



NOTICE OF PUBLIC MEETING - TELECONFERENCE

August 8, 2018

11:00 a.m. - Adjournment

Department of Consumer Affairs
2005 Evergreen Street, 1st Fl. Silverwood Lake Room
Sacramento, CA 95815
916-263-1978

(No members, only administrative staff at this location)

DENTAL HYGIENE COMMITTEE OF CALIFORNIA (DHCC) **TELECONFERENCE AGENDA**

1. Call to Order – Roll Call and Establishment of a Quorum.

2. Public Comment for Items Not on the Meeting Agenda.

The Board may not discuss or take any action on any item raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting (Government Code Sections 11125, 11125.7(a))

3. Discussion and Possible Action for Approval of the November 18, 2017 Full Committee Meeting Minutes.

4. Discussion and Possible Action on Approval Status for Concord Career College's Three Campuses (Garden Grove, San Bernardino, and San Diego) due to Dental Hygiene Program Deficiencies.

5. Future Agenda Items

6. Adjournment

TELECONFERENCE LOCATIONS:

Susan Good, President, Public Member Catalano Fenske c/o Bitwise Industries Sim City Conference Room, 2 nd Fl. 700 Van Ness Avenue Fresno, CA 93721	Edcelyn Pujol, Secretary, Public Member Walnut Creek Public Library Study Room 1644 N. Broadway Walnut Creek, CA 94596
Michelle Hurlbutt, RDH Educator West Coast University Education Suite Conference Room, 2 nd Fl. 1477 S. Manchester Avenue Anaheim, CA 92802	Sandra Klein, Public Member Congregation B'nai Israel 2111 Bryan Ave. Tustin, CA 92782

Timothy Martinez, DMD 1700 Iowa Street, Suite 290 Riverside, CA 92507	Noel Kelsch, RDHAP Cabrillo College HAWK Bldg. (next to parking lot J) Room. 2147 6500 Soquel Dr Aptos, CA, 95003
---	--

One or more DHCC Member(s) will participate in this meeting at the teleconference sites listed above. Each teleconference location is accessible to the public and the public will be given opportunity to address the DHCC at each teleconference location. The public teleconference sites are noticed on the agenda. Public comments will be taken on the agenda items at the time the specified item is raised. The DHCC may take action on any item listed on the agenda, unless listed as informational only. All times are approximate and subject to change. Agenda items may be taken out of order to accommodate speakers and to maintain a quorum. The meeting may be cancelled without notice. For verification of the meeting, contact Anthony Lum, Executive Officer, at 916-576-5004, or access the DHCC Web Site at: www.dhcc.ca.gov

Government Code section 11125.7 provides the opportunity for the public to address each agenda item during discussion or consideration by the Board prior to the Board taking any action on said item. Members of the public will be provided appropriate opportunities to comment on any issue before the Board, but the Board President may, at his or her discretion, apportion available time among those who wish to speak. Individuals may appear before the Board to discuss items not on the agenda; however, the Board can neither discuss nor take official action on these items at the time of the same meeting (Government Code sections 11125, 11125.7(a)).

The meeting facilities are accessible to individuals with physical disabilities. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Anthony Lum, Executive Officer, at 916-576-5004, or email Anthony.lum@dca.ca.gov or send a written request to the DHCC at 2005 Evergreen Street, Suite 2050, Sacramento, CA 95815. Providing your request at least five business days prior to the meeting will help to ensure availability of the requested accommodation.



Wednesday, August 8, 2018

Dental Hygiene Committee of California

Teleconference Agenda Item 2

Public Comment for Items Not on the Agenda

[The DHCC may not discuss or take action on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting (Government Code §§ 11125 & 11125.7(a))]



Wednesday, August 8, 2018

Dental Hygiene Committee of California

Teleconference Agenda Item 3

Approval of the November 18, 2017

Full Committee Meeting Minutes



Dental Hygiene Committee of California Meeting Minutes *Saturday, November 18, 2017*

Department of Consumer Affairs
Dental Hygiene Committee of California
2005 Evergreen Street, Hearing Room
Sacramento, CA 95815

Dental Hygiene Committee of California (DHCC) Members Present:

Noel Kelsch, Registered Dental Hygienist in Alternative Practice (RDHAP)
Susan Good, Vice President, Public Member
Evangeline Ward, Secretary, Registered Dental Hygienist (RDH)
Michelle Hurlbut, RDH, Educator
Timothy Martinez, Doctor of Dental Medicine (DMD), Public Health Dentist
Nicolette Moultrie, RDH
Edcelyn Pujol, Public Member

DHCC Member Absent:

Garry Shay, Public Member

DHCC Staff Present:

Anthony Lum, Interim Executive Officer
Traci Napper Licensing Program Analyst
Adina Pineschi-Petty, Doctor of Dental Surgery (DDS), Educational Specialist
Brittany Alicia, Office Receptionist
Jason Hurtado, Department of Consumer Affairs (DCA) Legal Counsel for the DHCC

Public Present:

JoAnn Galliano, RDH, DHCC Educational Consultant
Vickie Kimbrough, California Dental Hygienists' Association (CDHA)

Call and Establishment of a Quorum

Noel Kelsch, President of the Dental Hygiene Committee of California (DHCC), called the meeting to order at 9:00 a.m. Roll call taken and quorum established with seven members present. Garry Shay was absent and excused.

President Kelsch recognized Dr. Bruce Whitcher, Dental Board of California President, thanking him for being a part of the DHCC's team to keep consumers safe.

President Kelsch stated the Bagley-Keene Open Meeting Act for all action items at a meeting with three or more committee members present, the law now requires that votes

or abstentions must be recorded for that action item. Meeting minutes must include the committee members name and vote under the action item. During open public session comments are limited to three minutes to present an issue.

President Kelsch announced Agenda 9 Closed Session: Full Committee (Discussion and Possible Action on the Executive Officer Recruitment) and Agenda Item 10 (Election of 2018 DHCC Officers) will be reversed.

Public Comment for Items Not on the Agenda

President Kelsch asked for comments for items not on the agenda.

No comments received.

Update on the BreZE Computer System

Traci Napper, DHCC's Special Point of Contact (SPOC), receives incoming calls from licensees, applicants or the public that want to file a complaint on the BreZE system. Ms. Napper presented updates to the BreZE computer system and provided an overview of System Investigation Requests (SIR) for any issues that arise.

Ms. Napper reported the BreZE system is working well. Majority of calls received are requesting clarification for online instructions (e.g. renewals).

President Kelsch questioned how many calls are received by the DHCC each day.

Ms. Napper stated approximately twenty calls are received each day.

President Kelsch requested staff gather statistics on calls received. President Kelsch stated she will add statistics for BreZE complaints as a future Agenda item to bring back to the Committee. Ms. Kelsch will reach out to the program directors to see if they would survey their students to find out what their experience was with the online system.

Nicolette Moultrie questioned why license renewals for Fictitious Name Permits (FNP) are not renewed online automatically.

Ms. Napper stated the renewal system does not allow FNPs to automatically renew due to the need for signature verification. Management wanted to ensure that all of the licenses associated with the FNP were in compliance.

Ms. Napper stated the paper Renewal Application is under review as well. The DHCC received calls regarding the survey questions, and staff revised the renewal to delete some questions and information was added for first time renewals regarding continuing education requirements.

President Kelsch requested questions or comments.

Evangeline Ward questioned the type of envelope that the license is mailed in. Ms. Napper stated that the vendor uses DCA's generic preprinted envelopes. Ms. Ward would like to have it noted that the renewal and license envelopes have changed and believes she threw hers away because of the new version envelope.

Ms. Napper reported that if the licensee contacts the DCA help desk, they will forward the licensing calls to the DHCC. Any questions should be directed to the BreEZe system SPOC.

President Kelsch requested that the BreEZe System SPOC contact information be placed on the DHCC website.

Anthony Lum stated the ultimate goal with the BreEZe system is to transition to electronic renewals and the hardcopy renewals to phase out.

President Kelsch thanked Ms. Napper for her diligence.

Update on Pending & Completed Regulatory Packages

Anthony Lum presented a chart of the regulatory packages that are currently in the regulatory process.

California Code of Regulations(CCR) Title 16, Division 11, § 1104 Continuing Approval of RDH Educational Programs- Adds specific language to review educational program consisting of materials and site visits. Rulemaking file approved by Legal (10/10/17) and has been forwarded to DCA Budgets and the Legislative and Regulatory Review Unit.

CCR Title 16, Division 11, § 1105.1 Faculty Requirements - Realigned the language for specific requirements for educational program faculty for clarity. Approved by the Office of Administrative Law as a Section 100 change on August 10, 2017, and is updated on their website.

President Kelsch stated the revision to the regulation provided more clarity.

CCR Title 16, Division 11, § 1107 RDH Course in Local Anesthesia, Nitrous Oxide-Oxygen Analgesia, and Periodontal Soft Tissue Curettage (SLN): Added charts of narrative requirements for injections and the administration of Nitrous Oxide-Oxygen Analgesia (non-substantive change). Approved by the Office of Administrative Law as a Section 100 change on August 30, 2017, and is updated on their website (see attached).

Dr. Michelle Hurlbut stated the Subcommittee has retracted the regulatory package to add more clarification.

Anthony Lum stated there is a separate regulatory package for the revised language that's not listed on the agenda.

CCR Title 16, Division 11, § 1109.4 Retired License: Creates a retired license category. Rulemaking file approved by Legal (10/10/17) and has been forwarded to DCA Budgets and the Legislative and Regulatory Review Unit.

CCR Title 16, Division 11, §§ 1150, 1151, & 1153 Name Badge for Sponsored Free Healthcare Events: Creates a requirement for out-of-state dental hygiene practitioners to wear a name badge that identifies their name and whether they can perform SLN functions. The consumer will be able to identify duties the RDH is legally licensed to perform. The rulemaking file approved by Legal (9/25/17) and has been forwarded to DCA Budgets and the Legislative and Regulatory Review Unit.

President Kelsch thanked Mr. Lum for his diligence.

Consideration of the Legislative and Regulatory Subcommittee Report

Chair Susan Good presented the Legislative and Regulatory Subcommittee Report. A quorum established with three members present. The May 6, 2017 minutes were presented and approved.

The Subcommittee discussed the status on legislative bills of interest to the DHCC. The Subcommittee recommends to the full committee to direct staff to send a letter of support for AB 15 if amended to include the increase in Dental-Cal reimbursement rates for the most common prevention treatments and evaluations performed by registered dental hygienist, such as periodontal and root planning. The list of codes to be added to the support letter should include, 4342 4910, 4341, 4355, 1352 and 4381.

Chair Good reported the Subcommittee recommends to the Full Committee to approve the proposed language in CCR Title 16 Division 11, § 1103 Definitions, and authorizes the Interim Executive Officer to make any technical and non-substantive changes to the language and move forward with the rulemaking file with the latest revised date in “c” of the proposed amendment to February 2018.

Additionally, the Subcommittee recommends to the Full Committee to direct staff to review existing language in the Business and Professions Code (BPC) to determine whether any non-substantive and non-controversial changes to the DHCC statutes to be proposed to the Business, Professions and Economic Development Committee (BP&ED) for inclusion in the 2018 Omnibus Bill, related to non-health and health related professionals and vocation under DCA. The deadline to accept proposed language is January 9, 2018.

President Kelsch questioned Jason Hurtado, Legal Counsel, if the DHCC needs to state “Interim Executive Officer” or “Executive Officer”, as there will be an Executive Officer in place by the time this language goes through. Jason Hurtado advised to include as Executive Officer.

Future Agenda Items:

1. Create a list of items for discussion and action for the BPC.
2. Review alternative pathways for licensure.
3. Mobile Dental Hygiene Services.

4. Legislative language to allow the DHCC to administer cite and fine, and place educational programs on probation.

Chair Good presented items that required action by the full Committee:

First Recommendation: Subcommittee recommends to the full committee to send an AB 15 Support Letter, if amended.

President Kelsch requested comments or discussion.

President Kelsch acknowledged CDHA for bring forward the codes for the letter.

No further comments received.

Vote: The motion from the Full Committee to direct staff to send a letter of support for AB 15, if amended, to include the increase in Dental-Cal reimbursement rates for the most common preventive treatments and evaluations performed by registered dental hygienist, such as periodontal and root planning. The codes to be added are 4342,4910,4341,4355,1352 and 4381.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	Absent/Excused		
Evangeline Ward	X		

Second Recommendation: Subcommittee recommends to the full committee to approve the proposed language in CCR Title 16 Division 11, § 1103 Definitions and authorize the Executive Officer to make any technical and non-substantive changes to the language and move forward with the rulemaking file with the latest revised date in “c” of the proposed amendment to February 2018.

President Kelsch requested comments or discussion.

Dr. Hurlbutt stated the date for the CODA standard revisions is in February. She stated that it may be a two-day meeting and the insertion date may be either February 2, 2018 or February 3, 2018.

President Kelsch questioned if the DHCC could insert February 2018?

Anthony Lum stated if a document is incorporated by reference, the actual date is required.

Dr. Hurlbutt questioned legal counsel if the Committee could give the Interim Executive Officer the authority to change the date if its different from the date provided?

Jason Hurtado advised the date could be amended. He asked for comments or discussion.

No discussion or comments received.

Vote: The motion from the Subcommittee to the Full Committee to approve the proposed language in CCR Title 16, Division 11, §1103 Definitions. Authorize the Executive Officer to make any technical and non-substantive changes to the language and move forward with the rulemaking file with the date late revised in "c" of the proposed amendment to February 2018.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	Absent/Excused		
Evangeline Ward	X		

Third Recommendation: The Subcommittee recommends to the Full Committee to direct staff to review existing language in the Business and Professions Code to determine whether any non-substantive and non-controversial changes to the DHCC statutes to be proposed to the BP&ED Committee for inclusion in the 2018 Omnibus Bill, related to non-health and health related professionals and vocations under DCA. The deadline to accept proposed language is January 9, 2018.

President Kelsch asked for comments or discussion.

Anthony Lum stated the January 9, 2018 date is the actual deadline to have the language to the Legislature. Mr. Lum would request any recommendations prior to that date.

No further comments were received.

Vote: The Subcommittee recommends to the Full Committee to direct staff to review existing language in the Business and Professions Code to determine whether any non-substantive and non-controversial changes to the DHCC statutes to be proposed to the BP&ED Committee for inclusion in the 2018 Omnibus Bill, related to non-health and health related professionals and vocations under DCA. The deadline to accept proposed language is January 9, 2018.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	Absent/Excused		
Evangeline Ward	X		

End of the Legislative and Regulatory Report.

President Kelsch acknowledge the diligence of the Legislative and Regulatory Subcommittee.

Consideration of the Licensing and Examination Subcommittee Report

Chair Ward reported the Licensing and Examination Subcommittee Report. A quorum was present with four members present. Public comment was received from the ADEX testing agency.

Chair Ward presented items that required action by the Full Committee:

First Recommendation: The Subcommittee recommends to the full Committee to accept the revision to the License Certification letter.

President Kelsch requested comments or discussion.

No comments received.

First Motion: The Subcommittee moved to recommend to the Full Committee to accept the revision to the License Certification letter.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	Absent/Excused		
Evangeline Ward	X		

Second Recommendation: The Subcommittee recommends to the full Committee to accept the proposed language to Business and Professions Code §1917(b) to insert a five-year time frame for when new graduates or out of state applicants apply for licensure in California.

President Kelsch requested discussion or comments.

Public Comment: Lisa Okamoto, CDHA, stated that CDHA is concerned about the five-year time period for a graduate to not have practiced. Ms. Okamoto stated two years is more

reasonable to be consistent with continuing education requirements. Ms. Okamoto requested the full Committee to consider the recommendation of two years.

Nicolette Moultrie stated that she agrees with Lisa Okamoto's recommendation. She stated a five-year delay is excessive to apply for initial licensure for students graduating from California dental hygiene programs. Ms. Moultrie stated that the five-year term was created to make exceptions for out of state graduates.

President Kelsch responded that she concurs with Ms. Moultrie that five years is too long a period to obtain initial licensure in California. President Kelsch recommended a two to three-year time frame prior to requiring the candidates to take a remediation course.

Susan Good stated that the Subcommittee did not know about the testing failure rate as well as how long it has been since the applicant had attended the program. Ms. Good inquired as to what a reasonable amount of time would be.

Chair Ward responded that the Subcommittee was unsure as to recommend a two, three, or five-year time frame. A question regarding out of state candidates and their ability to complete the hour requirement in a reduced time frame in order to be eligible for licensure.

President Kelsch questioned if that has a bearing on out of state licensure.

JoAnn Galliano stated that if you are licensed out of state and want to become licensed in California, they would not qualify for Licensure By Credential (LBC). The applicant is required to possess a current license in another state for a minimum of 5 years with proof of 750 hours worked per year. In addition, they must have passed the WREB/CRDTS examination.

President Kelsch questioned if the applicant could retake the clinical examination.

Ms. Galliano responded they could but questioned why would they if they already passed the examination previously. Ms. Galliano stated that she is of the opinion that a five-year delay is excessive for California graduates to apply for initial licensure. She recommends that language be drafted to specify the requirement for out of state licensees.

Nicolette Moultrie stated the issue for new language was proposed during the Subcommittee meeting. In the interim, the Subcommittee preferred to vote on a time period so the language could be drafted to incorporate into regulations.

President Kelsch stated that she agrees with the delineation between California graduates and out of state graduates or licensees.

Ms. Galliano recommended that this item be tabled and added as a future agenda item.

Sandra Klein commented that if there is no time frame included, we are leaving the law open. Ms. Klein stated that was the reason for the recommended five-year time frame and could be amended.

President Kelsch asked if the Committee could meet at a later date to draft language for initial licensure for California graduates and Out of State graduates?

Anthony Lum replied that the DHCC could schedule a Subcommittee meeting.

President Kelsch questioned the full Committee if they would be in agreement to table the agenda item for proposed language for Business and Professions Code § 1917(b) and meet as a Subcommittee?

Kim Laudenslager, Director of CRDTS, stated the two-path way to licensure is initial licensure by examination or initial licensure by reciprocity. Ms. Laudenslager is of the opinion the five-year time frame came from Licensure by Credential and agrees that tabling the issue would be prudent.

Ms. Moultrie questioned Ms. Laudenslager if test results are good for 5 years.

Ms. Laudenslager stated that it depends on the individual state, and many states add the length of time they will accept test results into their statutes.

Dr. Hurlbut asked if the full Committee could make a decision on the recommended language and deliberate on the out of state license at a later date and bring proposed language.

Ms. Moultrie requested clarification as to if this included initial licensure for students that graduate from California schools.

Dr. Hurlbut stated the confusion is due to the definition of “initial” licensure in California. She stated “initial” licensure is your first license in California. Ms. Klein asked if the DHCC has a deadline for initial licensure language. Dr. Hurlbutt stated there was not a deadline.

Motion: Dr. Hurlbutt moved to refer this item back to the Subcommittee.

Second: Sandra Klein

President Kelsch requested discussion or comments.

Evangeline Ward requested the date to have proposed language to the legislation.

Anthony Lum stated the date is January 9, 2018, and that an author would need to be recruited to carry the bill and language.

***Second Motion: The Full Committee move to refer the proposed language for Business and Professions Code §1917(b) back to the Subcommittee for further review.
Vote: Pass (8:0).***

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	Absent/Excused		
Evangeline Ward	X		

Future Agenda Items:

1. Revise the California Law and Ethics Examination to self remediate.
2. Investigate alternate pathways for licensure.
3. Reestablish the Task Force

Consideration of the Enforcement Subcommittee Report

Acting Chair Timothy Martinez stated the Chairperson report was deferred due to absence of the chair. Dr. Martinez reported Daniel Rangel and Nancy Gaytan presented data to the subcommittee regarding Performance Measure Statistics. Dr. Martinez reported no future agenda items.

Acting Chair Martinez motioned to accept the Enforcement Subcommittee Report.

Second: Susan Good

***Motion: Acting Chair Martinez moved for the Full Committee accept the Enforcement Subcommittee Report.
Vote: Pass (8:0).***

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	<i>Absent/Excused</i>		
Evangeline Ward	X		

Nicolette Moultrie questioned as the previous Subcommittee Reports were not voted on as a package, if the full Committee would need to go back and vote on all Subcommittee reports. Jason Hurtado, Legal Counsel, advised the full Committee to vote on each Subcommittee Report.

President Kelsch asked for a motion to accept the Legislative and Regulatory Subcommittee full report.

Susan Good moved to accept the Legislative and Regulatory Subcommittee full report.

Second: Nicolette Moultrie

President Kelsch requested questions or comments.

No comments received.

Motion: Susan Good moved to accept the Legislative Regulatory Subcommittee full report.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	<i>Absent/Excused</i>		
Evangeline Ward	X		

President Kelsch asked for a motion to accept the Licensing and Examination Subcommittee full report.

Sandra Klein moved to accept the Licensing and Examination Subcommittee full report.

Second: Susan Good

President Kelsch requested questions or comments.

No comments received.

Motion: Sandra Klein moved to accept the Licensing and Examination Subcommittee full report.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	<i>Absent/Excused</i>		
Evangeline Ward	X		

Consideration of the Education Subcommittee Report

Chair Hurlbutt reported to the Full Committee that the Education Subcommittee had a quorum with four members present.

Chair Hurlbutt presented the Chairperson's Report.

1. The Subcommittee voted and approved the June 10, 2017 Subcommittee meeting minutes.
2. California Code of Regulations (CCR), Title 16, Division 11 § 1105.4 Appeal Process: The Subcommittee recommended to staff to amend the results from the informal conference time from 10 days to 30 business days.
3. No action was taken by the Subcommittee to amend the regulations and directed staff to add language to clarify the process.

President Kelsch requested comments or discussion.

Chair Hurlbutt reported on the update of the Taft College Dental Hygiene Program.

Jason Hurtado stated that the Full Committee can direct the Interim Executive Officer to issue a "Stay" order based on the testimony given by Taft Dental Hygiene Program and staff, to include a subsequent Site Visit of the to ensure compliance.

Chair Hurlbutt requested clarification of the "Stay" Order.

Mr. Hurtado stated that the order will be effective immediately once the Interim Executive Officer issues the "Stay" and will continue pending the Site Visit.

Chair Hurlbutt requested clarification regarding the Attorney Law Office Hearing.

Mr. Hurtado responded Taft College could withdraw their appeal assuming the program is in full compliance post Site Visit.

Ms. Kimbrough stated that if full compliance is found, Taft College will withdraw their appeal.

