**

Within six months of the initial start date of classes at the new branch campus, staff will conduct an onsite evaluation. It is critical that the institution advises ACICS, and staff will follow up accordingly, if there is a change to the initial start date of classes to ensure that this visit takes place within the six months.

#### **STEP FIVE – NEW BRANCH FULL EVALUATION**

Subsequent to the initial review by ACICS, if there are any issues identified as a result of this visit, the campus is advised that they must be addressed prior to the submission of the additional components of the New Branch Application and preparation for the full onsite visit. The nature and substance of these concerns may be reviewed at the staff level or be presented to the Council at its next meeting for determination on the readiness of the institution to manage and operate a new branch.

If there are no concerns, or the concerns have been addressed, the accreditation staff advises the campus that it may proceed with submitting the Self-Study component of the application (Part II) in preparation for a visit within 18 months of the initial approval. Staff ensures that all the required elements are included once the Application has been submitted. The visit preparation process is similar to that outlined in the [Renewal of Accreditation Application Process](#) chapter of this Manual.

## CHAPTER 4: BUSINESS PRACTICES COMMITTEE

### INTRODUCTION

The mission of the Business Practices Committee (BPC) is to identify and promote quality business practices of career colleges and schools, to ensure integrity and ethical relations, and to foster cooperation among institutions on behalf of students and others served (*Accreditation Criteria – Article V Committees, Section 1(b) Business Practice Committee*)

### PROCEDURE

**The BPC will achieve its mission through the accomplishment of the following objectives:**

- To promote through the development of new criteria and the enforcement of existing criteria, ethical principles, company values, and socially responsible business and management practices for ACICS member institutions.
- To provide ACICS-accredited institutions with the knowledge and tools necessary to develop and implement a successful default management plan.
- To review current and emerging market trends and industry standards when considering changes to existing accreditation standards.
- To enable ACICS-accredited institutions, through continuous evaluation of existing criteria, to maintain a competitive edge in light of newly emerging market trends.
- To provide a forum for communication between member institutions and their existing student bodies through the enforcement of policy and procedures for resolving complaints.

Two Council staff members will serve as liaisons to the Committee to support meeting its objectives. The primary liaison's responsibilities include interacting with the Committee Chair, facilitating the items for discussion and the Committee's consideration, and ensuring that all policy changes and institutional reviews are ready for the Committee. The secondary liaison serves as the Committee scribe, preparing the meeting agenda, recording minutes, and ensuring that the final minutes have been reviewed by the primary liaison and approved by the Chair prior to the full Council's discussion and acceptance. The secondary liaison is also responsible for ensuring that

the final draft minutes and any materials handed out during the meeting are stored in the ACICS Intranet.

In preparation for the meeting, the draft agenda, policy outlines, reports, and supporting documents are saved here in the intranet: [Council](#) > [Documents](#) > [POLICY](#) > [BPC](#) (appropriate year and meeting folder).

Upon completion of the meeting and once the minutes have been drafted, they should be saved here: [Council](#) > [Documents](#) > [MEETING](#) > [MINUTES](#) (appropriate year and folder). Any edits identified during the final approval is made by the secondary liaison and saved as final in the folder.

## **CHAPTER 5: CAMPUS ACCOUNTABILITY REPORT (CAR)**

### **INTRODUCTION**

As a condition of maintaining good standing an institution holding a grant of accreditation from ACICS is required quarterly to provide specific, quantitative and qualitative information about its operations and education outcomes to the Council. The award of a grant of accreditation obligates an institution to fully inform ACICS of specific activities. The timing, format and content of the information required are described below and in the explanatory narrative of the annual reporting submission forms. The Council requires an annual report from each main and branch campus (*Accreditation Criteria - 2-1-801. Campus Accountability Report*)

### **PROCEDURE**

Preparation for the Campus Accountability Report (CAR) is ongoing and submitted on a quarterly basis.

#### **APRIL PREPARATION**

The [Institutional Effectiveness Committee](#) (IEC) will determine what revisions, if any, are made to the CAR Guidelines and Instructions and the CAR itself. The assigned staff, with support from the IT team, will oversee these revisions and provide recommendations for consideration.