President Kelsch recused herself from the discussion as she was an instructor at Taft College and requested Education Subcommittee Chair Hurlbutt to preside.

Chair Hurlbut moved to direct the Interim Executive Officer to Issue a "Stay" Order based on his October 27, 2017, informal conference decision pending follow up subsequent site visits from the DHCC staff. Staff will report back to the full Committee at the next scheduled meeting for the final decision. The Interim Executive Officer will then issue a decision that will supersede the October 27, 2017, decision.

Second: Susan Good

Comments:

Anthony Lum responded that a telephone conference will be scheduled once staff has reported the findings from the Site Visit.

Nicolette Moultrie requested clarification for pending compliance issues at Taft College and questioned if infection control violations were of a concern.

Dr. Kimbrough, Taft Program Director, stated she requested a report from the spore testing agency for Taft. This report documented all testing dates back to September 7, 2017 showing all sterilizers passed testing.

Ms. Moultrie questioned staff if they witnessed this process at the Site Visit.

Dr. Pineschi-Petty stated staff did not witness this process at the Site Visit, but Taft did submit the report to the DHCC.

Ms. Moultrie requested to add that information as an amendment. Based on the documentation presented to the full Committee, Taft is not in compliance due to lack of evidence.

Chair Hurlbutt stated staff informed the Subcommittee of five deficiencies that were outstanding. Four of the deficiencies were resolved, and the fifth one had evidence of compliance submitted. An additional Site is to be conducted to determine compliance.

Ms. Moultrie stated that the Committee first heard about Taft on June 7, 2017. For there still to be outstanding deficiencies through October 13, 2017, Ms. Moultrie is of the opinion that the school lacked effort to be in compliance until they received the letter dated October 27, 2017, and Taft worked on compliance issues 14 days prior to the Committee meeting to avoid withdrawal of their program.

JoAnn Galliano stated that working with the program with Dr. Pineschi-Petty, and being a previous program director at a community college, changes are not accomplished quickly. Staff conducted multiple Site Visits and at each Site Visit, Taft made all the required changes. DHCC staff could not confirm that Taft's sterilizers were working at the time of the Site Visit. However, Dr. Kimbrough immediately reported the correction to the DHCC. During the period of June to October staff saw major changes with the program.

Ms. Moultrie questioned Ms. Galliano if staff explained compliance concerns to the Interim Executive Officer before the letter was issued.

Ms. Galliano stated the report that was presented at that time to the IEO could not recommend to rescind the "Withdrawal". Grading and patient compliance were not in compliance.

Ms. Moultrie questioned Anthony Lum if he reviewed the evidence personally.

Mr. Lum stated that he had not personally reviewed the evidence. Staff has reviewed the evidence and as they have greater expertise in that area, he trusted the recommendation of his staff.

Chair Hurlbutt stated that as a Subcommittee, they rely on staff to investigate and provide evidence, so the Subcommittee can make an informed decision. Staff has provided evidence that four of the five deficiencies have been resolved.

Sandra Klein questioned if the fifth item was grading or infection control. Chair Hurlbutt replied the grading process was deficient. Chair Hurlbutt stated the pending infection control concern was regarding spore logs. Taft has since provided a corrected report.

Evangeline Ward questioned if the “unknown” test results were indicating results passed or rejected.

Ms. Galliano stated that all of the results were passing, but results could not be matched up with individual sterilizers.

Ms. Moultrie questioned if the program was informed on October 13, 2017, and the letter did not go out until October 27, 2017, did the IEO have the information from Taft prior to the letter?

Chair Hurlbutt questioned Dr. Kimbrough when the results were received from the spore agency.

Ms. Kimbrough stated she did not currently have that information and would have to refer back to her email.

Ms. Moultrie stated that she is of the opinion that the DHCC does not have all of the facts. Staff received information prior to sending the letter, and the Interim Executive Officer relies on staff to disseminate information prior to the issuance of the letter. Ms. Moultrie is aware staff provided an update, and is not focused on Taft itself, but as to DHCC procedures. Ms. Moultrie questioned if this issue will be processed on an individual basis and what can the DHCC do to make sure our decisions are consistent in the future.

Chair Hurlbutt stated DHCC procedures were taken into consideration during the Subcommittee review and recommended the language in CCR Title 16, Division 11, §1105 be clarified so the DHCC will not have a repeat of this issue.

Jason Hurtado stated if Taft is found not to be in compliance, the issue will subsequently proceed to a ALJ hearing. The ALJ’s decision will go to the Full Committee to adopt or reject the decision.

Sandra Klein questioned if the DHCC could request a short deadline for the “Stay” to ensue this matter is resolved in a timely manner.

Evangeline Ward stated her concern was if the “Stay” doesn’t have a time line, there will be a graduating class in May 2018 and an incoming class that will have their graduation status affected. If the issue is not corrected, would the process have to be repeated.

Ms. Galliano stated corrections are in place for the incoming class and are fulfilling the requirements.

Ms. Moultrie requested legal counsel to be available through the process of drafting language for the time extension.

Jason Hurtado replied that he will be working cooperatively with the Interim Executive Officer to revise the language to CCR Title 16, Division 11, §1105.4 to extend the decision time line from 10 days to 30 business days.

Jason Hurtado advised the Committee to schedule a subsequent meeting to review the findings from the site visit.

Motion: Chair Hurlbut moved to direct the Interim Executive Officer to Issue a “Stay” Order based on his October 27, 2017, informal conference decision pending follow up subsequent site visits from the DHCC of Taft no later than January 31, 2018. Staff to report back to the Full Committee the findings at upcoming teleconference.

Second: Susan Good

Chair Hurlbut requested discussion or comments.

Susan Good questioned if the “Stay” Order would be open ended.

Chair Hurlbut stated the “Stay” would remain in place until the Full Committee deliberates the findings. The Full Committee would either direct the Executive Officer to reverse the “Stay” or continue the “Stay”.

Motion: Chair Hurlbutt moved to direct the Interim Executive Officer to Issue a “Stay” order based on his October 27, 2017 informal conference decision pending follow up subsequent site visits from the DHCC of Taft no later than January 31, 2018. Direct staff to report back to the Full Committee the findings at upcoming teleconference.

Vote: Pass (7:1).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch			X
Timothy Martinez	X		
Sandra Klein	X		

Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	<i>Absent/Excused</i>		
Evangeline Ward	X		

Chair Hurlbutt reported staff raised a question regarding how much time is appropriate for administrative time afforded to program directors. The Subcommittee did not take an action on this topic.

Future agenda Items.

1. Primary duties for a program director related to the administrative time.

Chair Hurlbutt moved for the Full Committee to accept the Education Subcommittee's Report.

President Kelsch questioned letter from Concorde Career College – Garden Grove (CCC-GG).

Chair Hurlbutt stated that it was discussed under the update of the Educational Programs.

President Kelsch questioned if the full Committee could discuss this issue.

Chair Hurlbutt stated that this topic could be discussed.

President Kelsch stated that the letter was concerning to her. The Committee allowed the Concorde Career Colleges to continue to be approved at that time a wet lab was lacking. The Concordes still do not have wet labs. President Kelsch expressed concern that the students are graduating from the Concordes without university level Microbiology and Chemistry. President Kelsch stated the DHCC should be persistent with them using the facilities at another school. Of greater concern is infection control at CCC-GG. As the representative for Infection Control, President Kelsch believes the DHCC needs to take this issue as seriously as the DHCC does for other dental hygiene programs. The DHCC has reviewed this school before, they are in breach again. CCC-GG is reporting breach with water issues addressed previously. President Kelsch requested the DHCC send an investigator immediately to review the waterline status.

Chair Hurlbutt stated there will be an unannounced site visit. Staff can't reveal the date as it is unannounced. Chair Hurlbutt said it is her impression the site visit will be soon as staff is equally as concerned about the breach.

President Kelsch question as to who made the decision to allow the Concordes to continue without a wet lab and why. President Kelsch understands they are on target for occupancy

for Microbiology and Chemistry, but there were previous graduating classes that lacked wet lab experience.

Chair Hurlbut deferred the response to the Interim Executive Officer.

Nicolette Moultrie stated that the Committee could not discuss this issue as it is not on the agenda.

Chair Hurlbut replied that this issue was discussed as an update and that staff will be moving forward on the site visit. The Subcommittee had the same concerns.

JoAnn Galliano stated January 2018 will be the first cohort required to have wet lab experience. The wet lab will be in place by the time the new cohort begins.

President Kelsch stated that as a Committee that consumer protection is very important. She further stated that if Concorde is not in compliance by January 2018, the Committee would need to take action.

JoAnn Galliano stated that the DHCC has it in the minutes that if Concorde did not comply within the 12 months allowed, the Committee can make an immediate decision.

Chair Hurlbutt stated that this conversation could not continue in this forum.

Motion: Chair Hurlbutt moved to accept the Education Subcommittee's full report.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	Absent/Excused		
Evangeline Ward	X		

Election of 2018 DHCC Officers

President Kelsch nominated Susan Good as the DHCC President.

Ms. Good accepted the nomination for the DHCC President.

Michelle Hurlbutt nominated Nicolette Moultrie as the DHCC Vice President.

Ms. Moultrie accepted the nomination for Vice President.

Susan Good nominated Edcelyn Pujol for the DHCC Secretary.

Ms. Pujol accepted the nomination for Secretary.

Motion: Dr. Hurlbut moved to accept the nominations for 2018: Susan Good for President, Nicolette Moultrie for Vice President, and Edcelyn Pujol for Secretary.

Second: Sandra Klein

President Kelsch requested comments.

No comments were received.

Motion: Michelle Hurlbutt moved to accept the Committee nominations for 2018: Susan Good for President, Nicolette Moultrie for Vice President and Edcelyn Pujol for Secretary.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbut	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	Absent/Excused		
Evangeline Ward	X		

Discussion and Possible Action on Proposed DHCC 2018 & 2019 Meeting Calendar

Anthony Lum stated in previous years, DHCC Committee meetings have been held twice a year in May and December. Mr. Lum stated it has become increasingly difficult to secure hotel accommodations and meeting rooms at the State rate during that timeframe. Mr. Lum proposed alternative dates for the full Committee in April and November.

Nicolette Moultrie moved to accept the DHCC meeting date for April 20-21, 2018
Second: President Kelsch

President Kelsch requested questions or comments.

No comments were received.

Motion: Nicolette Moultrie moved to accept the DHCC meeting date for April 20-21, 2018.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	Absent/Excused		
Evangeline Ward	X		

Nicolette Moultrie moved to accept the DHCC meeting date for November 16-17, 2018

Second: Sandra Klein

President Kelsch requested questions or comments.

Comment: Michelle Hurlbutt stated that some people may be off on November 12, 2018, for Veteran Day it's a short week and it's the week before Thanksgiving.

No further comments received.

Motion: Nicolette Moultrie moved to accept the DHCC meeting date for November 16-17, 2018.

Vote: Pass (8:0.)

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	Absent/Excused		
Evangeline Ward	X		

President Kelsch turned the discussion over to Susan Good as she will be President at that time. Susan Good presented the 2019 meeting dates.

Nicolette Moultrie moved to accept April 12-13, 2019, as the DHCC meeting date.

Second: Edcelyn Pujol

Susan Good requested questions or comments.

No further comments received.

Motion: Nicolette Moultrie moved to accept April 12-13, 2019, as the DHCC meeting date.

Vote: Pass (8:0.)

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		

Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	<i>Absent/Excused</i>		
Evangeline Ward	X		

Nicolette Moultrie moved to accept November 15-16, 2019 as the DHCC meeting date.

Second: Noel Kelsch

Susan Good requested questions or comments.

Comment: Michelle requested clarification if DBC's Meeting will be held on November 13-14, 2019.

Nicolette Moultrie verified the date on DBC's website.

Ms. Moultrie recommended the DHCC meeting being held on November 16-17, 2019.

Anthony Lum stated that he will be researching for another venue for the meeting to ensure ease of public access to the meeting.

Nicolette Moultrie amended her motion for the DHCC meeting to be held on November 22-23, 2019.

Second: Michelle Hurlbut

Susan Good requested questions or comments.

No further comments were received.

Motion: Nicolette Moultrie moved amend the DHCC meeting dates from November 15-16, 2019 to November 22-23, 2019 as the DHCC meeting date.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		

Edcelyn Pujol	X		
Garry Shay	<i>Absent/Excused</i>		
Evangeline Ward	X		

Motion: Nicolette Moultrie moved to accept November 22-23, 2019 as the DHCC meeting date.

Vote: Pass (8:0).

Name	Aye	Nay	Abstain
Susan Good	X		
Michelle Hurlbutt	X		
Noel Kelsch	X		
Timothy Martinez	X		
Sandra Klein	X		
Nicolette Moultrie	X		
Edcelyn Pujol	X		
Garry Shay	<i>Absent/Excused</i>		
Evangeline Ward	X		

Meeting was turned back over to President Kelsch.

Future Agenda Items

1. Examinations regarding second and third attempts.
2. Remedial education programs.
3. Alternate pathways for licensure.
4. Anesthesia requirements compare to other programs.
5. Reciprocity with expanded duties.
6. Enforcement tracking methods to decrease the processing times.

7. New language for “Cite and Fine and Probation” for educational programs.
8. Clarification of what is public health and the scope of practice
9. Mobile Unit regulations.
10. BreEZe statistics.
11. Fictitious Name Permit online process.
12. Update the DHCC website to add SPOC for BreEZe.
13. Ethics Examination to allow self-remediation.
14. Business and Professions Code revision.
15. Update on Concorde Career College - Garden Grove.

President Kelsch expressed gratitude to the DHCC for allowing her to serve as the Committee President and expressed gratitude to staff for their diligence.

Closed Session – Executive Officer Recruitment

Adjournment: The Full Committee Adjourned at 2:45 pm



Wednesday, August 8, 2018

Dental Hygiene Committee of California

Teleconference Agenda Item 4

**Discussion and Possible Action on Approval
Status for Concord Career College's Three
Campuses (Garden Grove, San Bernardino, and
San Diego) due to Dental Hygiene Program
Deficiencies.**

DENTAL HYGIENE COMMITTEE OF CALIFORNIA

2005 Evergreen Street, Suite 2050 Sacramento, CA 95815

P (916) 263-1978 | F (916) 263-2688 | www.dhcc.ca.gov



MEMORANDUM

DATE	August 2, 2018
TO	Full Committee
FROM	Anthony Lum, Executive Officer
SUBJECT	Agenda Item 4 – Discussion, and Possible Action on Approval Status for Concorde Career Colleges Three Campuses (Garden Grove, San Bernardino, and San Diego) due to Dental Hygiene Program Deficiencies

Background

The Dental Hygiene Committee of California's (DHCC) Education Specialist, Dr. Adina Petty, provided a full history of the DHCC's review of the Concorde Career Colleges three campuses that are in the meeting materials.

At the DHCC's January 18 – 19, 2018 site visits to the Concorde Career College campuses, it was discovered that their dental hygiene programs were short of the required duration, were not taught at the university level, science coursework was not identified as required, and other campus specific deficiencies of the law.

At the April 20-21, 2018 meetings, the DHCC was informed of these deficiencies and voted to withdraw the three campuses approval, as this was the only recourse for non-compliance of the law. Subsequently, the DHCC voted to stay the withdrawal of approval to provide time for the campuses to submit a plan that would allow them to come into compliance of the law. The schools were notified in a Stay of Withdrawal letter dated May 4, 2018 that they had until the July 2, 2018 deadline to submit an ongoing plan of action to the DHCC to correct the deficiencies of the law. The plan was to include a course of action to be implemented for the current cohort of students as well. All three campuses submitted their plan by the deadline but unfortunately did not include an implementation date, as they believe they are required to obtain accreditation approvals before proceeding. The schools are awaiting official approval of the program changes from various agencies including the DHCC prior to implementing their plan. The plans to correct the deficiencies were presented to the DHCC in July for review.

In the submitted plans, the schools indicate the corrective measures to the curriculum that will be implemented once approvals are received. Their anticipated timeline to implement the corrections is determined by the receipt of the approvals from the ACCSC (Accrediting Commission of Career Schools and Colleges), BPPE (Bureau for Private Postsecondary Education), CODA (Commission on Dental Accreditation), and the DHCC. The Concorde schools have received the approval letter from ACCSC, submitted the approval letter from ACCSC to BPPE, and are awaiting responses from CODA, as they are considering the issue at their August 2-3, 2018 meeting. Concorde does not expect a response from CODA until 30 days after their meeting. Once all approvals are received, the DHCC can determine a final stance on the approval status of the Concorde programs based upon the information received. Curriculum change procedure information from ACCSC and CODA are included in the materials for your review.

Committee Action Recommended

After a review of the three Concorde Career College's submitted plans, the revisions will fulfill the existing deficiencies in their curriculum once approved and implemented. The schools have acted

quickly to request accreditation approvals from 3rd party agencies to begin the program changes; however, the agencies only meet at certain times of the year to review these types of issues, so approvals may take time to obtain.

Pros: By approving staff's request, it provides a fair and reasonable timeline for the Concorde schools to change and implement the approved curriculum changes that are required to comply with the law as identified in the May 4, 2018 Stay of Withdrawal letter and obtain the official accrediting agency's approvals for their students to graduate.

Cons: If the current students at all three Concorde campuses are allowed to complete the dental hygiene program before the curriculum changes are implemented, it will compromise the education the students paid for due to the shortened program and level of education provided within the curriculum.

Staff Recommendation: After a review of the Pros and Cons above, staff recommends for the DHCC to continue its stay of withdrawal of approval of the Concorde dental hygiene programs until its November 2018 meetings. At that time, the schools will present their accreditation agency approvals to change the curriculum of the programs and the date to implement the changes to address the program deficiencies identified for the current and future cohorts.



MEMORANDUM

DATE	August 8, 2018
TO	Educational Subcommittee
FROM	Adina A. Pineschi-Petty DDS Educational Specialist Dental Hygiene Committee of California (DHCC)
SUBJECT	Concorde Career College Update

Below is a timeline as to the status of compliance of the Concorde Career Colleges (CCC):

1. Concorde Career College – Garden Grove Dental Hygiene Program (CCC-GG)
 - a. Initial Site Visit to CCC-GG generated due to complaints filed.
 - b. Since June 28, 2016 there have been three Site Visits to the CCC-GG campus.
 - c. Laboratory remodel completed and in compliance.
 - d. On January 18, 2018, new deficiencies not discovered previously were discovered:
 1. The CCC-GG program consists of five terms at ten weeks/term which equates to fifty weeks or 1600 hours. An academic program in Dental Hygiene is then required to be a minimum of sixty weeks or 1800 clock hours. CCC-GG is lacking ten weeks or two hundred hours of instruction and therefore does not meet the requirements of CCR Title 16, Division 11. Section 1105 (b)(3) of two academic years of fulltime instruction.
 2. CCC-GG does not require Biochemistry to be a Dental Hygiene Program prerequisite. CCR § 1105 (f) requires Biochemistry to be a Dental Hygiene Program prerequisite. Combined Anatomy & Physiology not sufficient in coverage and therefore not up to university standards.
 3. Both full time staff members were out on personal leave (100% staff change). New staff were hired in November 2017 and December 2017. DHCC was not notified of the staff changes and are therefore in violation of CCR§ 1105.3(a)(2)(D).
 4. No clear requirements for patient experiences (no minimum program experiences required). Required experiences not stated in manual/syllabi. No minimum case types of Geriatric, Child, Adolescent, Adult, and Special Needs cases required. Breadth of student experiences cannot be determined.
 5. Nitrous Oxide-Oxygen Analgesia curriculum was missing three hours. Nitrous oxide-oxygen analgesia curriculum must include at least eight hours of instruction, including at least four hours of didactic and preclinical instruction and at least four hours of clinical instruction.
 6. Waterline source from city through a purifier was still failing. Disconnected units from purifier and using distilled water to supply units. Units testing clear using distilled water. Testing is still being conducted through Loma Linda.
 7. Infection control violations found in Infection Control Manual. Infection control procedures are required to follow § 1105.2 (d)(3)(A), § 1105 2(d)(3)(C), § 1105.2(d)(3)(D)(xii), and CODA Standard 5-1.
 8. Deficiencies were required to be corrected by July 1, 2018.

e. Current Status

1. CCC-GG submitted a response to the DHCC received on July 2, 2018.

i. Deficiency 1 and 2 above are in progress.

a. Changes submitted to the Commission on Dental Accreditation (CODA), Accrediting Commission on Career Schools and Colleges (ACCSC), Bureau of Private Postsecondary Education (BPPE), and the DHCC.

b. Timeline submitted by CCC-GG below:

June 1, 2018: submission to CODA

The following examples illustrate, but are not limited to, changes that must be reported by June 1 or December 1 and must be reviewed by the appropriate Review Committee and approved by Guidelines for Reporting Program Changes Page 2 of 10 Updated 5.18 the Commission prior to the implementation to ensure that the program continues to meet the accreditation standards:

- Curriculum changes that could affect the ability of the program to meet the standards;
- Change in the required length of the program

June 21, 2018: consideration by the ACCSC full Commission

June 27, 2018: official ACCSC approval letter received

June 29, 2018: submission to BPPE upon receipt of the ACCSC approval letter.

5 CCR 71660 states that “an institution shall notify the Bureau of a non-substantive change ... All notifications shall be made within 30 days of the change and sent to the Bureau, in writing, to ... “

July 10-11, 2018: consideration by the CODA Dental Hygiene Review Committee

August 2-3, 2018 consideration by the CODA Full Committee meeting

November 16, 2018 consideration by the DHCC Education Committee

November 17, 2018 consideration by the DHCC Full Committee

16 CCR § 1105.3 (b) An approved dental hygiene program shall not make a substantive change without prior Committee approval. These changes include:

- (1) Change in location, ownership or educational program expansion through an additional campus or distance education.
- (2) Expansion, reduction or elimination of the program's physical facilities.
- (3) Any changes that require a report to the Commission on Dental Accreditation or equivalent accrediting body shall require approval from the Committee

ii. Deficiency 3 - 7 in compliance.

2. Concorde Career College – San Bernardino Dental Hygiene Program (CCC-SB)
 - a. Initial Site Visit to CCC-SB generated due to complaints filed.
 - b. Since June 29, 2016 there have been two Site Visits to the CCC-SB campus.
 - c. Laboratory remodel complete and in compliance.
 - d. On January 19, 2018, new deficiencies not discovered previously were discovered:
 1. The CCC-SB program consists of five terms at ten weeks/term which equates to fifty weeks or 1600 hours. An academic program in Dental Hygiene is then required to be a minimum of sixty weeks or 1800 clock hours. CCC-SB is lacking ten weeks or 200 hours of instruction and therefore does not meet the requirements of CCR Title 16, Division 11. Section 1105 (b)(3) of two academic years of fulltime instruction.
 2. CCC-SB does not require Biochemistry to be a Dental Hygiene Program prerequisite. CCR § 1105 (f) requires Biochemistry to be a Dental Hygiene Program prerequisite. Combined Anatomy & Physiology not sufficient in coverage and therefore not up to university standards.
 3. Clinical facilities were insufficient and do not favor student achievement. Clinical facilities lack sufficient space and poses privacy issues and tripping hazards for patients, students and faculty.
 4. Office space was lacking sufficient space to provide for privacy for faculty. One office is utilized by four full time faculty and eleven part-time and substitute faculty. Office space does not provide sufficient privacy for faculty consultation with other faculty or students.
 5. Infection control violations were found in Self Study in Clinic Infection Control Steps and in the Step-by-Step Dental Hygiene Instrument Sterilization Protocol.
 6. Infection control violations discovered during site visit.
 - i. Faculty wearing contaminated mask around neck while speaking to patient.
 - ii. Faculty replacing mask over mouth and nose with contaminated gloves.
 7. Deficiencies were required to be corrected by July 1, 2018.
 - e. Current Status
 1. CCC-SB submitted a response to the DHCC received on July 2, 2018.
 - iii. Deficiency 1 and 2 above are in progress.
 - a. Changes submitted to the Commission on Dental Accreditation (CODA), Accrediting Commission on Career Schools and Colleges (ACCSC), Bureau of Private Postsecondary Education (BPPE), and the DHCC.
 - b. Timeline submitted by CCC-SB below:

June 1, 2018: submission to CODA

The following examples illustrate, but are not limited to, changes that must be reported by June 1 or December 1 and must be reviewed by the appropriate Review Committee and approved by Guidelines for Reporting Program Changes Page 2 of 10 Updated 5.18 the Commission prior to the implementation to ensure that the program continues to meet the accreditation standards:

- Curriculum changes that could affect the ability of the program to meet the standards;
- Change in the required length of the program

June 21, 2018: consideration by the ACCSC full Commission

June 27, 2018: official ACCSC approval letter received

June 29, 2018: submission to BPPE upon receipt of the ACCSC approval letter.

5 CCR 71660 states that “an institution shall notify the Bureau of a non-substantive change ... All notifications shall be made within 30 days of the change and sent to the Bureau, in writing, to ... “

July 10-11, 2018: consideration by the CODA Dental Hygiene Review Committee

August 2-3, 2018 consideration by the CODA Full Committee meeting

November 16, 2018 consideration by the DHCC Education Committee

November 17, 2018 consideration by the DHCC Full Committee

16 CCR § 1105.3 (b) An approved dental hygiene program shall not make a substantive change without prior Committee approval. These changes include:

- (1) Change in location, ownership or educational program expansion through an additional campus or distance education.
- (2) Expansion, reduction or elimination of the program's physical facilities.
- (3) Any changes that require a report to the Commission on Dental Accreditation or equivalent accrediting body shall require approval from the Committee

iv. Deficiency 3 - 6 in compliance.

3. Concorde Career College – San Diego (CCC-SD)

- a. On December 19, 2016 a Site Visit was conducted at the CCC-SD campus generated as a part of the DHCC oversight goals to review all dental hygiene educational programs in California.
- b. Laboratory remodel complete and now in compliance.
- c. Prompted by the Site Visits to CCC-GG and CCC-SB, the following new deficiencies not discovered previously were discovered:
 1. The CCC-SD program consists of five terms at ten weeks/term which equates to fifty weeks or 1600 hours. An academic program in Dental Hygiene is then required to be a minimum of sixty weeks or 1800 clock hours. CCC-SD is lacking ten weeks or two hundred hours of instruction and therefore does not meet the

requirements of CCR Title 16, Division 11. Section 1105 (b)(3) of two academic years of fulltime instruction.

2. CCC-SD does not require Biochemistry to be a Dental Hygiene Program prerequisite. CCR § 1105 (f) requires Biochemistry to be a Dental Hygiene Program prerequisite. Combined Anatomy & Physiology not sufficient in coverage and therefore not up to university standards.

3. Deficiencies were required to be corrected by July 1, 2018.

d. Current Status

1. CCC-SD submitted a response to the DHCC received on July 2, 2018.

v. Deficiency 1 and 2 above are in progress.

a. Changes submitted to the Commission on Dental Accreditation (CODA), Accrediting Commission on Career Schools and Colleges (ACCSC), Bureau of Private Postsecondary Education (BPPE), and the DHCC.

b. Timeline submitted by CCC-SD below:

June 1, 2018: submission to CODA

The following examples illustrate, but are not limited to, changes that must be reported by June 1 or December 1 and must be reviewed by the appropriate Review Committee and approved by Guidelines for Reporting Program Changes Page 2 of 10 Updated 5.18 the Commission prior to the implementation to ensure that the program continues to meet the accreditation standards:

- Curriculum changes that could affect the ability of the program to meet the standards;
- Change in the required length of the program

June 21, 2018: consideration by the ACCSC full Commission

June 27, 2018: official ACCSC approval letter received

June 29, 2018: submission to BPPE upon receipt of the ACCSC approval letter.

5 CCR 71660 states that “an institution shall notify the Bureau of a non-substantive change ... All notifications shall be made within 30 days of the change and sent to the Bureau, in writing, to ... “

July 10-11, 2018: consideration by the CODA Dental Hygiene Review Committee

August 2-3, 2018 consideration by the CODA Full Committee meeting

November 16, 2018 consideration by the DHCC Education Committee

November 17, 2018 consideration by the DHCC Full Committee

16 CCR § 1105.3 (b) An approved dental hygiene program shall not make a substantive change without prior Committee approval. These changes include:

(1) Change in location, ownership or educational program expansion through an additional campus or distance education.

(2) Expansion, reduction or elimination of the program's physical facilities.

(3) Any changes that require a report to the Commission on Dental Accreditation or equivalent accrediting body shall require approval from the Committee



RECEIVED

JUL 02 2018

SENT VIA FEDERAL EXPRESS

DENTAL HYGIENE COMMITTEE OF CA

June 29, 2018

Anthony Lum
Executive Director
Dental Hygiene Committee of California
2005 Evergreen Street, Suite 2050
Sacramento, CA 95815

Dear Mr. Lum,

Please accept this letter and accompanying documentation from Concorde Career College, Garden Grove, CA (Concorde) in response to the Issuance of Stay notification, dated May 2, 2018, for the Dental Hygiene Program that has been accredited by the Commission on Dental Accreditation since August 2011.

In the May 2, 2018 letter, the Dental Hygiene Committee of California directed the institution to submit a remedial plan by July 2, 2018 "which shall include how CCC-GG will comply with the following:

1. Meeting the requirements of 16 CCR, § 1105 (b)(3) of two academic years of fulltime instruction consisting of a minimum of sixty weeks or 1800 (sic) clock hours.
2. Requirement of Biochemistry to be a Dental Hygiene Program prerequisite as prescribed by 16 CCR§ 1105 (f).
3. Anatomy & Physiology to be sufficient in coverage and up to university standards."

We respectfully submit the following plan for each area of deficiency identified for the Dental Hygiene program (DH).

1. Meeting the requirements of 16 CCR, § 1105 (b)(3) of two academic years of fulltime instruction consisting of a minimum of sixty weeks or 1800 (sic) clock hours.

As demonstrated in the attached document "CA DH Program Vertical", upon approval by all applicable regulators, the overall DH program at Concorde will be delivered in nine 10-week terms, or 90 weeks and 2275 clock hours. The Dental Hygiene-specific component of the program (core curriculum) will be delivered in six 10-week terms, or sixty weeks and 1675 clock hours. The component of the program that precedes the core curriculum (pre-DH), inclusive of all required college-level general education courses, will be delivered in three 10-week terms, or thirty weeks and 600 clock hours.

Therefore, the Dental Hygiene program's remedial plan demonstrates how Concorde will comply with 16 CCR § 1105 (b)(3): "The length of instruction in the educational program shall include two academic years of full-time instruction at the postsecondary college level or its equivalent, and a minimum of 1,600 clock hours."

2. Requirement of Biochemistry to be a Dental Hygiene Program prerequisite as prescribed by 16 CCR§ 1105 (f).

Concorde has added more extensive Biochemistry training to its pre-DH program component. The syllabus for "CHEM 1421: Organic and Biochemistry with wet lab" is attached for reference, inclusive of 72 total hours of training on biochemistry-specific learning outcomes. Primary learning objectives include: Demonstrate an understanding of metabolic pathways; Demonstrate an understanding of the catalytic activity of enzymes; Demonstrate an understanding of the process that converts nutritional intake into compounds; Demonstrate an understanding of the energy-requiring process of the living cell; Demonstrate an understanding of RNA; and, Demonstrate an understanding of DNA

Therefore, the Dental Hygiene program's remedial plan demonstrates how Concorde will comply with 16 CCR § 1105 (f)(1)(C)(iv).

3. Anatomy & Physiology to be sufficient in coverage and up to university standards.

Concorde has added an additional Anatomy & Physiology course to the pre-DH program component. The syllabi for both are attached for reference: "BIOL 1411 A&P I" and "BIOL 1421 A&P II" This additional course increases total instructional hours (lecture plus lab) for Anatomy and Physiology from 75 clock hours to 150 clock hours.

Therefore, the Dental Hygiene program's remedial plan demonstrates how Concorde will comply with 16 CCR § 1105 (f)(1)(C)(i-ii).

4. Nitrous oxide-oxygen analgesia curriculum must include at least eight hours of instruction, including at least four hours of didactic and preclinical instruction and at least four hours of clinical instruction as prescribed by CCR § 1107 (b)(9)(B).

Course DH 142 has been revised to include three hours of lecture/didactic and four hours of pre-clinical instructions, for a total of seven hours of didactic and preclinical instruction. To meet the minimum of 4 hours of Clinical instruction in Nitrous oxide-oxygen analgesia, four patient experiences of Nitrous oxide with minimum of 20 minutes of nitrous oxide-oxygen analgesia for each experience is required. In total the DH students have 11-12 hours of instruction in Nitrous oxide-oxygen analgesia. The syllabus for DH 142 documenting these requirements is attached.

Therefore, the program is in compliance with 16 CCR § 1107 (b)(9)(B).

In the May 4, 2018 letter, the DHCC also requested the following:

In addition, CCC-GG must also provide a plan by July 2, 2018 to the DHCC demonstrating how CCC-GG will remediate all current dental hygiene classes to include:

1. Meeting the requirements of 16 CCR, § 1105 (b)(3) of two academic years of fulltime instruction by the addition of ten weeks or 200 clock hours to include:

- a. Biochemistry to be sufficient in coverage and up to university standards.***
- b. Anatomy to be sufficient in coverage and up to university standards.***
- c. Physiology to be sufficient in coverage and up to university standards.***

It is Concorde's plan to secure the regulatory approvals required prior to implementation of any curriculum change for any program at Concorde in the most expeditious manner allowable by law. We are taking every step necessary to secure approvals from the Accrediting Commission of Career Schools and Colleges (ACCSC) – our institutional accreditor, the Bureau of Private Postsecondary Education (BPPE) – the institution's state higher education regulator, the Commission on Dental Accreditation (CODA) – the program's programmatic accreditor, and the Dental Hygiene Committee of California – the state's governing professional board. The regulatory timeline is as follows:

June 1, 2018: submission to CODA

The following examples illustrate, but are not limited to, changes that must be reported by June 1 or December 1 and must be reviewed by the appropriate Review Committee and approved by Guidelines for Reporting Program Changes Page 2 of 10 Updated 5.18 the Commission prior to the implementation to ensure that the program continues to meet the accreditation standards:

- Curriculum changes that could affect the ability of the program to meet the standards;
- Change in the required length of the program

June 21, 2018: consideration by the ACCSC full Commission

June 27, 2018: official ACCSC approval letter received

June 29, 2018: submission to BPPE upon receipt of the ACCSC approval letter.

5 CCR 71660 states that "an institution shall notify the Bureau of a non-substantive change ... All notifications shall be made within 30 days of the change and sent to the Bureau, in writing, to ... "

July 10-11, 2018: consideration by the CODA Dental Hygiene Review Committee

August 2-3, 2018 consideration by the CODA Full Committee meeting

November 16, 2018 consideration by the DHCC Education Committee

November 17, 2018 consideration by the DHCC Full Committee

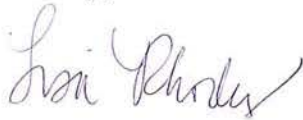
- 16 CCR § 1105.3 (b) An approved dental hygiene program shall not make a substantive change without prior Committee approval. These changes include:
- (1) Change in location, ownership or educational program expansion through an additional campus or distance education.
 - (2) Expansion, reduction or elimination of the program's physical facilities.
 - (3) Any changes that require a report to the Commission on Dental Accreditation or equivalent accrediting body shall require approval from the Committee

As such, the DH program plans to implement the proposed curriculum changes upon receipt of all official approvals as outlined above, and in accordance with all Federal, State, and Accreditor laws and regulations.

Please be assured that Concorde continues to work to fulfill its obligations to be in compliance with all CODA, DHCC, and applicable laws and regulations.

Thank you for your time and attention. We look forward to a continued partnership with the DHCC to help guide us with our Dental Hygiene program. Please do not hesitate to contact me with any questions or should you require additional information: 714-703-1900, lrhodes@concorde.edu

Sincerely,



Lisa Rhodes
Campus President

Attachments

c: Arezou Goshtasbi, DDS, Concorde DH Program Director
Adina Petty, DDS, DHCC Education Specialist



Couse Syllabus: BIOL1411 Anatomy & Physiology I with Wet Lab

Maximum Student to Teacher Ratio	30:1	Semester Credit Hours	4.0	Clock hours	75	45	30	0
					Total	Lecture	Lab	Clinical

Course Description

Human Anatomy and Physiology revolves around the human body. The human body is an amazing compilation of biological structures that carry out all the functions required to maintain life. In this course, you will begin to learn about the structures of the human body and explore the ways in which these structures enable the body to function. In doing so, the muscular, skeletal, nervous, sensory and endocrine systems will be investigated. This course also requires an on-ground wet lab component.

Prerequisite

None

Textbook and Supporting Material

- eScience Lab Kits
- Rizzo, D. (2016). *Fundamentals of Anatomy and Physiology* (4th ed.). Boston, MA: Cengage Learning.
- MindTap *Basic Health Science for Rizzo's Fundamentals of Anatomy and Physiology* (4th Ed.)
- Concorde online Library: <http://galesites.com/menu/index.php?loc=miss22358>

Course Structure--Online

This course will be delivered entirely online through the course management system where you will access online lessons, course materials, and resources. At designated times throughout the course we will participate in a blend of self-paced and group-paced activities.

Course Structure—Ground

The instructor will employ multiple methods for content delivery as appropriate to the level and type of material being learned. Acceptable instructional methods include but are not limited to didactic, modeling or demonstration, facilitation or group management, discovery or inquiry, drill and practice or game theory, dialogue or discussion, case studies, simulation, role playing, projects or collections of material, feedback, and guests from the field.

Course Objectives

In this course you will learn:

- Describe the levels of organization of the body.
- Describe the mechanisms of support and movement of the body.
- Describe the integration and coordination of body systems.
- Discuss the role and function of body systems.

Grading Policy

End-of-Module Assessment	15 %
Module Assignments	20 %
Lab Modules	15 %
Discussion Boards (online)	
Classwork (Ground)	10 %
Mid-Term Assessment	20 %
Final Assessment	20 %
Total	100 %



Viewing Grades

Points you receive for graded activities will be posted to the Gradebook in the Learning Management System. Your instructor will update the online grades each time a grading session has been complete.

General Education

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Description
A	90-100%	Passing - Exceptionally Competent
B	80-89%	Passing - Highly Competent
C	70-79%	Passing - Fully Competent
D**	60-69%	Passing - Minimally Competent
F*	59% or less	Failing - Not Competent

**Must be repeated for credit ** Certain programs may require that this course be repeated for credit
For Memphis students only, D is not considered a passing grade and the course must be repeated for credit.*

Outline of Main Topics

Week	Topic	Lecture/Lab Hours	Expected Additional Study Hours
1	Introduction to Human Anatomy & Physiology	7.5	15
2	The Chemical Basis of Life and Cells	7.5	15
3	Cellular Metabolism	7.5	15
4	Tissues and Integumentary System	7.5	15
5	Skeletal System	7.5	15
6	Muscular System	7.5	15
7	Nervous System	7.5	15
8	Continuation of the Nervous System	7.5	15
9	Endocrine System	7.5	15
10	Course Review	7.5	15



Course Syllabus: BIOL1421: Anatomy and Physiology II with Wet Lab

Maximum Student to Teacher Ratio	30:1	Semester Credit Hours	4.0	Clock hours	75	45	30	0
					Total	Lecture	Lab	Clinical

Course Description

Human Anatomy and Physiology revolves around the human body. The human body is an amazing compilation of biological structures that carry out all the functions required to maintain life. This is the second of two courses that covers the organization of the body and the anatomy and physiology of various body systems, such as, the circulatory, cardiovascular, lymphatic, immunity, digestive, respiratory, urinary, and reproductive systems.

Prerequisite

None

Textbook and Supporting Material

- eScience Lab Kits
- Rizzo, D. (2016). *Fundamentals of Anatomy and Physiology* (4th ed.). Boston, MA: Cengage Learning.
- MindTap Basic Health Science for Rizzo's *Fundamentals of Anatomy and Physiology* (4th Ed.)
- Concorde online Library: <http://galesites.com/menu/index.php?loc=miss22358>

Course Structure--Online

This course will be delivered entirely online through the course management system where you will access online lessons, course materials, and resources. At designated times throughout the course we will participate in a blend of self-paced and group-paced activities.

Course Structure—Ground

The instructor will employ multiple methods for content delivery as appropriate to the level and type of material being learned. Acceptable instructional methods include but are not limited to didactic, modeling or demonstration, facilitation or group management, discovery or inquiry, drill and practice or game theory, dialogue or discussion, case studies, simulation, role playing, projects or collections of material, feedback, and guests from the field.

Course Objectives

In this course you will learn:

- Describe the mechanisms of transport that occur in the body.
- Describe the process of absorption and excretion associated with the body.
- Describe the human life cycle.
- Discuss the role and function of body systems.
- Describe the mechanisms of support and movement of the body.
- Describe the integration and coordination of body systems.

Grading Policy

End-of-Module Assessment	20 %
Module Assignments	30 %
Discussion Boards (online)	
Classwork (Ground)	5 %



Wet Lab	15 %
Mid-Term Assessment	15 %



Final Assessment	15 %
Total	100 %

Viewing Grades

Points you receive for graded activities will be posted to the Gradebook in the Learning Management System. Your instructor will update the online grades each time a grading session has been complete.

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

General Education

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Description
A	90-100%	Passing - Exceptionally Competent
B	80-89%	Passing - Highly Competent
C	70-79%	Passing - Fully Competent
D**	60-69%	Passing - Minimally Competent
F*	59% or less	Failing - Not Competent

**Must be repeated for credit ** Certain programs may require that this course be repeated for credit. For Memphis students only, D is not considered a passing grade and the course must be repeated for credit.*

Outline of Main Topics

Week	Topic	Lecture/Lab Hours	Expected Additional Study Hours
1	Blood, Lymphatic System, and Immunity	6	12
2	Cardiovascular System	6	12
3	Digestive System	6	12
4	Respiratory System	6	12
5	Urinary System	6	12
6	Reproductive System	6	12
7	Skeletal System	6	12
8	Muscular System	6	12
9	Nervous System	6	12
10	Systems and Body Orientation	6	12



Course Syllabus: CHEM1421: Organic and Biochemistry Chemistry

Maximum Student to Teacher Ratio	24:1	Semester Credit Hours	4.0	Clock hours	75	45	30	0
					Total	Lecture	Lab	Clinical

Course Description

In this course, the student will learn basic concepts related to organic and biochemistry. Topics will include spectroscopy, nomenclature, properties and synthesis of aliphatic and aromatic hydrocarbons, alkyl halides, alcohols, carbonyl compounds, carboxylic acids, lipids, amino acids, nucleotide metabolic pathways, and the structure and function of nucleic acids.

Prerequisite

CHEM1411: General and Inorganic Chemistry

Textbook and Supporting Material

Cengage....***

Course Structure—Ground

The instructor will employ multiple methods for content delivery as appropriate to the level and type of material being learned. Acceptable instructional methods include but are not limited to didactic, modeling or demonstration, facilitation or group management, discovery or inquiry, drill and practice or game theory, dialogue or discussion, case studies, simulation, role playing, projects or collections of material, feedback, and guests from the field.

Course Objectives

In this course, you will learn:

- Identify, classify, organize, analyze, and draw structures of organic molecules.
- Apply the basic rules of organic nomenclature to convert between structures and names.
- Predict the physical properties of organic chemicals based on their structures.
- Analyze the influence of structure and physical properties of organic molecules on their biological properties.
- Demonstrate an understanding of the structure/function of biomolecules
- Demonstrate an understanding of metabolic pathways
- Apply the scientific method to the processes of experimentation and hypothesis testing
- Demonstrate an understanding of the catalytic activity of enzymes
- Demonstrate an understanding of the process that converts nutritional intake into compounds
- Demonstrate an understanding of the energy-requiring process of the living cell
- Demonstrate an understanding of RNA
- Demonstrate an understanding of DNA



Grading Policy

End-of-Module Assessment	20 %
Lab	15 %
Module Assignments	25 %
Discussion Boards (online)	10 %
Classwork (Ground)	
Mid-Term Assessment	15 %
Final Assessment	15 %
Total	100 %

Viewing Grades

Points you receive for graded activities will be posted to the Gradebook in the Learning Management System. Your instructor will update the online grades each time a grading session has been complete.