If changes are made to the CAR and/or Guidelines and Instructions, it may be necessary to make the same changes to CAR program spreadsheets and campus questionnaire, which are made available on through the institution's Member Center account. If changes are required to the CAR, it is necessary to notify the IT department of these changes, so that time can be scheduled to discuss, develop, test and implement the changes.

#### **JANUARY PREPARATION**

The Guidelines for Completing the CAR are fine-tuned and then posted to the Web site along with a sample CAR program spreadsheet.

Every main and branch campuses accredited by ACICS are required to submit a CAR each quarter. Staff will provide training webinars, as appropriate on a regular basis, to provide guidance to campuses and address any concerns.

### **ONGOING TRACKING**

The Compliance Analyst monitors the receipt of CARs through the online system. This monitoring and tracking system occurs on a regular basis until November 1. If a campus fails to submit the report by the due date, correspondence will be sent via email by the Compliance Analyst advising the institution of the required submission, the assessment of a late fee, and the accreditation consequences if the report is not received immediately. The accreditation of the institution may be revoked as a consequence, pursuant to Section 2-3-401(d)

### **CAR SYSTEM CLOSURE AND REPORTS ANALYSES**

During the time of the CAR submissions, the Compliance Analyst works with the IT Department, as necessary, to aid in the creation/updating of reports that will be necessary for Council use in reviewing data on enrollment growth and student achievement review (campus and program-levels). Based on the information from the CARs, the Analyst will recommend to Council campuses to be placed on [Enrollment Growth Monitoring](#) based on the enrollment data reviewed from the current and previous year's CARs and [Student Achievement Review](#) based on the reported retention and/or placement rates at both the campus and program levels.

Additionally, the following will be reviewed for subsequent monitoring action:

1. English as a Second Language (ESL) program enrollment to ensure that institutions are not just offering ESL programs which do not have career objectives and placement outcomes. **This would call into question the institutions eligibility (Section 1-2-100(a)).**
2. Distance education enrollment at institutions to ensure that growth at the campuses does not exceed 50%. **This would trigger the monitoring and notification to ED of significant growth.**

3. The percentage of non-programmatic enrollments to ensure that the majority of institutions enrollments are in ACICS approved programs. **This would call into question the institutions eligibility (Section 1-2-100(a)(d)).**
4. A comparison of placement data reported on the CAR with the placements reported in the Placement Verification Program to ensure all placements reported on the CAR have been verified and validated by ACICS. **Verification of the integrity of the data (Section 3-1-203)**

#### **COUNCIL REVIEW AND FOLLOW-UP**

At the December Council Meeting, staff will provide the IEC with a list of campuses and programs to be considered for Student Achievement Review actions based upon review of the Annual CAR submission. Additionally, institutions seeking waivers from Student Achievement Review will be presented as well, if applicable. Following the Council's review and approval of all Student Achievement Review data, formal communication is sent to all institutions concerning the action taken, consistent with those outlined in **Appendix L** of the *Accreditation Criteria*. The Department will also be notified, as appropriate, on significant enrollment growth and any other observations requiring their prompt notification.

## **CHAPTER 7: CAMPUS TEACH-OUT PLAN REQUEST**

### **INTRODUCTION**

The Council may direct an accredited institution to provide a teach-out plan when it has concerns about the institution's ability to continue to serve the educational needs and objectives of its students as a result of its assessment of risk factors, or it has been issued a show-cause directive. These factors include, but are not limited to, actions by the U.S. Department of Education, state governing bodies, and other state and federal entities. (*Accreditation Criteria* – Section 2-2-303).

### **PROCEDURE**

#### **STEP ONE – SUBMISSION OF APPLICATION**

Upon receipt of information from any of the aforementioned sources or as a result of a show-cause directive action taken by the Council, the institution will be advised that it must log into its account and submit the *Request for Institutional Teach Out* application, with a deadline indicated for the submission.

#### **STEP TWO – REVIEW OF TEACH-OUT PLAN**

The application may be reviewed by the At-Risk Institutions' Group (ARIG), if the request was triggered following receipt of external information; or as part of the institutional review process for the show-cause directive. In both cases, the Plan is evaluated for the following:

1. The number of students that would be impacted by possible closure, including completion of program, financial obligations, potential for program transfer, etc.
2. Accessibility to comparable institutions within reasonable distance to the campus which that offers programs similar to those offered at the institution.
3. The safety and security of permanent academic records (transcripts, etc.) to include the name of a custodian.