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

General Education

Letter Grade	Percentage	Description
A	90-100%	Passing - Exceptionally Competent
B	80-89%	Passing - Highly Competent
C	70-79%	Passing - Fully Competent
D*	60-69%	Passing - Minimally Competent
F*	59% or less	Failing - Not Competent

**Must be repeated for credit*

Outline of Main Topics

Week	Topic	Lecture/Lab Hours	Expected Additional Study Hours
1	Hydrocarbons	7.5	11
2	Alcohols, Thiols, Ethers, Aldehydes and Ketone Chemistry	7.5	11
3	Proteins and enzymes	7.5	11
4	Nucleic Acids and energy	7.5	11
5	Biochemical Energy	7.5	11
6	Carbohydrate Metabolism	7.5	11
7	Lipid Metabolism	7.5	11
8	Protein Metabolism	7.5	11
9	RNA	7.5	11
10	DNA	7.5	11

Proposed Vertical DH Curriculum (9 Term California ONLY)

	Title	Didactic	Lab	Clinic	Inst.	Outside	Credits
Term I							
ENGL1310	English Composition I	45.00			45.00	90.00	3.00
MATH1320	College Algebra	45.00			45.00	90.00	3.00
BIOL1431	Microbiology with wet lab	45.00	30.00		75.00	90.00	4.00
PSYC1310	General Psychology	45.00			45.00	90.00	3.00
Total		180.00	30.00	-	210.00	360.00	13.00
Term II							
BIOL1411	Anatomy & Physiology I with wet lab	45.00	30.00		75.00	90.00	4.00
CHEM1411	General and Inorganic Chemistry with Wet Lab	45.00	30.00		75.00	90.00	4.00
SOCI1310	Introduction to Sociology	45.00			45.00	90.00	3.00
Total		135.00	60.00	-	195.00	270.00	11.00
Term III							
BIOL1421	Anatomy & Physiology II with wet lab	45.00	30.00		75.00	90.00	4.00
CHEM1421	Organic and Biochemistry with Wet Lab	45.00	30.00		75.00	90.00	4.00
COMM1310	Elements of Human Communication	45.00			45.00	90.00	3.00
Total		135.00	60.00	-	195.00	270.00	11.00
Term IV							
DHCA1201	Pre-Clinic I	30.00	80.00		110.00	30.00	4.00
DH133	Dental Radiography	45.00	45.00		90.00	45.00	4.00
DHCA1203	Dental Anatomy /Tooth Morphology	30.00			30.00	60.00	2.00
DH110	Oral Embryology & Histology	45.00			45.00	90.00	3.00
Total		150.00	125.00	-	275.00	225.00	13.00
Term V							
DHCA1205	Pre- Clinic II	30.00	80.00		110.00	30.00	4.00
DH228	General and Maxillofacial Pathology	45.00			45.00	90.00	3.00
DHCA1208	Head and Neck Anatomy	40.00			40.00	80.00	2.50
DH104	Dental Materials	15.00	30.00		45.00	30.00	2.00
DH140	Dental Hygiene Process of Care	15.00			15.00	30.00	1.00
Total		145.00	110.00	-	255.00	260.00	12.50
Term VI							
DH142	Dental Hygiene II	40.00	80.00	80.00	200.00	40.00	5.50
DH260	Cultural Diversity	15.00			15.00	30.00	1.00
DH111	Medical and Dental Emergencies	15.00			15.00	30.00	1.00
H203	Periodontology	45.00			45.00	90.00	3.00
Total		115.00	80.00	80.00	275.00	190.00	10.50
Term VII							
DH251	Dental Hygiene III	30.00	30.00	135.00	195.00	30.00	5.00
DH224	Dental Public Health	45.00			45.00	90.00	3.00
DH206	Pharmacology	45.00			45.00	90.00	3.00
Total		120.00	30.00	135.00	285.00	210.00	11.00
Term VIII							
DH262	Dental Hygiene IV	45.00	15.00	150.00	210.00	45.00	6.00
DH209	Nutrition	45.00			45.00	90.00	3.00
DH226	Dental Law and Ethics	30.00			30.00	60.00	2.00
Total		120.00	15.00	150.00	285.00	195.00	11.00
Term IX							
DH271	Dental Hygiene V	45.00	-	150.00	195.00	45.00	5.50
DH207	Dental Hygiene Seminar	30.00			30.00	60.00	2.00
DH277	Board Review	60.00			60.00	120.00	4.00
DH130	Dental Office Management	15.00			15.00	30.00	1.00
Total		150.00	-	150.00	300.00	255.00	12.50

Course: DH142 Dental Hygiene II Clinic

Semester Credit Hours	6.0	Clock hours	190	30	80	80
			Total	Lecture	Lab	Clinical

Description of the Course: The students in this course continue to practice dental hygiene skills while utilizing problem-solving skills. Students recognize and utilize advanced instrumentation techniques, power-driven scaling and implant maintenance care. Students practice delivery of local anesthesia and nitrous oxide analgesia.

Lecture Instructor: Iris Tran

Clinical/ Lab Instructors: Gina Hutchings, Denise Marquette, Mary Sue Pierce, Cynthia Smith, Cherie Wink, Betsy Wilson

Clinical Supervising Dentists: Dr. To, Dr. Trombatore, Dr. Goshtasbi

Office Hours:

MON 12pm-1pm

TUE 5pm – 6pm

Class Schedule: Monday: 8:00 AM - 12:00 PM Clinic; 1:00 PM - 5:00 PM Clinic
 Tuesday: 10:45 AM - 12:15 PM Lecture; 12:45 PM - 5 PM Lab
 Wednesday: 1:30 PM - 5:30 PM Clinic
 Thursday: 8:00 AM - 9:45 AM; Lecture; 10:30 AM - 2:45 PM Lab
 Friday: 10:00 AM - 2:00 PM Clinic

Textbooks:

Malamed, Stanley F. *Handbook of Local Anesthesia*, 6th ed. St. Louis, MO: Elsevier Mosby, © 2013.

Wilkins, Esther M. *Clinical Practice of the Dental Hygienist*, 11th ed. Philadelphia, PA: Lippincott, Williams and Wilkins, © 2013.

Gehrig, Jill S. *Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation*, 7th ed. Philadelphia, PA: Lippincott, Williams and Wilkins, © 2012.

Library Reference:

Darby, Michele L. and Walsh, Margaret M. *Dental Hygiene: Theory and Practice*, 3rd ed. St. Louis, MO: Saunders Elsevier, © 2010.

Prerequisites:

Successful completion of all Terms I-III Dental Hygiene Program courses.

Websites:

- <http://www.drimalamed.com/>

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Prepare armamentarium for local anesthesia and the nitrous unit using correct technique
2. Evaluate and present patients' physical and psychological states
3. Calculate and record anesthesia and nitrous administration in the patient's chart
4. Describe the pharmacology of local anesthesia
5. Explain and demonstrate proper techniques of maxillary and mandibular anesthesia
6. Explain and prevent local and systemic complications associated with pain management
7. Explain and demonstrate safe nitrous oxide delivery technique
8. Describe legal considerations with pain control management
9. Discuss future trends in pain control
10. Demonstrate proper use of advanced instrumentation technique, power-scaling and implant maintenance care

WEEKLY OUTLINE OF CURRICULUM

WEEK	UNIT OF INSTRUCTION OR TOPIC		ASSIGNMENTS
WEEK #1			
Monday	CLINIC A/B	Clinic Patient Care Scheduled	
LECTURE 1-1	<ul style="list-style-type: none">Review Syllabus, Sign ContractThe ArmamentariumDH diagnosis, AAP, CAL, furcation, mucogingival involvement, mobility, fremitus, radiographic evidence of periodontal disease, instrumentation		Malamed Ch. 5-9 Wilkins: Ch. 19-20
LAB 1-1	<ul style="list-style-type: none">Armamentarium in DH LabBasic Injection TechniqueRecapping TechniquesFruit practice, disclosing solution to show positive aspirationMRD, Calculations and Charting Calculations Worksheet take home		**Students to bring eyewear** **Bring syringe, eyewear, disclosing solution, and needle sheath prop to DH Lab** Malamed Ch. 11.
Wednesday	CLINIC A	Clinic Patient Care Scheduled	
LECTURE 1-2	<ul style="list-style-type: none">Techniques of Maxillary Anesthesia: ASA, SPSupplemental Injection Techniques: Interseptal/Papillary		Malamed Ch. 13, 15
LAB 1-2	<ul style="list-style-type: none">Right ASA, SP, PAP		
Friday	CLINIC B	Clinic Patient Care Scheduled	
WEEK #2			
Monday	CLINIC A/B	Clinic Patient Care Scheduled	
LECTURE 2-1	<ul style="list-style-type: none">Physical and Physiological evaluationAnatomic Considerations		Malamed: 10, 12
LAB 2-1	<ul style="list-style-type: none">Left ASA, SP, PAP		
Wednesday	10/11/17 CLINIC A	Clinic Patient Care Scheduled	
LECTURE 2-2	<ul style="list-style-type: none">QUIZ #1Techniques of Maxillary Anesthesia: PSA, MSA		Malamed Ch. 13
LAB 2-2	<ul style="list-style-type: none">Right PSA, MSALC: ASA, SP, PAP		
Friday	CLINIC B	Clinic Patient Care Scheduled	
WEEK #3			
Monday	CLINIC A/B	Clinic Patient Care Scheduled	
LECTURE 3-1	<ul style="list-style-type: none">Clinical Action of Specific AgentsTechniques of Maxillary Anesthesia: IO, GP		Malamed Ch. 4,13

LAB 3-1	<ul style="list-style-type: none"> • Left PSA, MSA • Right IO, GP 	
Wednesday CLINIC A Clinic Patient Care Scheduled		
LECTURE 3-2	<ul style="list-style-type: none"> • Ch. 1: Neurophysiology • Techniques of Maxillary Anesthesia: NP, AMSA 	Malamed Ch. 1, 13
LAB 3-2	<ul style="list-style-type: none"> • QUIZ #2 • Left IO, GP, AMSA, NP • LC: PSA, MSA 	
Friday CLINIC B Clinic Patient Care Scheduled		
WEEK #4		
Monday CLINIC A/B Clinic Patient Care Scheduled		
LECTURE 4-1	<ul style="list-style-type: none"> • Local Complications 	Malamed Ch. 17
LAB 4-1	<ul style="list-style-type: none"> • Right AMSA, NP • LC: GP, IO 	
Wednesday CLINIC A Clinic Patient Care Scheduled		
LECTURE 4-2	<ul style="list-style-type: none"> • QUIZ #3 • Review for MIDTERM • Techniques of Mandibular Anesthesia: IA, Lingual, B 	Malamed Ch. 14
LAB 4-2	<ul style="list-style-type: none"> • Left IA, Lingual, B • LC: AMSA, NP 	
Friday CLINIC B Clinic Patient Care Scheduled		
WEEK #5		
Monday CLINIC A/B Clinic Patient Care Scheduled		
LECTURE 5-1	<ul style="list-style-type: none"> • Techniques of Mandibular Anesthesia: M, I, GG 	Malamed Ch. 14
LAB 5-1	<ul style="list-style-type: none"> • Right: IA, Lingual, B • Left: M, I 	
Wednesday CLINIC A Clinic Patient Care Scheduled		
LECTURE 5-2	<ul style="list-style-type: none"> • MIDTERM 	

LAB 5-2	<ul style="list-style-type: none"> • Right: M, I • Left: GG • LC: IA, Lingual, Buccal 	
Friday CLINIC B Clinic Patient Care Scheduled		
WEEK #6		
Monday CLINIC A/B Clinic Patient Care Scheduled		
LECTURE 6-1	<ul style="list-style-type: none"> • Pharmacology of Local Anesthetics 	Malamed Ch. 2 & 3
LAB 6-1	<ul style="list-style-type: none"> • Right: GG • LC: M, I 	
Wednesday CLINIC A Clinic Patient Care Scheduled		
LECTURE 6-2	<ul style="list-style-type: none"> • QUIZ #4 • Ultrasonic – use, indications and contraindications 	Wilkins Ch. 41
LAB 6-2	<ul style="list-style-type: none"> • Ultrasonic • LC: GG 	
Friday CLINIC B Clinic Patient Care Scheduled		
WEEK #7		
Monday CLINIC A/B Clinic Patient Care Scheduled		
LECTURE 7-1 (1.5 Hrs)	<ul style="list-style-type: none"> • Introduction/History of Nitrous Oxide • Nitrous Oxide Safety Protocol • Indications and Contraindications • Nitrous Patient Preparation 	Wilkins Ch. 38
LAB 7-1	<ul style="list-style-type: none"> • LC: Ultrasonic 	
Wednesday CLINIC A Clinic Patient Care Scheduled		
LECTURE 7-2 (1.5 Hrs)	<ul style="list-style-type: none"> • Nitrous calculations and charting • Trieger Test • Nitrous breakdown Protocol • Changing Nitrogen and Oxygen Tanks 	
LAB 7-2 (4 Hrs)	<ul style="list-style-type: none"> • LS: Nitrous Administration 	
Friday CLINIC B Clinic Patient Care Scheduled		
WEEK #8		
Monday CLINIC A/B Clinic Patient Care Scheduled		

LECTURE 8-1	<ul style="list-style-type: none"> • QUIZ #5 • Pharmacology of Vasoconstrictors 	Malamed Ch. 3
LAB 8-1 (4 Hrs)	<ul style="list-style-type: none"> • LC: Nitrous Administration 	
Wednesday CLINIC A Clinic Patient Care Scheduled		
WEEK #9		
Monday CLINIC A/B Clinic Patient Care Scheduled		
LECTURE 9-2	<ul style="list-style-type: none"> • Anesthetics Considerations in Dental Specialties • Systemic Conditions 	Malamed Ch. 16 & 18
LAB 9-2	<ul style="list-style-type: none"> • Complete remaining ultrasonic, nitrous, and injection competency 	
Wednesday CLINIC A Clinic Patient Care Scheduled		
LECTURE 9-2	<ul style="list-style-type: none"> • QUIZ #6 • Legal Considerations • Future Trends in Pain Control 	Malamed Ch. 19, 20
LAB 9-2	<ul style="list-style-type: none"> • MUST complete remaining ultrasonic, nitrous, and injection competency 	
Friday CLINIC B Clinic Patient Care Scheduled		
WEEK #10		
Monday CLINIC A/B Clinic Patient Care Scheduled		
LECTURE 10-1	<ul style="list-style-type: none"> • REVIEW FOR FINAL 	
LAB 10-1	<ul style="list-style-type: none"> • Injection/Instrumentation Practicum 	
Wednesday CLINIC A Clinic Patient Care Scheduled		
LECTURE 10-2	<ul style="list-style-type: none"> • Comprehensive Final Examination 	
LAB 10-2	<ul style="list-style-type: none"> • Injection/Instrumentation Practicum 	
Friday CLINIC B Clinic Patient Care Scheduled		

****Students must complete two LS for injections, before doing a LC ****

****Sequence of Unit of Instruction is Subject to Change as Needed****

RECEIVED

JUL 02 2018

SENT VIA EMAIL

DENTAL HYGIENE COMMITTEE OF CA

June 29, 2018

Anthony Lum
Executive Director
Dental Hygiene Committee of California
2005 Evergreen Street, Suite 2050
Sacramento, CA 95815

Dear Mr. Lum,

Please accept this letter and accompanying documentation from Concorde Career College, San Bernardino, CA (Concorde) in response to the Issuance of Stay notification, dated May 4, 2018, for the Dental Hygiene Program that has been accredited by the Commission on Dental Accreditation since August 2011.

In the May 4, 2018 letter, the Dental Hygiene Committee of California directed the institution to submit a remedial plan by July 2, 2018 "which shall include how CCC-SB will comply with the following:

1. Meeting the requirements of 16 CCR, § 1105 (b)(3) of two academic years of fulltime instruction consisting of a minimum of sixty weeks or 1800 (sic) clock hours.
2. Requirement of Biochemistry to be a Dental Hygiene Program prerequisite as prescribed by 16 CCR§ 1105 (f).
3. Anatomy & Physiology to be sufficient in coverage and up to university standards."

We respectfully submit the following plan for each area of deficiency identified for the Dental Hygiene program (DH).

1. Meeting the requirements of 16 CCR, § 1105 (b)(3) of two academic years of fulltime instruction consisting of a minimum of sixty weeks or 1800 (sic) clock hours.

As demonstrated in the attached document "CA DH Program Vertical", upon approval by all applicable regulators, the overall DH program at Concorde will be delivered in nine 10-week terms, or 90 weeks and 2275 clock hours. The Dental Hygiene-specific component of the program (core curriculum) will be delivered in six 10-week terms, or sixty weeks and 1675 clock hours. The component of the program that precedes the core curriculum (pre-DH), inclusive of all required college-level general education courses, will be delivered in three 10-week terms, or thirty weeks and 600 clock hours.

Therefore, the Dental Hygiene program's remedial plan demonstrates how Concorde will comply with 16 CCR § 1105 (b)(3): "The length of instruction in the educational program shall include two academic years of full-time instruction at the postsecondary college level or its equivalent, and a minimum of 1,600 clock hours."

2. Requirement of Biochemistry to be a Dental Hygiene Program prerequisite as prescribed by 16 CCR§ 1105 (f).

Concorde has added more extensive Biochemistry training to its pre-DH program component. The syllabus for "CHEM 1421: Organic and Biochemistry with wet lab" is attached for reference, inclusive of 72 total hours of training on biochemistry-specific learning outcomes. Primary learning objectives include: Demonstrate an understanding of metabolic pathways; Demonstrate an understanding of the catalytic activity of enzymes; Demonstrate an understanding of the process that converts nutritional intake into compounds; Demonstrate an understanding of the energy-requiring process of the living cell; Demonstrate an understanding of RNA; and, Demonstrate an understanding of DNA

Therefore, the Dental Hygiene program's remedial plan demonstrates how Concorde will comply with 16 CCR § 1105 (f)(1)(C)(iv).

3. Anatomy & Physiology to be sufficient in coverage and up to university standards.

Concorde has added an additional Anatomy & Physiology course to the pre-DH program component. The syllabi for both are attached for reference: "BIOL 1411 A&P I" and "BIOL 1421 A&P II" This additional course increases total instructional hours (lecture plus lab) for Anatomy and Physiology from 75 clock hours to 150 clock hours.

Therefore, the Dental Hygiene program's remedial plan demonstrates how Concorde will comply with 16 CCR § 1105 (f)(1)(C)(i-ii).

4. Meeting the requirements of 16 CCR, § 1105 (i) and CODA Standards 4-1 and 4-6 regarding clinical and office facilities. Specifically, the deficiencies applicable to this regulation were identified as 1) the clinical facility lacking sufficient space, posing privacy issues and tripping hazards, and 2) insufficient faculty space.

The hazards within the clinical facility have been remedied. We have removed all portable computer carts that occupied an intrusive amount of floor space, replacing them with wall-mounted computer bracket and wireless keyboards. A photo of one of the operatories is attached for your reference.

Additionally, to address the concerns regarding faculty space, the program partnered with campus administration to evaluate how its faculty space could be more effective, allowing for privacy for faculty, sufficient privacy for faculty consultation with other faculty or students, and

providing sufficient space for all program faculty. We determined that a classroom adjacent to the Dental Hygiene clinic would meet these needs. We have since contracted with Icon to renovate the classroom into a Dental Hygiene faculty space, inclusive of cubical divisions to facilitate privacy. A copy of the contractor timeline is provided.

5. Meeting the requirements of 16 CCR, § 1105.2(d)(3)(C), 16 CCR, § 1105.2(d)(3)(D)(xii) and 16 CCR, § 1005 regarding infection control protocols.

The program acknowledges the inappropriate action taken by one of its faculty members in greeting the DHCC team while on site in January. Since then, the Infection Control Plan has been revised. This revised plan, and a review of proper protocols for receiving patients and guests, was reviewed with program faculty on DATE. A copy of the revised plan that has removed some redundancies and clarified some protocol steps, is attached for your review.

In the May 4, 2018 letter, the DHCC also requested the following:

In addition, CCC-SB must also provide a plan by July 2, 2018 to the DHCC demonstrating how CCC-SB will remediate all current dental hygiene classes to include:

1. Meeting the requirements of 16 CCR, § 1105 (b)(3) of two academic years of fulltime instruction by the addition of ten weeks or 200 clock hours to include:

- a. Biochemistry to be sufficient in coverage and up to university standards.***
- b. Anatomy to be sufficient in coverage and up to university standards.***
- c. Physiology to be sufficient in coverage and up to university standards.***

It is Concorde's plan to secure the regulatory approvals required prior to implementation of any curriculum change for any program at Concorde in the most expeditious manner allowable by law. We are taking every step necessary to secure approvals from the Accrediting Commission of Career Schools and Colleges (ACCSC) – our institutional accreditor, the Bureau of Private Postsecondary Education (BPPE) – the institution's state higher education regulator, the Commission on Dental Accreditation (CODA) – the program's programmatic accreditor, and the Dental Hygiene Committee of California – the state's governing professional board. The regulatory timeline is as follows:

June 1, 2018: submission to CODA

The following examples illustrate, but are not limited to, changes that must be reported by June 1 or December 1 and must be reviewed by the appropriate Review Committee and approved by Guidelines for Reporting Program Changes Page 2 of 10 Updated 5.18 the Commission prior to the implementation to ensure that the program continues to meet the accreditation standards:

- Curriculum changes that could affect the ability of the program to meet the standards;
- Change in the required length of the program

June 21, 2018: consideration by the ACCSC full Commission

June 27, 2018: official ACCSC approval letter received

June 29, 2018: submission to BPPE upon receipt of the ACCSC approval letter.
5 CCR 71660 states that "an institution shall notify the Bureau of a non-substantive change ... All notifications shall be made within 30 days of the change and sent to the Bureau, in writing, to ... "

July 10-11, 2018: consideration by the CODA Dental Hygiene Review Committee

August 2-3, 2018 consideration by the CODA Full Committee meeting

November 16, 2018 consideration by the DHCC Education Committee

November 17, 2018 consideration by the DHCC Full Committee

16 CCR § 1105.3 (b) An approved dental hygiene program shall not make a substantive change without prior Committee approval. These changes include:
(1) Change in location, ownership or educational program expansion through an additional campus or distance education.
(2) Expansion, reduction or elimination of the program's physical facilities.
(3) Any changes that require a report to the Commission on Dental Accreditation or equivalent accrediting body shall require approval from the Committee

As such, the DH program plans to implement the proposed curriculum changes upon receipt of all official approvals as outlined above, and in accordance with all Federal, State, and Accreditor laws and regulation.

Please be assured that Concorde continues to work to fulfill its obligations to be in compliance with all CODA, DHCC, and applicable laws and regulations.

Thank you for your time and attention. We look forward to a continued partnership with the DHCC to help guide us with our Dental Hygiene program. Please do not hesitate to contact me with any questions or should you require additional information: 909-884-8891, newell@concorde.edu

Sincerely,



Nicholas Ewell
Campus President

Attachments

c: Sabrina Santucho, RDHAP, Concorde DH Program Director
Adina Petty, DDS, DHCC Education Specialist



Couse Syllabus: BIOL1411 Anatomy & Physiology I with Wet Lab

Maximum Student to Teacher Ratio	30:1	Semester Credit Hours	4.0	Clock hours	75	45	30	0
					Total	Lecture	Lab	Clinical

Course Description

Human Anatomy and Physiology revolves around the human body. The human body is an amazing compilation of biological structures that carry out all the functions required to maintain life. In this course, you will begin to learn about the structures of the human body and explore the ways in which these structures enable the body to function. In doing so, the muscular, skeletal, nervous, sensory and endocrine systems will be investigated. This course also requires an on-ground wet lab component.

Prerequisite

None

Textbook and Supporting Material

- eScience Lab Kits
- Rizzo, D. (2016). *Fundamentals of Anatomy and Physiology* (4th ed.). Boston, MA: Cengage Learning.
- MindTap *Basic Health Science for Rizzo's Fundamentals of Anatomy and Physiology* (4th Ed.)
- Concorde online Library: <http://galesites.com/menu/index.php?loc=miss22358>

Course Structure--Online

This course will be delivered entirely online through the course management system where you will access online lessons, course materials, and resources. At designated times throughout the course we will participate in a blend of self-paced and group-paced activities.

Course Structure—Ground

The instructor will employ multiple methods for content delivery as appropriate to the level and type of material being learned. Acceptable instructional methods include but are not limited to didactic, modeling or demonstration, facilitation or group management, discovery or inquiry, drill and practice or game theory, dialogue or discussion, case studies, simulation, role playing, projects or collections of material, feedback, and guests from the field.

Course Objectives

In this course you will learn:

- Describe the levels of organization of the body.
- Describe the mechanisms of support and movement of the body.
- Describe the integration and coordination of body systems.
- Discuss the role and function of body systems.

Grading Policy

End-of-Module Assessment	15 %
Module Assignments	20 %
Lab Modules	15 %
Discussion Boards (online)	
Classwork (Ground)	10 %
Mid-Term Assessment	20 %
Final Assessment	20 %
Total	100 %



Viewing Grades

Points you receive for graded activities will be posted to the Gradebook in the Learning Management System. Your instructor will update the online grades each time a grading session has been complete.

General Education

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Description
A	90-100%	Passing - Exceptionally Competent
B	80-89%	Passing - Highly Competent
C	70-79%	Passing - Fully Competent
D**	60-69%	Passing - Minimally Competent
F*	59% or less	Failing - Not Competent

**Must be repeated for credit ** Certain programs may require that this course be repeated for credit*

For Memphis students only, D is not considered a passing grade and the course must be repeated for credit.

Outline of Main Topics

Week	Topic	Lecture/Lab Hours	Expected Additional Study Hours
1	Introduction to Human Anatomy & Physiology	7.5	15
2	The Chemical Basis of Life and Cells	7.5	15
3	Cellular Metabolism	7.5	15
4	Tissues and Integumentary System	7.5	15
5	Skeletal System	7.5	15
6	Muscular System	7.5	15
7	Nervous System	7.5	15
8	Continuation of the Nervous System	7.5	15
9	Endocrine System	7.5	15
10	Course Review	7.5	15



Course Syllabus: BIOL1421: Anatomy and Physiology II with Wet Lab

Maximum Student to Teacher Ratio	30:1	Semester Credit Hours	4.0	Clock hours	75	45	30	0
					Total	Lecture	Lab	Clinical

Course Description

Human Anatomy and Physiology revolves around the human body. The human body is an amazing compilation of biological structures that carry out all the functions required to maintain life. This is the second of two courses that covers the organization of the body and the anatomy and physiology of various body systems, such as, the circulatory, cardiovascular, lymphatic, immunity, digestive, respiratory, urinary, and reproductive systems.

Prerequisite

None

Textbook and Supporting Material

- eScience Lab Kits
- Rizzo, D. (2016). *Fundamentals of Anatomy and Physiology* (4th ed.). Boston, MA: Cengage Learning.
- MindTap Basic Health Science for Rizzo's *Fundamentals of Anatomy and Physiology* (4th Ed.)
- Concorde online Library: <http://galesites.com/menu/index.php?loc=miss22358>

Course Structure--Online

This course will be delivered entirely online through the course management system where you will access online lessons, course materials, and resources. At designated times throughout the course we will participate in a blend of self-paced and group-paced activities.

Course Structure—Ground

The instructor will employ multiple methods for content delivery as appropriate to the level and type of material being learned. Acceptable instructional methods include but are not limited to didactic, modeling or demonstration, facilitation or group management, discovery or inquiry, drill and practice or game theory, dialogue or discussion, case studies, simulation, role playing, projects or collections of material, feedback, and guests from the field.

Course Objectives

In this course you will learn:

- Describe the mechanisms of transport that occur in the body.
- Describe the process of absorption and excretion associated with the body.
- Describe the human life cycle.
- Discuss the role and function of body systems.
- Describe the mechanisms of support and movement of the body.
- Describe the integration and coordination of body systems.

Grading Policy

End-of-Module Assessment	20 %
Module Assignments	30 %
Discussion Boards (online)	
Classwork (Ground)	5 %



Wet Lab	15 %
Mid-Term Assessment	15 %



Final Assessment	15 %
Total	100 %

Viewing Grades

Points you receive for graded activities will be posted to the Gradebook in the Learning Management System. Your instructor will update the online grades each time a grading session has been complete.

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

General Education

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Description
A	90-100%	Passing - Exceptionally Competent
B	80-89%	Passing - Highly Competent
C	70-79%	Passing - Fully Competent
D**	60-69%	Passing - Minimally Competent
F*	59% or less	Failing - Not Competent

**Must be repeated for credit ** Certain programs may require that this course be repeated for credit. For Memphis students only, D is not considered a passing grade and the course must be repeated for credit.*

Outline of Main Topics

Week	Topic	Lecture/Lab Hours	Expected Additional Study Hours
1	Blood, Lymphatic System, and Immunity	6	12
2	Cardiovascular System	6	12
3	Digestive System	6	12
4	Respiratory System	6	12
5	Urinary System	6	12
6	Reproductive System	6	12
7	Skeletal System	6	12
8	Muscular System	6	12
9	Nervous System	6	12
10	Systems and Body Orientation	6	12



Course Syllabus: CHEM1421: Organic and Biochemistry Chemistry

Maximum Student to Teacher Ratio	24:1	Semester Credit Hours	4.0	Clock hours	75	45	30	0
					Total	Lecture	Lab	Clinical

Course Description

In this course, the student will learn basic concepts related to organic and biochemistry. Topics will include spectroscopy, nomenclature, properties and synthesis of aliphatic and aromatic hydrocarbons, alkyl halides, alcohols, carbonyl compounds, carboxylic acids, lipids, amino acids, nucleotide metabolic pathways, and the structure and function of nucleic acids.

Prerequisite

CHEM1411: General and Inorganic Chemistry

Textbook and Supporting Material

Cengage....***

Course Structure—Ground

The instructor will employ multiple methods for content delivery as appropriate to the level and type of material being learned. Acceptable instructional methods include but are not limited to didactic, modeling or demonstration, facilitation or group management, discovery or inquiry, drill and practice or game theory, dialogue or discussion, case studies, simulation, role playing, projects or collections of material, feedback, and guests from the field.

Course Objectives

In this course, you will learn:

- Identify, classify, organize, analyze, and draw structures of organic molecules.
- Apply the basic rules of organic nomenclature to convert between structures and names.
- Predict the physical properties of organic chemicals based on their structures.
- Analyze the influence of structure and physical properties of organic molecules on their biological properties.
- Demonstrate an understanding of the structure/function of biomolecules
- Demonstrate an understanding of metabolic pathways
- Apply the scientific method to the processes of experimentation and hypothesis testing
- Demonstrate an understanding of the catalytic activity of enzymes
- Demonstrate an understanding of the process that converts nutritional intake into compounds
- Demonstrate an understanding of the energy-requiring process of the living cell
- Demonstrate an understanding of RNA
- Demonstrate an understanding of DNA



Grading Policy

End-of-Module Assessment	20 %
Lab	15 %
Module Assignments	25 %
Discussion Boards (online)	
Classwork (Ground)	10 %
Mid-Term Assessment	15 %
Final Assessment	15 %
Total	100 %

Viewing Grades

Points you receive for graded activities will be posted to the Gradebook in the Learning Management System. Your instructor will update the online grades each time a grading session has been complete.

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

General Education

Letter Grade	Percentage	Description
A	90-100%	Passing - Exceptionally Competent
B	80-89%	Passing - Highly Competent
C	70-79%	Passing - Fully Competent
D*	60-69%	Passing - Minimally Competent
F*	59% or less	Failing - Not Competent

**Must be repeated for credit*

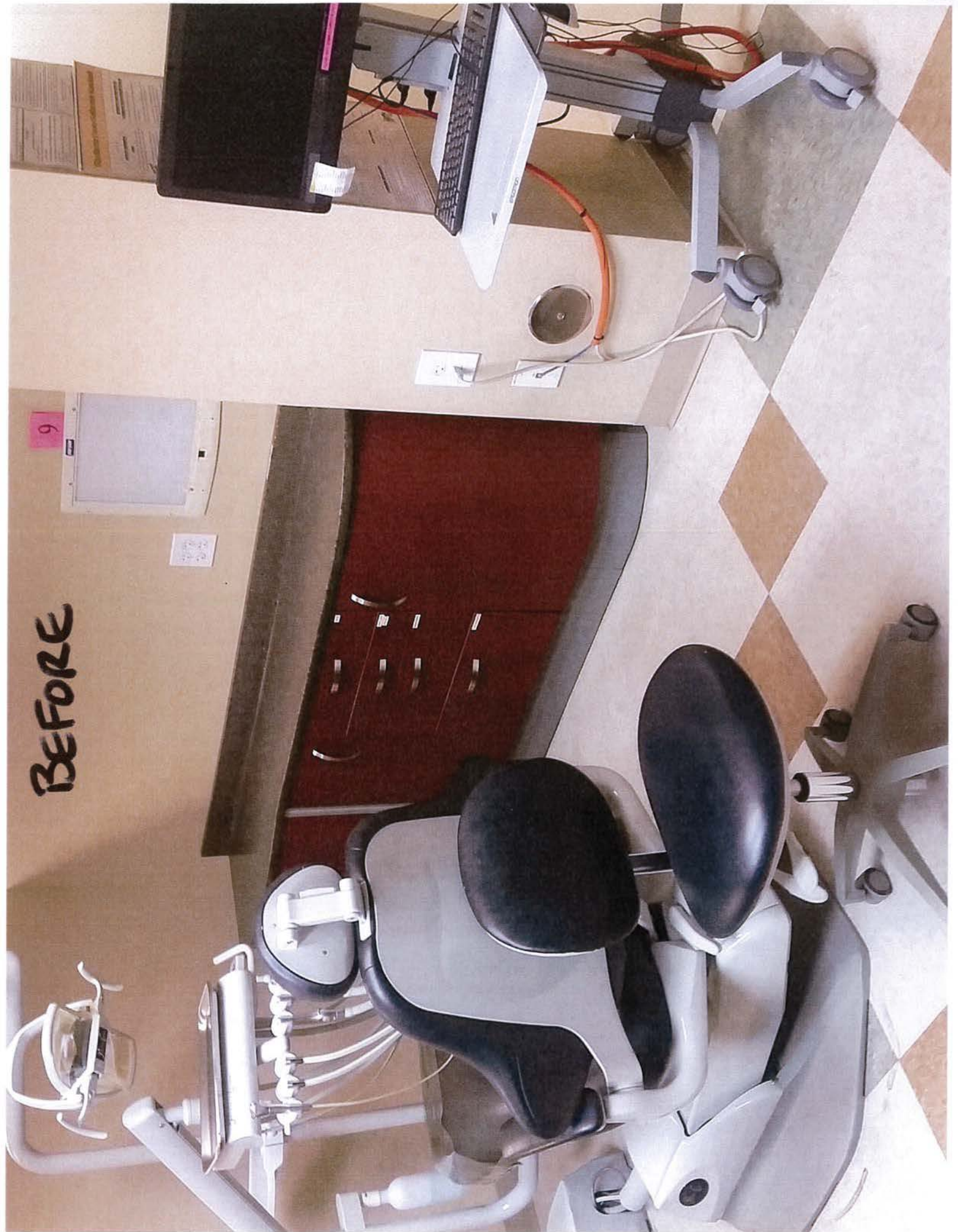
Outline of Main Topics

Week	Topic	Lecture/Lab Hours	Expected Additional Study Hours
1	Hydrocarbons	7.5	11
2	Alcohols, Thiols, Ethers, Aldehydes and Ketone Chemistry	7.5	11
3	Proteins and enzymes	7.5	11
4	Nucleic Acids and energy	7.5	11
5	Biochemical Energy	7.5	11
6	Carbohydrate Metabolism	7.5	11
7	Lipid Metabolism	7.5	11
8	Protein Metabolism	7.5	11
9	RNA	7.5	11
10	DNA	7.5	11

Proposed Vertical DH Curriculum (9 Term California ONLY)

	Title	Didactic	Lab	Clinic	Inst.	Outside	Credits
Term I							
ENGL1310	English Composition I	45.00			45.00	90.00	3.00
MATH1320	College Algebra	45.00			45.00	90.00	3.00
BIOL1431	Microbiology with wet lab	45.00	30.00		75.00	90.00	4.00
PSYC1310	General Psychology	45.00			45.00	90.00	3.00
Total		180.00	30.00	-	210.00	360.00	13.00
Term II							
BIOL1411	Anatomy & Physiology I with wet lab	45.00	30.00		75.00	90.00	4.00
CHEM1411	General and Inorganic Chemistry with Wet Lab	45.00	30.00		75.00	90.00	4.00
SOCI1310	Introduction to Sociology	45.00			45.00	90.00	3.00
Total		135.00	60.00	-	195.00	270.00	11.00
Term III							
BIOL1421	Anatomy & Physiology II with wet lab	45.00	30.00		75.00	90.00	4.00
CHEM1421	Organic and Biochemistry with Wet Lab	45.00	30.00		75.00	90.00	4.00
COMM1310	Elements of Human Communication	45.00			45.00	90.00	3.00
Total		135.00	60.00	-	195.00	270.00	11.00
Term IV							
DHCA1201	Pre-Clinic I	30.00	80.00		110.00	30.00	4.00
DH133	Dental Radiography	45.00	45.00		90.00	45.00	4.00
DHCA1203	Dental Anatomy /Tooth Morphology	30.00			30.00	60.00	2.00
DH110	Oral Embryology & Histology	45.00			45.00	90.00	3.00
Total		150.00	125.00	-	275.00	225.00	13.00
Term V							
DHCA1205	Pre- Clinic II	30.00	80.00		110.00	30.00	4.00
DH228	General and Maxillofacial Pathology	45.00			45.00	90.00	3.00
DHCA1208	Head and Neck Anatomy	40.00			40.00	80.00	2.50
DH104	Dental Materials	15.00	30.00		45.00	30.00	2.00
DH140	Dental Hygiene Process of Care	15.00			15.00	30.00	1.00
Total		145.00	110.00	-	255.00	260.00	12.50
Term VI							
DH142	Dental Hygiene II	40.00	80.00	80.00	200.00	40.00	5.50
DH260	Cultural Diversity	15.00			15.00	30.00	1.00
DH111	Medical and Dental Emergencies	15.00			15.00	30.00	1.00
H203	Periodontology	45.00			45.00	90.00	3.00
Total		115.00	80.00	80.00	275.00	190.00	10.50
Term VII							
DH251	Dental Hygiene III	30.00	30.00	135.00	195.00	30.00	5.00
DH224	Dental Public Health	45.00			45.00	90.00	3.00
DH206	Pharmacology	45.00			45.00	90.00	3.00
Total		120.00	30.00	135.00	285.00	210.00	11.00
Term VIII							
DH262	Dental Hygiene IV	45.00	15.00	150.00	210.00	45.00	6.00
DH209	Nutrition	45.00			45.00	90.00	3.00
DH226	Dental Law and Ethics	30.00			30.00	60.00	2.00
Total		120.00	15.00	150.00	285.00	195.00	11.00
Term IX							
DH271	Dental Hygiene V	45.00	-	150.00	195.00	45.00	5.50
DH207	Dental Hygiene Seminar	30.00			30.00	60.00	2.00
DH277	Board Review	60.00			60.00	120.00	4.00
DH130	Dental Office Management	15.00			15.00	30.00	1.00
Total		150.00	-	150.00	300.00	255.00	12.50

BEFORE



AFTER



ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors	Jun 24, '18	Jul 1, '18	Jul 8, '18	Jul 15, '18
							S M T W T F S	S M T W T F S	S M T W T F S	S M T W T
1		FRAMING	3 days	Wed 6/27/18	Fri 6/29/18					
2		ELECTRICAL	2 days	Mon 7/2/18	Tue 7/3/18					
3		DRYWALL	5 days	Thu 7/5/18	Wed 7/11/18					
4		DUCTING	1 day	Thu 7/5/18	Thu 7/5/18					
5		PAINT	2 days	Thu 7/12/18	Fri 7/13/18					
6		DOORS/HARDWARE	2 days	Fri 7/13/18	Mon 7/16/18					
7		FLOORING	4 days	Fri 7/13/18	Wed 7/18/18					
8		CLEANING	1 day	Wed 7/18/18	Wed 7/18/18					

Project: CONCORDE CLASSROOM
Date: Mon 6/25/18

Task		Inactive Summary		External Tasks
Split		Manual Task		External Milestone
Milestone		Duration-only		Deadline
Summary		Manual Summary Rollup		Progress
Project Summary		Manual Summary		Manual Progress
Inactive Task		Start-only		
Inactive Milestone		Finish-only		

INFECTION CONTROL PLAN

**Concorde Career College – San Bernardino
Dental Hygiene Program**

TABLE OF CONTENTS

<u>INFECTION CONTROL PLAN</u>	<u>PAGE</u>
Purpose.....	3
Definitions	3
Exposure Determination	6
Job Classifications.....	6
Task and Procedures with Occupational Exposure	6
Compliance Policies and Procedures.....	6
Training.....	6
Standard Precautions	6
Hand Hygiene	7
Personal Protective Equipment.....	7
Surgical Masks	8
Disposable Gowns	8
Exam Gloves	8
Engineering Controls.....	9
Work-Practice Controls	9
Infection Control Plan Review	10
Appendices	
Appendix A - Suspected Active Tuberculosis Patient Protocol	12
Appendix B - Clinic Infection Control Steps.....	13
Appendix C - Step-By-Step Dental Hygiene Sterilization Protocol	17
Appendix D - Anti-Retractive Dental Unit Waterline Treatment Protocol.....	21
Appendix E - Exposure Protocol and Injury Report.....	22

INFECTION CONTROL PLAN

PURPOSE

Dental Healthcare Personnel (DHCP) potentially can be exposed to a number of pathogens, both bloodborne and airborne. These pathogens can be transmitted by direct contact with blood or oral fluids; by indirect contact with contaminated instruments or environmental surfaces; and by conjunctival or mucosal contact or by inhalation of aerosol. This Exposure Control Plan establishes policies and procedures for delivery of dental hygiene care at Concorde Career College – San Bernardino Dental Hygiene Program that prevents disease transmission from patient to DHCP, DHCP to patient and patient to patient.

All personnel in the Dental Hygiene Program in job classifications with occupational exposure to pathogens are required to comply with the guidelines in this plan. Everyone is encouraged to submit suggestions or observations to improve the safe delivery of dental hygiene care.

The Infection Control Committee is responsible for implementation of the Exposure Control Plan. The plan will be reviewed annually and the committee will seek input from all clinical personnel regarding improvements and new technologies to reduce risk of exposure to infectious agents.

The Exposure Control Plan will be available in Clinic Manual and an additional copy will be located on the clinic floor.

References:

Occupational Safety and Health Administration Regulations. 29 CFR Bloodborne Pathogens. – 1910.1030
Centers for Disease Control and Prevention. Guidelines for Infection Control in Dental Health-Care Settings – 2003. MMWR2003;52(No. RR-17)

DEFINITIONS

Blood means human blood, human blood components, and products made from human blood.

Bloodborne Pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Cleaning is the removal of visible soil (e.g., organic and inorganic material) debris and OPIM from objects and surfaces and shall be accomplished manually or mechanically using water with detergents or enzymatic products.

Contaminated means the presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

Contaminated Laundry means laundry which has been soiled with blood or other potentially infectious materials or may contain sharps.

Contaminated Sharps means any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.

Decontamination means the use of physical or chemical means to remove, inactivate, or destroy bloodborne pathogens on a surface or item to the point where they are no longer capable of transmitting infectious particles and the surface or item is rendered safe for handling, use, or disposal.

Engineering Controls means controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems) that isolate or remove the bloodborne pathogens hazard from the workplace.

Exposure Incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee's duties.

Handwashing Facilities means a facility providing an adequate supply of running water, soap and single use towels or hot air-drying machines.

HBV means hepatitis B virus.

HIV means human immunodeficiency virus.

Occupational Exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

Other Potentially Infectious Materials (OPIM) means (1) The following human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids; (2) Any unfixed tissue or organ (other than intact skin) from a human (living or dead); and (3) HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV-containing culture medium or other solutions; and blood, organs, or other tissues from experimental animals infected with HIV or HBV.

Parenteral means piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts, and abrasions.

Personal Protective Equipment is specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes (e.g., uniforms, pants, shirts or blouses) not intended to function as protection against a hazard are not considered to be personal protective equipment.

Regulated Waste means liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.

Research Laboratory means a laboratory producing or using research-laboratory scale amounts of HIV or HBV. Research laboratories may produce high concentrations of HIV or HBV but not in the volume found in production facilities.

Sharps with engineered sharps injury protections means a non-needle sharp or a needle device used for withdrawing body fluids, accessing a vein or artery, or administering medications or other fluids, with a built-in safety feature or mechanism that effectively reduces the risk of an exposure incident.

Source Individual means any individual, living or dead, whose blood or other potentially infectious materials may be a source of occupational exposure to the employee. Examples include, but are not limited to, hospital and clinic patients; clients in institutions for the developmentally disabled; trauma victims; clients of drug and alcohol treatment facilities; residents of hospices and nursing homes; human remains; and individuals who donate or sell blood or blood components.

Standard Precautions are a group of infection prevention practices that apply to all patients, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered. These include: hand hygiene, use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure, and safe handling of sharps.

- **Critical** items confer a high risk for infection if they are contaminated with any microorganism. These include all instruments, devices, and other items used to penetrate soft tissue or bone.
- **Semi-critical** items are instruments, devices and other items that are not used to penetrate soft tissue or bone, but contact oral mucous membranes, non-intact skin or other potentially infectious materials (OPIM).
- **Non-critical** items are instruments, devices, equipment, and surfaces that come in contact with soil, debris, saliva, blood, OPIM and intact skin, but not oral mucous membranes.
- **Low-level disinfection** is the least effective disinfection process. It kills some bacteria, some viruses and fungi, but does not kill bacterial spores or mycobacterium tuberculosis var bovis, a laboratory test organism used to classify the strength of disinfectant chemicals.
- **Intermediate-level disinfection** kills mycobacterium tuberculosis var bovis indicating that many human pathogens are also killed. This process does not necessarily kill spores.
- **High-level disinfection** kills some, but not necessarily all bacterial spores. This process kills mycobacterium tuberculosis var bovis, bacteria, fungi, and viruses.
- **Germicide** is a chemical agent that can be used to disinfect items and surfaces based on the level of contamination.

Sterilization means is a validated process used to render a product free of all forms of viable microorganisms.

Universal Precautions is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens.

Work Practice Controls means controls that reduce the likelihood of exposure by altering the manner in which a task is performed (e.g., prohibiting recapping of needles by a two-handed technique).

EXPOSURE DETERMINATION

Job classifications with occupational exposure

Clinical Faculty – Dental Hygiene Program
Basic Science Faculty
Clinic Coordinator
Dental Hygiene Students

Tasks and procedures with occupational exposure

Exposure of dental radiographs

All clinical dental hygiene procedures, to include, but not limited to

- Examination
- Prophylaxis
- Scaling and root planning

Packaging and sterilization of dental hygiene instruments

- Transport of contaminated instruments to Sterilization Room
- Cleaning and disinfection of operatory
- Cleaning and disinfection of instruments
- Packaging of instruments for sterilization

COMPLIANCE POLICIES AND PROCEDURES

TRAINING

All employees will be trained on infection control procedures, rationale and policies at the time of employment by the Dental Hygiene Clinic Coordinator.

All employees will receive infection control and bloodborne pathogens training annually.

All students will be trained on infection control procedures in DH131 – Dental Hygiene I, DH142 – Dental Hygiene Clinic II, Dental Materials and DH133 – Dental Radiology and annually.

STANDARD PRECAUTIONS

Standard Precautions apply to all patients, students and staff. They integrate and expand Universal Precautions to include organisms spread by blood and also

- Body fluids, secretions, and excretions except sweat, whether or not they contain blood
- Non-intact (broken) skin
- Mucous membranes

HAND HYGIENE

Hand hygiene is the single most critical measure for reducing the risk of transmitting organisms to patients and DHCP according to the CDC.

All faculty members, staff and students involved in patient care will: Wash hands using the antiseptic hand wash technique (2-6 min scrub using antimicrobial soap and water.) Routine hand wash for at least 15-20 seconds will be performed before and after donning & doffing gloves for clinical procedures.

If handwashing facility is not immediately available, use antiseptic hand cleanser in conjunction with clean cloth/paper towels or antiseptic towelettes. When antiseptic hand cleansers or towelettes are used, hands shall be washed with soap and running water as soon as feasible.

Before surgical procedures, personnel will perform a surgical hand scrub with antimicrobial soap for 2-6 minutes.

Fingernails should be short enough to allow thorough cleaning underneath and to prevent glove tears. Artificial nails have been shown to harbor gram-negative organisms and have been implemented in fungal and bacteriological infection outbreaks in hospital ICUs and are not allowed.

Jewelry should not interfere with glove use. If rings may cause tears or cause the person to have to wear an improper glove size, it should be removed. Removal of jewelry is recommended. 1 flat ring is accepted

Dress code to follow School Catalog.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

PPE is designed to protect the skin and mucous membranes of the eyes, nose and mouth from blood or other potentially infectious material (OPIM).

Primary PPE used in oral health-care settings including gloves, surgical masks, protective eyewear, face shields, and protective clothing (i.e., gowns and jackets). All PPE should be removed before the DHCP leave patient-care areas.

Reusable PPE (e.g., clinician or patient protective eyewear and face shields) should be cleaned with soap and water and disinfected between patients, according to the manufacturer's directions.

Wearing gloves, surgical masks, protective eyewear, and protective clothing in specified circumstances to reduce the risk of exposures to bloodborne pathogens is mandated by OSHA.

General work clothes (e.g., uniforms, scrubs, pants, and shirts) are neither intended to protect against a hazard nor considered PPE.

Spray and aerosol from ultrasonic units, handpieces, and air-water syringe, patient's cough and other activities in the operatory are possible sources of pathogens.

Don PPE in this order: gown, mask, and eyewear.

Don non-latex blue exam gloves.

PPE required includes:

Surgical Mask: covers both mouth and nose which protects patient from microorganisms generated by the wearer and the DHCP from splatter and aerosol.

Mask should be changed if wet or visibly soiled and between patients. Concorde Career College – San Bernardino Dental Hygiene Program has no facility or NIOSH certified masks for treating active tuberculosis patients.

APPENDIX A – Suspected Active Tuberculosis Patient Protocol

Protective Eyewear with Side-Shields: worn for all clinical procedures. Protective eyewear is required for the patient to protect their eyes from debris. Eyewear must be cleaned and disinfected between patients.

Surgical facemasks shall be worn in combination with either chin length plastic face shields or protective eyewear whenever there is potential for aerosol spray, splashing or spattering of the following: droplet nuclei, blood, chemical or germicidal agents or OPIM.

Wash hands and contaminated eyewear with water and antimicrobial soap. Dry eyewear and hands with disposal towel. Hang eyewear in the sterilization area to complete drying.

Long-sleeve Disposable Gowns: worn for all clinical procedures.

Gowns should be changed as soon as possible if torn or visibly soiled and between patients. Gowns should be removed before leaving treatment areas and under no circumstances will be worn into waiting areas, lounges or out of building.

Single Use, Powder Free Blue Exam Gloves: worn for all clinical procedures.

Hands should be washed before putting on and after removing gloves.

Gown, mask, goggles, gloves, protective eyewear and masks must be removed before leaving treatment areas, simulation and technique laboratories.

Clinical Coordinators and properly supervised dental hygiene students will use puncture- and chemical-resistant utility glove gloves when cleaning and disinfecting contaminated instruments. All PPE's must be removed before leaving Sterilization Room.

Surgical facemasks shall be worn in combination with either chin length plastic face shields or protective eyewear whenever there is potential for aerosol spray, splashing or spattering of the following: droplet nuclei, blood, chemical or germicidal agents or OPIM. Puncture- and chemical-resistant utility gloves and appropriate, task specific PPE shall be worn when handling hazardous chemicals.

Protective attire shall be worn for disinfection, sterilization, and housekeeping procedures involving the use of germicides or handling contaminated items. Reusable or disposable protective attire shall be

worn whenever there is a potential for aerosol spray, splashing or spattering of blood, OPIM, or chemicals and germicidal agents. Protective attire must be changed daily or between patients if they should become moist or visibly soiled. All PPE used during patient care shall be removed when leaving laboratories or areas of patient care activities.

ENGINEERING CONTROLS

Puncture proof, properly labeled sharps containers will be used to prevent injury to both clinical staff and housekeeping staff.

WORK-PRACTICE CONTROLS

All burs will be removed from handpieces and discarded before removing the handpiece from the dental unit to prevent percutaneous injury.

All sharps, including but not limited to disposable needles, anesthetic carpules, burs, disposable scalpel blades broken instruments will be disposed of in properly labeled, puncture-resistant sharps containers located in each operatory.

Recapping needles will be done using a one-hand scoop method or a recapping device. Personnel will never use a two-hand recapping technique or bend or break needles before disposal. Always recap needle before removing from aspirating syringe.

Do not pass an uncapped needle.

Surface decontamination: Surfaces in the dental operatory are considered either contact surfaces or housekeeping surfaces. Housekeeping surfaces (floors, walls, and sinks) are not considered risks for disease transmission and can be cleaned with detergent and water or hospital disinfectant/detergent as part of routine housekeeping.

Contact surfaces in the operatory include:

- Light handles
- Switches
- Radiographic equipment
- Computers
- Reusable containers
- Drawer handles
- Mobile cabinet tops
- Counter tops

APPENDIX B – Clinic Infection Control Steps

Barrier protection will be used whenever possible to cover contact surfaces. Barriers include plastic wrap, bags, adhesive wrap and other moisture impervious materials.

Purses, books and items not used to treat the patient must be kept clear of the sterile and/or contaminated areas. Nothing is to be placed on the counters.

If contact surfaces cannot be barrier protected or if they become contaminated inadvertently they must be disinfected following manufacturer's directions with an EPA registered hospital disinfectant.

Hinged instruments should be processed open and unlocked.

An internal indicator strip should be placed in every package.

APPENDIX C – Step-By-Step Dental Hygiene Sterilization Protocol

In addition, an external 22 MMWR December 19, 2003 chemical indicator (e.g., chemical indicator tape) should be used when the internal indicator cannot be seen from outside the package.

Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses are prohibited in clinics, laboratories and central sterilization rooms.

No food or drinks will be kept in refrigerators, freezers, shelves, cabinets or on counter tops where and potentially infectious material may be present.

Anti-retractive dental unit waterlines are treated to control biofilm and reduce micro-bacterial count in operatory aerosol and spatter.

APPENDIX D – Anti-Retractive Dental Unit Waterlines Protocol

INFECTION CONTROL PLAN REVIEW

Concorde Career College – San Bernardino's Exposure Control Plan will be reviewed annually in January by the Infection Control Committee which consist of the Program Director, Clinical Coordinators and Selected Faculty Members.

In addition to a periodic review of the college's infection control program, the committee will also discuss:

- Technology changes to eliminate or reduce exposure to blood borne pathogens including staff suggestions
- Annual consideration and implementation of appropriate commercial safer medical devices
- In-put from any faculty members at anytime
- Review with Program Advisory Community annually

APPENDICIES

- APPENDIX A Suspected Active Tuberculosis Patient Protocol
- APPENDIX B Clinic Infection Control Steps
- APPENDIX C Step-By-Step Dental Hygiene Sterilization Protocol
- APPENDIX D Anti-Retractive Dental Unit Waterline Treatment Protocol
- APPENDIX E Exposure Protocol and Injury Report

APPENDIX A

PROTOCOL FOR TRIAGE OF SUSPECTED ACTIVE TUBERCULOSIS PATIENTS

Background: *M. tuberculosis* is the bacterium that causes tuberculosis. It is an airborne infection. The bacteria are carried by droplet nuclei generated when an infected person coughs, sneezes or talks. These droplet nuclei can stay suspended in the air for hours. Infection occurs when a susceptible person inhales the droplets. 90% of people infected with *M. tuberculosis* will not develop active disease, 5% will develop active TB in 1-2 years and 5% will develop active TB later in life.

Symptoms of active TB include productive cough, night sweats, fatigue, malaise, fever and unexplained weight loss. Latent TB is asymptomatic and is diagnosed by tuberculin skin test.

There was a tremendous resurgence of TB in the United States from 1985-1992. The "annual TB rate steadily decreased during 1993--2005; however, the decline has recently decelerated, raising concerns that the progress toward eliminating TB is slowing." In 2003, 71 new active TB cases were reported to the CDC for New Orleans.

Surgical masks do not provide protection for the DHCP against *m. tuberculosis*. The CDC recommends patients suspected of active TB be treated in facilities that can provide airborne infection isolation.

Concorde Career College – San Bernardino Dental Hygiene Program **does not** have this capability.

PROTOCOL FOR TRIAGE AND TREATMENT

A thorough health history and review of symptoms must be performed for every patient. For a patient with medical history or symptoms suggesting possible active TB:

- The patient should not remain in the clinic longer than necessary to assess their dental condition and refer for medical evaluation.
- The patient should wear a surgical mask when not being examined and should be instructed to cover their mouth and nose when coughing or sneezing.
- If emergency care is needed the patient must be seen in a facility that provides airborne infection isolation.
- Elective treatment will not be provided until active TB has been ruled out by medical examination.
- Any DHCP with symptoms suggesting active TB will not be allowed in clinic until infection has been ruled out.

APPENDIX B

CLINIC INFECTION CONTROL STEPS

PRE-TREATMENT

Definition of DOUBLE Wipe: the first disinfecting wipe is "cleaning" to remove visual soil (e.g., organic and inorganic material), debris, and Other Potentially Infectious Material (OPIM) from objects and surfaces. The second disinfecting wipe is to "disinfect" ALL surfaces from potential contaminants. Assure that all surfaces are damp with disinfectant and allowed to air dry.

1. **Surgical antisepsis hand wash is to be done at the beginning and end of each clinic session 2-6 minutes with antimicrobial soap.**
2. **Antiseptic hand wash 15-20 seconds with antimicrobial soap.**
3. **Don PPE in this order: gown, mask, eyewear, hand wash and gloves.**

***ALL procedures in BOLD type REQUIRE puncture- and chemical-resistant utility gloves.**

***ALL Personal Protective Equipment (PPE) must be worn in treatment areas.**

***No Personal Protective Equipment (PPE) are to be worn outside of the Clinic.**

Hair must be clean, well-groomed and neatly styled. Hair must be pulled back and away from the face, secured in a bun, braid, French twist to promote optimal infection control. Hair ties must be plastic or metal in neutral colors so they can be disinfected. Brown or black rubber band type holders are acceptable for securing braids.

Hair-wear will be functional only; not decorative. Hair bands, head bands, bobby pins, etc. are not allowed on the clinic floor if they are adorned with flowers, feathers, jewels or other decorative items.

1. Pre-clinic: wash hands 2-minutes with antimicrobial soap and water.
2. Don PPE in this order: gown, mask, and eyewear.
3. Anti-retractive dental unit lines and devices shall be purged with water for two (2) minutes prior to attaching hand pieces, scalers, air water syringe tips, or other devices including ultrasonic unit.
4. The anti-retractive dental unit lines and devices shall be flushed with water between each patient for a minimum of 30-seconds.
5. Take out all disinfecting armamentarium.
6. Wash hands 15-20 seconds with antimicrobial soap.
7. **Don puncture- and chemical-resistant utility gloves.**
8. **DOUBLE wipe ALL operatory areas including counters, cabinets, handles, chair, base of chair, rheostat and sinks, discard wipes, and allow surfaces to dry.**
9. **Wash puncture- and chemical-resistant utility gloves with antimicrobial soap and water, followed by disinfecting wipes; remove and place under the sink.**
10. Remove mask and discard. (eyewear may be kept on or placed on disinfected counter)
11. Wash hands (15-20 seconds) with antimicrobial soap.
12. Store all disinfecting armamentarium under sink.
13. With clean hands, retrieve plastic barriers and blue tape, place on the operatory, computer, keyboard and the operator chair.
14. Obtain sterile instrument cassettes from the *Sterile side window* in sterilization room and a gray treatment tray. (do not place *packaged* cassette on tray).
15. Place unopened instrument cassettes on operatory counter.
16. Place gray treatment tray on dental unit tray table.

17. Patient computer file to be opened prior to retrieving patient; screen to be minimized/closed whenever patient is not in the chair.
18. Escort the patient from the reception area to your unit.
19. Perform the health history interview with proper notations (circle any "yes" in red ink, all other documentation black/blue ink only); measure and document blood pressure, pulse, and respiration and take patient temperature if illness is suspected.
20. Give patient safety glasses or side shields, if they wear glasses.
21. Place patient bib.
22. Open sterile instrument cassette pouch in FRONT of patient *without touching* sterile cassette.
23. Discard instrument pouch.
24. Don mask and protective eyewear
25. Wash hands (15-20 seconds) with antimicrobial soap.
26. Don blue exam gloves, instruct patient to rinse with pre-procedure non-alcohol mouth rinse for 30-seconds, evacuate with saliva ejector.
27. Perform the extra-oral exam (lift patient eyewear as needed to examine full face, document all findings, utilize over gloves as needed)
28. Remove blue exam gloves, Wash hands (15-20 seconds) with antimicrobial soap
29. Don new blue exam gloves, Perform the intra-oral exam (document all findings, utilize over gloves as needed)
30. Remove gloves, Wash hands (15-20 seconds) with antimicrobial soap. Sign-up with instructor to present health history, vitals, extra- and intra-oral findings (if waiting on instructor, continue with non-invasive assessments...clinical charting of existing restorations, classification of occlusion and or verbal explanation of disease process...).
31. After instructor Hhx check-in, sign up on DDS sign in sheet to review health history including any need for radiographs. You may proceed with data collection while waiting.
 - i) **All PPE's shall be worn while handling hazardous materials, puncture- and chemical-resistant utility gloves, if using any chemical or germicidal agents. For example, ear surgical facemasks in combination with either chin length plastic face shields or protective eyewear whenever there is potential for aerosol spray, splashing or spattering of the following: droplet nuclei, blood, chemical or germicidal agents or OPIM.**
32. Perform and document *dental and periodontal assessments* in Dentrrix/Dexis. (ie, radiographs, restorative, PPD, recession, mobility, calculus and preliminary DH treatment services...).
33. *Sign up with Pod instructor* once initial student assessments and proposed treatment services have been collected and documented.
34. Instructor, DDS to confirm findings and once DDS has completed restorative; create a treatment plan/informed consent, present to instructor, DDS, patient and patient to sign consent form.

DURING TREATMENT

33. If an instrument drops on the floor, slide it with your foot out of the way.
34. Over-gloves must be used for drawer, cabinet access, paper charting and to touch any non-barriered object.
35. It is important throughout treatment that the clinician DOES NOT touch or cross contaminate any item at any time during the procedure.
36. As the clinician, DO NOT TOUCH your face, including eyewear and face mask, head, hair, and body.
37. If you leave your operatory at any time, *REMOVE* your blue exam gloves and discard. Wash hands with antimicrobial soap (15-20 seconds).
38. Upon returning to operatory, wash hands with antimicrobial soap (15-20 seconds).
39. Don blue exam gloves.

40. If blue exam gloves or mask become degraded at any time during patient treatment, discard gloves or mask, wash hands, and replace.

AFTER TREATMENT

41. Inform patient that today's treatment is completed and you are going to sit them up for a couple of minutes. Remove bib. Make next appointment chair side.
42. Remove and discard gloves and mask, remove eyewear (place on clean paper towel, you will use them again to breakdown operatory).
43. Wash hands with antimicrobial soap (15-20 seconds.)
44. Obtain approval to dismiss patient from POD instructor, walk patient to reception area.
45. **DO NOT LEAVE CLINIC AREA WITH any PPE's on.**
46. Upon returning to your operatory, take out enzymatic spray, disinfectant wipes and puncture- and chemical-resistant utility gloves.
47. Replace eyewear, new mask and wash hands with antimicrobial soap 15-20 seconds.
48. **Don puncture- and chemical-resistant utility gloves.**
49. **Dispose of ALL trash on tray, sort instruments into correct order inside cassette.**
50. **Spray enzymatic pre-cleaner on instruments, close and lock cassette.**
51. **If using local anesthetic armamentarium,**
 - i.) **Retract the piston and pull the cartridge away from the needle with your thumb and forefinger as you retract the piston until the harpoon disengages from the plunger.**
 - ii.) **If the plunger does not disengage from the harpoon, must use cotton pliers to remove plunger**
 - iii.) **Remove the used cartridge from the syringe by inverting the syringe, permitting the cartridge to fall free.**
 - iv.) **Carefully, unscrew the now recapped needle, being careful not to accidentally discard the metal needle adaptor.**
 - v.) **Properly dispose of the used needle and cartridge into sharps container.**
 - vi.) **Place empty syringe in instrument cassette.**
52. **If using ultrasonic hand piece,**
 - vii.) **Remove ultrasonic tips from the ultrasonic unit.**
 - viii.) **Place ultrasonic tip into small ultrasonic tip cassette.**
 - ix.) **Place on gray treatment tray.**
53. **Still wearing your puncture- and chemical-resistant utility gloves, take gray instrument tray with cassette to the contaminated window of the sterilization room.**
54. **Place tray on counter.**
55. **Still wearing puncture- and chemical-resistant utility gloves, return to operatory.**
56. **Remove plastic barriers from computer/keyboard**
57. **Wipe computer area *twice* with disinfectant (*this will allow for chart documentation*)**
58. **Wash puncture- and chemical-resistant utility gloves with antimicrobial soap and water, followed by disinfecting wipes; remove and place on counter/sink, you will don utility gloves again, once end of day charting is completed.**
59. **Wash hands (15-20 seconds) with antimicrobial soap.**
60. **Complete ALL PAPERWORK. (Hard Chart, Computer Chart, Tracking and Transcripts and Daily Clinical Evaluation Form).**
61. **When documentation is complete, leave documentation at *computer area* for instructor verification of all entries and instructor signatures. If waiting on instructor to sign paperwork, you may continue with operatory breakdown. (when instructor arrives to your unit you will need to stop what you are doing to insure that ALL documents have been signed and addressed.**
62. **Wash hands with antimicrobial soap (15-20 seconds.)**
63. **Don puncture- and chemical-resistant utility gloves**

64. Remove ALL barriers from operatory and discard.
65. Flush water lines with water, or other devices including ultrasonic unit for a minimum of 30-seconds.
66. Flush low speed suction for a minimum of 30-seconds.
Flush high-speed suction for a minimum of 30-seconds.
67. DOUBLE wipe ALL operatory areas including counters, cabinets, handles, chair, base of chair, rheostat and sinks, discard wipes, and allow surfaces to dry.
68. Place chair upright and place rheostat foot pedal under chair on base.
69. Wash puncture- and chemical-resistant utility gloves with antimicrobial soap and water, followed by disinfecting wipes.
70. Take puncture- and chemical-resistant utility gloves to the *contaminated window* of the sterilization room.
71. Return to operatory, remove mask and discard, remove eyewear, place at sink to be washed.
72. Wash hands with antimicrobial soap for 15-20 seconds.
73. Don blue exam gloves, wash all eyewear with antimicrobial soap.
74. Remove blue exam gloves
75. Carefully, remove gown using inside-out technique being careful not to touch outer surface of gown and discard.
76. Post-clinic: wash hands 2-minutes with antimicrobial soap and water.

APPENDIX C

STEP-BY-STEP DENTAL HYGIENE INSTRUMENT STERILIZATION PROTOCOL

STUDENT MUST BE SUPERVISED AT ALL TIME WHILE IN THE STERILIZATION AREA

Students Must be Supervised at All Times in Sterilization Area.

Definition of DOUBLE Wipe: the first disinfecting wipe is “cleaning” to remove visual soil (e.g., organic and inorganic material), debris, and OPIM from objects and surfaces. The second disinfecting wipe is to “disinfect” ALL surfaces from potential contaminants. Assure that all surfaces are damp with disinfectant and allowed to air dry.

1. Surgical antisepsis hand wash is to be done at the beginning and end of each clinic session 2-6 minutes with antimicrobial soap.
2. Antiseptic hand wash 15-20 seconds with antimicrobial soap.
3. Don PPE in this order: gown, mask, eyewear hand wash and gloves.
4. Pink PPE Denotes Contaminated Area, Blue PPE Denotes Sterile Area

*ALL procedures in BOLD type REQUIRE puncture- and chemical-resistant utility gloves.

*ALL Personal Protective Equipment (PPE) must be worn in treatment areas.

*No Personal Protective Equipment (PPE) are to be worn outside of the Clinic.

* Only the 2 Rotators are to be in Sterilization while under direct supervision.

STERILIZATION AREA (Contaminated Instrument Area)

1. Pre-clinic: wash hands for 2-minute with antimicrobial soap and water.
2. Don PPE in this order: Pink gown, Pink mask, eyewear.
3. Retrieve the ultrasonic cleaning tablets & *blue drying towel*.
4. Wash hands with antimicrobial soap for 15-20 seconds.
5. Place puncture- and chemical-resistant utility gloves on.
6. Fill ultrasonic machine with water, drop in tablets and cover – turn on to agitate.

Loose Instruments:

- i) If there are any loose instruments inside ultrasonic basket, place basket in the ultrasonic and cover. Run ultrasonic for 10-minutes.
- ii) When ultrasonic cycle is complete, remove basket with dirty instruments from ultrasonic and rinse with clean water.
- iii) Visually inspect contaminated instruments for debris. If any debris is detected, return basket of ALL instruments to ultrasonic and reprocess 10-minutes.
- iv) Visually re-inspect contaminated instruments for debris, if no debris detected, rinse with clean water and place contaminated instruments on blue drying towel in contaminated bagging area.

Instruments in Cassettes:

- i) Take contaminated cassettes from designated counter and place in 1. contaminated storage area or 2. instrument Hydrum (washer) for processing.
- ii) When using instrument Hydrum, add indicator strip to the holder and place in EACH cycle processed.
- iii) Close and Lock Hydrum door using Touch Screen, press HD3 wash to start load.

- iv) After cycle is complete, open Hydrum remove indicator strip and verify with Clinic Coordinator that the indicator strip fully processed.

Hydrum Processor Strip

RED Dot = Not processed

CLEAR = Processed

- v) Clinic Coordinator will record findings and note in log.
- vi) If insufficient, re-process instrument in Hydrum with direct supervision of Clinical Coordinator.
- vii) Once Hydrum process is complete, place cassettes on large light-blue drying sheet on designated contaminated counter for bagging and sterilization
- viii) Carefully, open cassettes and visually inspect contaminated instruments inside cassettes for debris.
- ix) If any debris is detected, return cassette to the Hydrum for re-processing.
- x) If no debris detected, place cassettes on large light-blue drying sheet on designated contaminated counter for bagging and sterilization
7. Document student number, date and autoclave used (1 or 2) on paper-side of sterilization pouch with permanent marker. Place contaminated cassettes into sterilization pouch.
8. Place packaged instruments into sterilizer. Place one Class V sterilization indicator strip in the Middle of each load.
9. Carefully, fold over on crease perforated line to firmly seal pouch by pressing down from the center outwards.
10. Load sealed pouches with paper-side up. Do Not Overload Chamber.
11. Check autoclave water level and fill with distilled water, if necessary.
12. Start autoclave cycle.
13. At the end of processing instruments, still wearing the puncture- and chemical-resistant utility gloves DOUBLE wipe ALL counters, cabinets, handles, and sinks with disinfecting wipes, and allow surfaces to dry, and discard wipes.
14. DOUBLE wipe the autoclave door, handles, button panel and outside of unit and contaminated bagging counter and discard wipes.
15. Wash puncture- and chemical-resistant utility gloves with antimicrobial soap and water, followed by disinfecting wipes; remove and place over sink to air dry.
16. Remove pink mask and discard, remove eyewear, place at sink to be washed
17. Wash hands with antimicrobial soap for 15-20 seconds
18. Don pink exam gloves, wash all eyewear with antimicrobial soap, eyewear to air dry on towel rod.
19. Remove Pink gloves
20. Remove gown and hang on designated hook; if degraded discard using inside-out technique
21. Post-clinic: wash hands for 2-minute with antimicrobial soap and water.

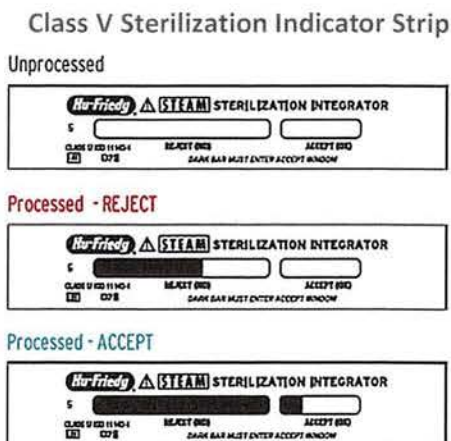
END OF CLINIC SESSION FOR CONTAMINATED SIDE OF STERILIZATION AREA

22. Don PPE in this order: gown, mask, and eyewear.
23. Wash hands with antimicrobial soap for 15-20 seconds.
24. Don puncture- and chemical-resistant utility gloves.
25. Use lever on left-hand side of Ultrasonic bath to drain tank, use sink high-speed suction to remove any residual solution in tank.
26. Turn on faucet and flush high-speed suction for 2-minutes.
27. DOUBLE wipe and disinfect inside ultrasonic unit, outside unit and top and bottom of lid with disinfecting wipes and discard. Turn lid sideways on top of tank air dry.
28. Wipe ALL counters, cabinets, handles, and sinks with disinfecting wipes, and allow surfaces to dry and discard wipes.
29. Wash puncture- and chemical-resistant utility gloves with antimicrobial soap and water, followed by disinfecting wipes.
30. Remove puncture- and chemical-resistant utility gloves, air dry; place to be sterilized.
31. Remove pink mask and discard, remove eyewear, place at sink to be washed
32. Wash hands with antimicrobial soap for 15-20 seconds

33. Don pink exam gloves, wash all eyewear with antimicrobial soap, eyewear to air dry on towel rod.
34. Carefully, remove gown using inside-out technique being careful not to touch outer surface of gown and discard.
35. Wash hands with antimicrobial soap for 2-minutes with antimicrobial soap.

STERILE SIDE OF STERILIZATION AREA

36. Wash hands for 2-minute with antimicrobial soap and water.
37. Don PPE in this order: gown, mask, and eyewear.
38. Wash hands with antimicrobial soap for 15-20 seconds.
39. Open autoclave and remove each pouch and inspect for tears.
40. Inspect that Class V sterilization indicator strip has processed to "ACCEPT".
41. Clinic Coordinator will record findings and note in log.



42. Stack sterilized instruments and cassettes away in cooling rack.
43. **Place puncture- and chemical-resistant utility gloves on.**
44. **DOUBLE wipe ALL counters, cabinets, handles, and autoclave and allow to air dry.**
45. **Wash puncture- and chemical-resistant utility gloves, wash with antimicrobial soap and water, followed by disinfecting wipes.** Place on sterile counter to air dry.
46. Remove blue exam gloves and discard.
47. Remove mask and discard.
48. Remove gown and hang on designated hook; if degraded, discard using inside-out technique.
49. Wash hands for 2-minutes with antimicrobial soap and water.

END OF CLINIC SESSION FOR STERILE AREA

50. Don PPE in this order: gown, mask, eyewear and gloves.
51. Wash hands with antimicrobial soap for 15-20 seconds.
52. Don blue exam gloves.
53. Unload sterilized items from autoclave, unload cooling rack.
54. **Don puncture- and chemical-resistant utility gloves.**
55. **DOUBLE wipe and disinfect ALL counters, cabinets, handles with disinfecting wipes and allow surfaces to dry.** Turn off autoclave.
56. **Wash puncture- and chemical-resistant utility gloves with antimicrobial soap and water, followed by disinfecting wipes.** Remove puncture- and chemical-resistant utility gloves, place for sterilization
57. Wash hands with antimicrobial soap for 15-20 seconds
58. Remove blue mask and discard, remove eyewear, place at sink to be washed

59. Wash hands with antimicrobial soap for 15-20 seconds
60. Don blue exam gloves, wash eyewear with antimicrobial soap, eyewear to air dry on towel rod.
61. Remove blue gloves
62. Carefully, remove gown using inside-out technique being careful not to touch outer surface of gown and discard.
63. Post-clinic: wash hands for 2-minute with antimicrobial soap and water.

APPENDIX D

Anti-Retractive Dental Unit Waterline Treatment Protocol

General Recommendations

1. Use water that meets EPA regulatory standards for drinking water (i.e., ≤ 500 CFU/mL of heterotrophic water bacteria) for routine dental treatment output water.
2. Consult with the dental unit manufacturer for appropriate methods and equipment to maintain the recommended quality of dental water.
3. Follow recommendations for monitoring water quality provided by the manufacturer of the unit or waterline treatment product.
4. Anti-retractive dental unit lines and devices shall be purged with water for at least two (2) minutes prior to attaching hand pieces, scalers, air water syringe tips, or other devices including ultrasonic unit.
5. Discharge water and air for a minimum of 30-seconds after each patient, from any device connected to the dental water system that enters the patient's mouth (e.g., handpieces, ultrasonic scalers, and air/water syringes).
6. Consult with the dental unit manufacturer on the need for periodic maintenance of anti-retraction mechanisms.
7. Maintain a log of water line test results in the dental clinic.

After consulting with the dental unit manufacturer, Concorde Career College – San Bernardino is using the Blu Tab Waterline Maintenance Tablets weekly to shock the water lines. Water line testing is completed by the Clinic Coordinator using the Aqua Safe Water Test Kit HPTC. The Maintenance Log of Water Line Test Results are in the Dental Hygiene Clinic supply room.

APPENDIX E

Exposure Protocol and Injury Report

Needle Stick/Sharps Injury Protocol Policy

Background

Taken from the Occupational Safety and Health Administration. The Needle Stick Safety and Prevention Act (the Act) (Pub. L. 106-430) was signed into law on November 6, 2000. Because occupational exposure to bloodborne pathogens from accidental sharps injuries in healthcare and other occupational settings continues to be a serious problem, Congress felt that a modification to OSHA's Bloodborne Pathogens Standard was appropriate (29 CFR 1910.1030) to set forth in greater detail (and make more specific) OSHA's requirement for employers to identify, evaluate, and implement safer medical devices. The Act also mandated additional requirements for maintaining a sharps injury log and for the involvement of non-managerial healthcare workers in evaluating and choosing devices. The Act directed OSHA to revise its Bloodborne Pathogens Standard (29 CFR 1910.1030). OSHA published the revised standard in the Federal Register on January 18, 2001; it took effect on April 18, 2001. The agency implemented a 90-day outreach and education effort for both OSHA staff and the regulated public before beginning enforcement of the new requirements. (The requirement to implement the use of engineering controls, which includes safer medical devices, has been in effect since 1992). OSHA's Bloodborne Pathogens Standard, including its 2001 revisions, applies to all employers who have employees with reasonably anticipated occupational exposure to blood or other potentially infectious materials (OPIM). These employers must implement the applicable requirements set forth in the standard. Some of the new and clarified provisions in the standard apply only to healthcare activities, but some of the provisions, particularly the requirements to update the Exposure Control Plan and to keep a sharps injury log, will apply to non-healthcare as well as healthcare activities.

Policy

According to the CDC in the Guidelines for Infection Control in the Dental Healthcare Settings, avoiding occupational exposures to blood is the primary way to prevent transmission of HBV, HCV, and HIV, to HCP in health-care settings. Exposures occur through percutaneous injury (e.g., a needle stick or cut with a sharp object), as well as through contact between potentially infectious blood, tissues, or other body fluids and mucous membranes of the eye, nose, mouth, or nonintact skin (e.g., exposed skin that is chapped, abraded, or shows signs of dermatitis). The majority of exposures in dentistry are preventable, and methods to reduce the risk of blood contacts have included use of standard precautions, use of devices with features engineered to prevent sharp injuries, and modifications of work practices.

Procedures

Preventive Measures

The first steps to be taken to reduce or eliminate the possibility of a needle stick or sharps injury is the use of preventive measures. The following preventive measures will be followed:

- Training for all staff and students on prevention methods and safety practices
- Use only disposable needles
- Use only One-Handed needle recapping devices

- Instrument cassettes with slots for individual instruments
- Puncture resistant sharps containers are readily accessible, maintained, and not overflowing
- Organized infection control process for the sterilization of contaminated instruments
- Use puncture resistant sterilization bags
- Appropriate PPE:
 - Gloves
 - Masks
 - Gowns
 - Puncture- and chemical-resistant utility gloves

Steps to take once a needle stick or cut with a sharp object has occurred

If you experienced a needle stick or sharps injury or were exposed to the blood or other body fluid of a patient during the course of your work, **immediately follow these steps:**

- Wash needle sticks/sharps injury, and cuts with antimicrobial soap and water
- Flush splashes to the nose, mouth, or skin with water
- Use eye wash station with clean water, saline, or sterile irritants
- Report the incident to your supervisor
- Immediately seek medical treatment

Exposure Report

- Date and time of exposure.
- Details of the procedure being performed, including where and how the exposure occurred and whether the exposure involved a sharp device, the type and brand of device, and how and when during its handling the exposure occurred.
- Details of the exposure, including its severity and the type and amount of fluid or material. For a percutaneous injury, severity might be measured by the depth of the wound, gauge of the needle, and whether fluid was injected; for a skin or mucous membrane exposure, the estimated volume of material, duration of contact, and the condition of the skin (e.g., chapped, abraded, or intact) should be noted.
- Details regarding whether the source material was known to contain HIV or other bloodborne pathogens, and, if the source was infected with HIV, the stage of disease, history of antiretroviral therapy, and viral load, if known.
- Details regarding the exposed person (e.g., hepatitis B vaccination and vaccine-response status).
- Details regarding counseling, post exposure management, and follow-up.

Exposure Evaluation for the potential to transmit HBV, HCV, and HIV, based on the following

- The type and amount of body substance involved.
- The type of exposure (e.g., percutaneous injury, mucous membrane or nonintact skin exposure, or bites resulting in blood exposure to either person involved).
- The infection status of the source.
- The susceptibility of the exposed person.

Needle Stick/Sharps Injury Protocol

Exposure Report

1. Wash wound with antimicrobial soap and water.
2. Report to the program director. The supervising instructor & program director will inform the campus president and the campus personnel responsible for submitting claims.
3. The program director or an Instructor will talk to the patient and request a lab test from patient if the patient is known. The instructor will inform the patient that Concorde covers the lab test cost.
4. The program director will provide a packet to the student or staff with a letter of instructions for payment reimbursement and policies and required Concorde Claim forms to complete within 24 hours.
5. If you have your own personal health insurance, you must seek treatment from your personal physician or medical provider covered by your insurance company. See policy letter for Concorde Claim Form.
6. If you are uninsured, you can select an urgent care/medical clinic or hospital emergency room of our choice. See policy letter for Concorde Claim Form.
7. Fill out Accident Record Form, claim form, and give to campus president or campus personnel responsible for claims within 24 hours as advised in policy letter.
8. To receive maximum reimbursement for needle stick injury expenses, follow the protocol as described in the policy letter and forward bills immediately to campus personnel responsible for claims.
9. For Needle stick/Sharps injuries, inform campus management, and fill out the Bloodborne Pathogen Exposure Incident Form-Exposed, and the Blood Borne Pathogen Exposure Incident Form-Source if applicable, in addition to the Concorde Claim forms and Concorde Incident report. Document incident in log.
10. For all other accidents or injuries, inform campus management, fill out the Concorde Claim forms and the Concorde Incident report. Document incident in log.

Evaluation of the Exposure and the Exposure Source-From the CDC Guidelines for the Management of Occupational Exposures

Evaluation of the Exposure

The exposure should be evaluated for the potential to transmit HBV, HCV, and HIV based on the type of body substance involved and the route and severity of the exposure. Blood, fluid containing visible blood, or other potentially infectious fluid (including semen; vaginal secretions; and cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids) or tissue can be infectious for bloodborne viruses. Exposures to these fluids or tissue through a percutaneous injury (i.e., needle stick or other penetrating sharps-related event) or through contact with a mucous membrane are situations that pose a risk for bloodborne virus transmission and require further evaluation. For HCV and HIV, exposure to a blood-filled hollow needle or visibly bloody device suggests a higher risk exposure than exposure to a needle that was most likely used for giving an injection. In addition, any direct contact (i.e., personal protective equipment either was not present or was ineffective in protecting skin or mucous membranes) with concentrated virus in a research laboratory or production facility is considered an exposure that requires clinical evaluation.

For skin exposure, follow-up is indicated only if it involves exposure to a body fluid previously listed and evidence exists of compromised skin integrity (e.g., dermatitis, abrasion, or open wound). In the clinical evaluation for human bites, possible exposure of both the person bitten and the person who inflicted the bite must be considered. If a bite results in blood exposure to either person involved, post exposure follow-up should be provided.

Evaluation of the Exposure Source

The person whose blood or body fluid is the source of an occupational exposure should be evaluated for HBV, HCV, and HIV infection. Information available in the medical record at the time of exposure (e.g., laboratory test results, admitting diagnosis, or previous medical history) or from the source person, might confirm or exclude bloodborne virus infection.

If the HBV, HCV, and/or HIV infection status of the source is unknown, the source person should be informed of the incident and tested for serologic evidence of bloodborne virus infection. Procedures should be followed for testing source persons, including obtaining informed consent, in accordance with applicable state and local laws. Any persons determined to be infected with HBV, HCV, or HIV should be referred for appropriate counseling and treatment. Confidentiality of the source person should be maintained at all times.

Testing to determine the HBV, HCV, and HIV infection status of an exposure source should be performed as soon as possible. Hospitals, clinics and other sites that manage exposed HCP should consult their laboratories regarding the most appropriate test to use to expedite obtaining these results. An FDA-approved rapid HIV-antibody test kit should be considered for use in this situation, particularly if testing by EIA cannot be completed within 24--48 hours. Repeatedly reactive results by EIA or rapid HIV-antibody tests are considered to be highly suggestive of infection, whereas a negative result is an excellent indicator of the absence of HIV antibody. Confirmation of a reactive result by Western blot or immunofluorescent antibody is not necessary to make initial decisions about post exposure management but should be done to complete the testing process and before informing the source person. Repeatedly reactive results by EIA for anti-HCV should be confirmed by a supplemental test (i.e., recombinant immunoblot assay [RIBA™] or HCV PCR). Direct virus assays (e.g., HIV p24 antigen EIA or tests for HIV RNA or HCV RNA) for routine HIV or HCV screening of source persons are not recommended.

If the exposure source is unknown or cannot be tested, information about where and under what circumstances the exposure occurred should be assessed epidemiologically for the likelihood of transmission of HBV, HCV, or HIV. Certain situations as well as the type of exposure might suggest an increased or decreased risk; an important consideration is the prevalence of HBV, HCV, or HIV in the population group (i.e., institution or community) from which the contaminated source material is derived. For example, an exposure that occurs in a geographic area where injection-drug use is prevalent or involves a needle discarded in a drug-treatment facility would be considered epidemiologically to have a higher risk for transmission than an exposure that occurs in a nursing home for the elderly.

Testing of needles or other sharp instruments implicated in an exposure, regardless of whether the source is known or unknown, is not recommended. The reliability and interpretation of findings in such circumstances are unknown, and testing might be hazardous to persons handling the sharp instrument.

If the source person is known to have HIV infection, available information about this person's stage of infection (i.e., asymptomatic, symptomatic, or AIDS), CD4+ T-cell count, results of viral load testing, current and previous antiretroviral therapy, and results of any genotypic or phenotypic viral resistance testing should be gathered for consideration in choosing an appropriate PEP regimen. If this information is not immediately available, initiation of PEP, if indicated, should not be delayed; changes in the PEP regimen can be made after PEP has been started, as appropriate. Reevaluation of exposed HCP should be considered within 72 hours' post exposure, especially as additional information about the exposure or source person becomes available.

If the source person is HBV, HCV, or HIV seronegative and has no clinical evidence of AIDS or symptoms of HIV infection, no further testing of the person for HIV infection is indicated. The likelihood of the source person being in the "window period" of HIV infection in the absence of symptoms of acute retroviral syndrome is extremely small.

Concorde Career College

Blood Borne Pathogen Exposure Incident Form-**Exposed**

In case of exposure to bloodborne pathogens, complete this form and return to the supervisor or campus president within 24 hours for post-exposure evaluation. If other persons were involved, attach additional copies of this form for each person involved.

Date of Report: ____/____/____ Time of Report: _____

Name (Last, First, M.I.): _____

Sex: Male ☐ Female ☐ Social Security Number: _____

Address: _____ Date of Birth: _____

Work Phone: _____ Home Phone: _____

Status: Employee ☐ Student ☐ Faculty ☐ Other: _____

Job Title of Employee if applicable: _____

Duties related to exposure: _____

Has the exposed individual been immunized against hepatitis B Virus? Yes ☐ No ☐

Place where exposure incident occurred:

Department _____ Work Area _____

Date _____ Time _____

Did incident arise out of and in the course of employment? Yes ☐ No ☐

Supervisor where exposure occurred: _____

List any witnesses present/If none put none:

Name	Address	Telephone
------	---------	-----------

--	--	--

Personal protective equipment in use at time of exposure:

Exposure to: (circle one)

Blood

Body fluid with visible blood

Oral Cavity with possibility of blood

Body tissue

Vaginal secretions

Seminal fluid

Type of Exposure: (circle one)

Needlestick/Sharps Accident

Device Type: _____ Device Brand: _____

Contact with mucous membranes (eyes, mouth, nose) Yes ☐ No ☐

Contact with skin Yes ☐ No ☐ (circle all that apply) broken, chapped, abraded, dermatitis, prolonged contact, extensive contact

Severity of Exposure:

How much fluid?

How long was exposure?

How severe was the injury?

Estimated time interval from exposure until medical evaluation:

Source of Exposure:

Source individual, if known:

Name (Last, First, M.I.): _____

Address: _____ Date of Birth: _____

Work Phone: _____ Home Phone: _____

Is a blood sample from the source available? Yes ☐ No ☐

Is the source individual's HBV antigen/antibody status known? Yes ☐ No ☐

Is the source individual's HIV antibody status known? Yes ☐ No ☐

Precisely Describe Situation:

Describe Immediate Interventions:

Describe nature and scope of personal injury, if any:

Was the area washed flushed? Yes ☐ No ☐

Did injury bleed freely? Yes ☐ No ☐

Was antiseptic applied? Yes ☐ No ☐

Was medical treatment obtained: Yes ☐ No ☐

Hospital, physician or clinic where injured person was taken, if applicable:

Name: _____ Address: _____

Person completing form:

Name: _____ Job Title: _____

Work telephone: _____ Home telephone: _____

Date: _____

Signature: _____

Precisely Describe Situation:

Describe Immediate Interventions:

Describe nature and scope of personal injury, if any:

Was the area washed flushed? Yes ☐ No ☐

Did injury bleed freely? Yes ☐ No ☐

Was antiseptic applied? Yes ☐ No ☐

Was medical treatment obtained: Yes ☐ No ☐

Hospital, physician or clinic where injured person was taken, if applicable:

Name: _____ Address: _____

Person completing form:

Name: _____ Job Title: _____

Work telephone: _____ Home telephone: _____

Date: _____

Signature: _____

Concorde Career College

Blood Borne Pathogen Exposure Incident Form-Source

Date of Report: ____/____/____ Time of Report: _____

Name (Last, First, M.I.): _____

Sex: Male ☐ Female ☐

Address: _____ Date of Birth: _____

Work Phone: _____ Home Phone: _____

Status: Employee ☐ Student ☐ Faculty ☐ Patient ☐ Other: _____

Select all that apply:

Yes ☐ No ☐ Source Patient has consented to blood testing

Yes ☐ No ☐ Source Patient has declined blood testing

Yes ☐ No ☐ Unable to contact source patient

Yes ☐ No ☐ Unknown ☐ Source patient is known to be infected with HBV

Yes ☐ No ☐ Unknown ☐ Source patient is known to be infected with HCV

Yes ☐ No ☐ Unknown ☐ Source patient is known to be infected with HIV

Yes ☐ No ☐ Source patient has agreed to give the test results from the blood testing to Concorde Career College

☐ I have been informed that my blood needs to be drawn due to an exposure incident that occurred in the Dental Hygiene Clinic. I hereby give permission for my blood to be drawn and tested for hepatitis B (HBV) and human immunodeficiency virus (HIV), as well as other bloodborne diseases. I understand that this test will be completely confidential and made available only to the person who was exposed. I also understand that the exposed student and/or employee have been informed of all applicable laws and regulations concerning the disclosure of my identity and infectious status.

☐ I decline getting my blood tested.

Date: _____

Printed Name of Source: _____ Signature: _____

Printed Name of Witness: _____ Signature: _____

Accident Report Form

Incident Report Form Name: (please print) _____ Date of Incident: _____

Person(s) Involved: _____

Campus: _____ Program: _____ Phone Number: _____

Please describe the incident or incidents that occurred in detail. Please include times, dates and names of any potential witnesses. You may attach additional sheets if necessary or additional documentation that you feel is relevant in assessing the incident.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Witness Name _____ Phone # _____

Witness Name _____ Phone # _____

Based on the information above, I acknowledge that all statements are truthful, and to the best of my knowledge. Student/Staff Signature _____ Today's Date _____

Administration Use Only: Date Received: _____ Initials: _____

Action Taken: _____

OTM # GA20105

Accident/Injury Log

[illegible]



SENT VIA FEDERAL EXPRESS

RECEIVED

JUL 02 2018

June 29, 2018

DENTAL HYGIENE COMMITTEE OF CA

Anthony Lum
Executive Director
Dental Hygiene Committee of California
2005 Evergreen Street, Suite 2050
Sacramento, CA 95815

Dear Mr. Lum,

Please accept this letter and accompanying documentation from Concorde Career College, San Diego, CA, (Concorde) in response to the Issuance of Stay notification, dated May 4, 2018, for the Dental Hygiene Program that has been accredited by the Commission on Dental Accreditation since August 2011.

In the May 4, 2018 letter, the Dental Hygiene Committee of California directed the institution to submit a remedial plan by July 2, 2018 "which shall include how CCC-SD will comply with the following:

1. Meeting the requirements of 16 CCR, § 1105 (b)(3) of two academic years of fulltime instruction consisting of a minimum of sixty weeks or 1800 (sic) clock hours.
2. Requirement of Biochemistry to be a Dental Hygiene Program prerequisite as prescribed by 16 CCR§ 1105 (f).
3. Anatomy & Physiology to be sufficient in coverage and up to university standards."

We respectfully submit the following plan for each area of deficiency identified for the Dental Hygiene program (DH).

1. Meeting the requirements of 16 CCR, § 1105 (b)(3) of two academic years of fulltime instruction consisting of a minimum of sixty weeks or 1800 (sic) clock hours.

As demonstrated in the attached document "CA DH Program Vertical", upon approval by all applicable regulators, the overall DH program at Concorde will be delivered in nine 10-week terms, or 90 weeks and 2275 clock hours. The Dental Hygiene-specific component of the program (core curriculum) will be delivered in six 10-week terms, or sixty weeks and 1675 clock hours. The component of the program that precedes the core curriculum (pre-DH), inclusive of all required college-level general education courses, will be delivered in three 10-week terms, or thirty weeks and 600 clock hours.

Therefore, the Dental Hygiene program's remedial plan demonstrates how Concorde will comply with 16 CCR § 1105 (b)(3): "The length of instruction in the educational program shall include two academic years of full-time instruction at the postsecondary college level or its equivalent, and a minimum of 1,600 clock hours."

2. Requirement of Biochemistry to be a Dental Hygiene Program prerequisite as prescribed by 16 CCR§ 1105 (f).

Concorde has added more extensive Biochemistry training to its pre-DH program component. The syllabus for "CHEM 1421: Organic and Biochemistry with wet lab" is attached for reference, inclusive of 72 total hours of training on biochemistry-specific learning outcomes. Primary learning objectives include: Demonstrate an understanding of metabolic pathways; Demonstrate an understanding of the catalytic activity of enzymes; Demonstrate an understanding of the process that converts nutritional intake into compounds; Demonstrate an understanding of the energy-requiring process of the living cell; Demonstrate an understanding of RNA; and, Demonstrate an understanding of DNA

Therefore, the Dental Hygiene program's remedial plan demonstrates how Concorde will comply with 16 CCR § 1105 (f)(1)(C)(iv).

3. Anatomy & Physiology to be sufficient in coverage and up to university standards.

Concorde has added an additional Anatomy & Physiology course to the pre-DH program component. The syllabi for both are attached for reference: "BIOL 1411 A&P I" and "BIOL 1421 A&P II" This additional course increases total instructional hours (lecture plus lab) for Anatomy and Physiology from 75 clock hours to 150 clock hours.

Therefore, the Dental Hygiene program's remedial plan demonstrates how Concorde will comply with 16 CCR § 1105 (f)(1)(C)(i-ii).

In the May 4, 2018 letter, the DHCC also requested the following:

In addition, CCC-SD must also provide a plan by July 2, 2018 to the DHCC demonstrating how CCC-SD will remediate all current dental hygiene classes to include:

1. Meeting the requirements of 16 CCR, § 1105 (b)(3) of two academic years of fulltime instruction by the addition of ten weeks or 200 clock hours to include:

- a. Biochemistry to be sufficient in coverage and up to university standards.***
- b. Anatomy to be sufficient in coverage and up to university standards.***
- c. Physiology to be sufficient in coverage and up to university standards.***

It is Concorde's plan to secure the regulatory approvals required prior to implementation of any curriculum change for any program at Concorde in the most expeditious manner allowable by law. We are taking every step necessary to secure approvals from the Accrediting Commission of Career Schools and Colleges (ACCSC) – our institutional accreditor, the Bureau of Private

Postsecondary Education (BPPE) – the institution’s state higher education regulator, the Commission on Dental Accreditation (CODA) – the program’s programmatic accreditor, and the Dental Hygiene Committee of California – the state’s governing professional board. The regulatory timeline is as follows:

June 1, 2018: submission to CODA

The following examples illustrate, but are not limited to, changes that must be reported by June 1 or December 1 and must be reviewed by the appropriate Review Committee and approved by Guidelines for Reporting Program Changes Page 2 of 10 Updated 5.18 the Commission prior to the implementation to ensure that the program continues to meet the accreditation standards:

- Curriculum changes that could affect the ability of the program to meet the standards;
- Change in the required length of the program

June 21, 2018: consideration by the ACCSC full Commission

June 27, 2018: official ACCSC approval letter received

June 29, 2018: submission to BPPE upon receipt of the ACCSC approval letter.

5 CCR 71660 states that “an institution shall notify the Bureau of a non-substantive change ... All notifications shall be made within 30 days of the change and sent to the Bureau, in writing, ...”

July 10-11, 2018: consideration by the CODA Dental Hygiene Review Committee

August 2-3, 2018: consideration by the CODA Full Committee meeting

November 16, 2018 consideration by the DHCC Education Committee

November 17, 2018 consideration by the DHCC Full Committee

16 CCR § 1105.3 (b) An approved dental hygiene program shall not make a substantive change without prior Committee approval. These changes include:

- (1) Change in location, ownership or educational program expansion through an additional campus or distance education.
- (2) Expansion, reduction or elimination of the program's physical facilities.
- (3) Any changes that require a report to the Commission on Dental Accreditation or equivalent accrediting body shall require approval from the Committee

As such, the DH program plans to implement the proposed curriculum changes upon receipt of all official approvals as outlined above, and in accordance with all Federal, State, and Accreditor laws and regulations.

Please be assured that Concorde continues to work to fulfill its obligations to be in compliance with all CODA, DHCC, and applicable laws and regulations.

Thank you for your time and attention. We look forward to a continued partnership with the DHCC to help guide us with our Dental Hygiene program. Please do not hesitate to contact me with any questions or should you require additional information: 619-688-0800, lrhodes@concorde.edu

Sincerely,

A handwritten signature in black ink, appearing to read "H. Rachel Saffel". The signature is fluid and cursive, with the first name "H. Rachel" and the last name "Saffel" clearly distinguishable.

H. Rachel Saffel
Campus President

Attachments

c: Laurel Sampson, RDH, Concorde DH Program Director
Adina Petty, DDS, DHCC Education Specialist



Couse Syllabus: BIOL1411 Anatomy & Physiology I with Wet Lab

Maximum Student to Teacher Ratio	30:1	Semester Credit Hours	4.0	Clock hours	75	45	30	0
					Total	Lecture	Lab	Clinical

Course Description

Human Anatomy and Physiology revolves around the human body. The human body is an amazing compilation of biological structures that carry out all the functions required to maintain life. In this course, you will begin to learn about the structures of the human body and explore the ways in which these structures enable the body to function. In doing so, the muscular, skeletal, nervous, sensory and endocrine systems will be investigated. This course also requires an on-ground wet lab component.

Prerequisite

None

Textbook and Supporting Material

- eScience Lab Kits
- Rizzo, D. (2016). *Fundamentals of Anatomy and Physiology* (4th ed.). Boston, MA: Cengage Learning.
- MindTap *Basic Health Science for Rizzo's Fundamentals of Anatomy and Physiology* (4th Ed.)
- Concorde online Library: <http://galesites.com/menu/index.php?loc=miss22358>

Course Structure--Online

This course will be delivered entirely online through the course management system where you will access online lessons, course materials, and resources. At designated times throughout the course we will participate in a blend of self-paced and group-paced activities.

Course Structure—Ground

The instructor will employ multiple methods for content delivery as appropriate to the level and type of material being learned. Acceptable instructional methods include but are not limited to didactic, modeling or demonstration, facilitation or group management, discovery or inquiry, drill and practice or game theory, dialogue or discussion, case studies, simulation, role playing, projects or collections of material, feedback, and guests from the field.

Course Objectives

In this course you will learn:

- Describe the levels of organization of the body.
- Describe the mechanisms of support and movement of the body.
- Describe the integration and coordination of body systems.
- Discuss the role and function of body systems.

Grading Policy

End-of-Module Assessment	15 %
Module Assignments	20 %
Lab Modules	15 %
Discussion Boards (online)	
Classwork (Ground)	10 %
Mid-Term Assessment	20 %
Final Assessment	20 %
Total	100 %



Viewing Grades

Points you receive for graded activities will be posted to the Gradebook in the Learning Management System. Your instructor will update the online grades each time a grading session has been complete.

General Education

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Description
A	90-100%	Passing - Exceptionally Competent
B	80-89%	Passing - Highly Competent
C	70-79%	Passing - Fully Competent
D**	60-69%	Passing - Minimally Competent
F*	59% or less	Failing - Not Competent

**Must be repeated for credit ** Certain programs may require that this course be repeated for credit
For Memphis students only, D is not considered a passing grade and the course must be repeated for credit.*

Outline of Main Topics

Week	Topic	Lecture/Lab Hours	Expected Additional Study Hours
1	Introduction to Human Anatomy & Physiology	7.5	15
2	The Chemical Basis of Life and Cells	7.5	15
3	Cellular Metabolism	7.5	15
4	Tissues and Integumentary System	7.5	15
5	Skeletal System	7.5	15
6	Muscular System	7.5	15
7	Nervous System	7.5	15
8	Continuation of the Nervous System	7.5	15
9	Endocrine System	7.5	15
10	Course Review	7.5	15



Course Syllabus: BIOL1421: Anatomy and Physiology II with Wet Lab

Maximum Student to Teacher Ratio	30:1	Semester Credit Hours	4.0	Clock hours	75	45	30	0
					Total	Lecture	Lab	Clinical

Course Description

Human Anatomy and Physiology revolves around the human body. The human body is an amazing compilation of biological structures that carry out all the functions required to maintain life. This is the second of two courses that covers the organization of the body and the anatomy and physiology of various body systems, such as, the circulatory, cardiovascular, lymphatic, immunity, digestive, respiratory, urinary, and reproductive systems.

Prerequisite

None

Textbook and Supporting Material

- eScience Lab Kits
- Rizzo, D. (2016). *Fundamentals of Anatomy and Physiology* (4th ed.). Boston, MA: Cengage Learning.
- MindTap Basic Health Science for Rizzo's *Fundamentals of Anatomy and Physiology* (4th Ed.)
- Concorde online Library: <http://galesites.com/menu/index.php?loc=miss22358>

Course Structure--Online

This course will be delivered entirely online through the course management system where you will access online lessons, course materials, and resources. At designated times throughout the course we will participate in a blend of self-paced and group-paced activities.

Course Structure—Ground

The instructor will employ multiple methods for content delivery as appropriate to the level and type of material being learned. Acceptable instructional methods include but are not limited to didactic, modeling or demonstration, facilitation or group management, discovery or inquiry, drill and practice or game theory, dialogue or discussion, case studies, simulation, role playing, projects or collections of material, feedback, and guests from the field.

Course Objectives

In this course you will learn:

- Describe the mechanisms of transport that occur in the body.
- Describe the process of absorption and excretion associated with the body.
- Describe the human life cycle.
- Discuss the role and function of body systems.
- Describe the mechanisms of support and movement of the body.
- Describe the integration and coordination of body systems.

Grading Policy

End-of-Module Assessment	20 %
Module Assignments	30 %
Discussion Boards (online)	5 %
Classwork (Ground)	



Wet Lab	15 %
Mid-Term Assessment	15 %



Final Assessment	15 %
Total	100 %

Viewing Grades

Points you receive for graded activities will be posted to the Gradebook in the Learning Management System. Your instructor will update the online grades each time a grading session has been complete.

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

General Education

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Description
A	90-100%	Passing - Exceptionally Competent
B	80-89%	Passing - Highly Competent
C	70-79%	Passing - Fully Competent
D**	60-69%	Passing - Minimally Competent
F*	59% or less	Failing - Not Competent

**Must be repeated for credit ** Certain programs may require that this course be repeated for credit. For Memphis students only, D is not considered a passing grade and the course must be repeated for credit.*

Outline of Main Topics

Week	Topic	Lecture/Lab Hours	Expected Additional Study Hours
1	Blood, Lymphatic System, and Immunity	6	12
2	Cardiovascular System	6	12
3	Digestive System	6	12
4	Respiratory System	6	12
5	Urinary System	6	12
6	Reproductive System	6	12
7	Skeletal System	6	12
8	Muscular System	6	12
9	Nervous System	6	12
10	Systems and Body Orientation	6	12



Course Syllabus: CHEM1421: Organic and Biochemistry Chemistry

Maximum Student to Teacher Ratio	24:1	Semester Credit Hours	4.0	Clock hours	75	45	30	0
					Total	Lecture	Lab	Clinical

Course Description

In this course, the student will learn basic concepts related to organic and biochemistry. Topics will include spectroscopy, nomenclature, properties and synthesis of aliphatic and aromatic hydrocarbons, alkyl halides, alcohols, carbonyl compounds, carboxylic acids, lipids, amino acids, nucleotide metabolic pathways, and the structure and function of nucleic acids.

Prerequisite

CHEM1411: General and Inorganic Chemistry

Textbook and Supporting Material

Cengage....***

Course Structure—Ground

The instructor will employ multiple methods for content delivery as appropriate to the level and type of material being learned. Acceptable instructional methods include but are not limited to didactic, modeling or demonstration, facilitation or group management, discovery or inquiry, drill and practice or game theory, dialogue or discussion, case studies, simulation, role playing, projects or collections of material, feedback, and guests from the field.

Course Objectives

In this course, you will learn:

- Identify, classify, organize, analyze, and draw structures of organic molecules.
- Apply the basic rules of organic nomenclature to convert between structures and names.
- Predict the physical properties of organic chemicals based on their structures.
- Analyze the influence of structure and physical properties of organic molecules on their biological properties.
- Demonstrate an understanding of the structure/function of biomolecules
- Demonstrate an understanding of metabolic pathways
- Apply the scientific method to the processes of experimentation and hypothesis testing
- Demonstrate an understanding of the catalytic activity of enzymes
- Demonstrate an understanding of the process that converts nutritional intake into compounds
- Demonstrate an understanding of the energy-requiring process of the living cell
- Demonstrate an understanding of RNA
- Demonstrate an understanding of DNA



Grading Policy

End-of-Module Assessment	20 %
Lab	15 %
Module Assignments	25 %
Discussion Boards (online)	10 %
Classwork (Ground)	
Mid-Term Assessment	15 %
Final Assessment	15 %
Total	100 %

Viewing Grades

Points you receive for graded activities will be posted to the Gradebook in the Learning Management System. Your instructor will update the online grades each time a grading session has been complete.

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

General Education

Letter Grade	Percentage	Description
A	90-100%	Passing - Exceptionally Competent
B	80-89%	Passing - Highly Competent
C	70-79%	Passing - Fully Competent
D*	60-69%	Passing - Minimally Competent
F*	59% or less	Failing - Not Competent

**Must be repeated for credit*

Outline of Main Topics

Week	Topic	Lecture/Lab Hours	Expected Additional Study Hours
1	Hydrocarbons	7.5	11
2	Alcohols, Thiols, Ethers, Aldehydes and Ketone Chemistry	7.5	11
3	Proteins and enzymes	7.5	11
4	Nucleic Acids and energy	7.5	11
5	Biochemical Energy	7.5	11
6	Carbohydrate Metabolism	7.5	11
7	Lipid Metabolism	7.5	11
8	Protein Metabolism	7.5	11
9	RNA	7.5	11
10	DNA	7.5	11

Proposed Vertical DH Curriculum (9 Term California ONLY)

	Title	Didactic	Lab	Clinic	Inst.	Outside	Credits
Term I							
ENGL1310	English Composition I	45.00			45.00	90.00	3.00
MATH1320	College Algebra	45.00			45.00	90.00	3.00
BIOL1431	Microbiology with wet lab	45.00	30.00		75.00	90.00	4.00
PSYC1310	General Psychology	45.00			45.00	90.00	3.00
Total		180.00	30.00	-	210.00	360.00	13.00
Term II							
BIOL1411	Anatomy & Physiology I with wet lab	45.00	30.00		75.00	90.00	4.00
CHEM1411	General and Inorganic Chemistry with Wet Lab	45.00	30.00		75.00	90.00	4.00
SOCI1310	Introduction to Sociology	45.00			45.00	90.00	3.00
Total		135.00	60.00	-	195.00	270.00	11.00
Term III							
BIOL1421	Anatomy & Physiology II with wet lab	45.00	30.00		75.00	90.00	4.00
CHEM1421	Organic and Biochemistry with Wet Lab	45.00	30.00		75.00	90.00	4.00
COMM1310	Elements of Human Communication	45.00			45.00	90.00	3.00
Total		135.00	60.00	-	195.00	270.00	11.00
Term IV							
DHCA1201	Pre-Clinic I	30.00	80.00		110.00	30.00	4.00
DH133	Dental Radiography	45.00	45.00		90.00	45.00	4.00
DHCA1203	Dental Anatomy /Tooth Morphology	30.00			30.00	60.00	2.00
DH110	Oral Embryology & Histology	45.00			45.00	90.00	3.00
Total		150.00	125.00	-	275.00	225.00	13.00
Term V							
DHCA1205	Pre- Clinic II	30.00	80.00		110.00	30.00	4.00
DH228	General and Maxillofacial Pathology	45.00			45.00	90.00	3.00
DHCA1208	Head and Neck Anatomy	40.00			40.00	80.00	2.50
DH104	Dental Materials	15.00	30.00		45.00	30.00	2.00
DH140	Dental Hygiene Process of Care	15.00			15.00	30.00	1.00
Total		145.00	110.00	-	255.00	260.00	12.50
Term VI							
DH142	Dental Hygiene II	40.00	80.00	80.00	200.00	40.00	5.50
DH260	Cultural Diversity	15.00			15.00	30.00	1.00
DH111	Medical and Dental Emergencies	15.00			15.00	30.00	1.00
H203	Periodontology	45.00			45.00	90.00	3.00
Total		115.00	80.00	80.00	275.00	190.00	10.50
Term VII							
DH251	Dental Hygiene III	30.00	30.00	135.00	195.00	30.00	5.00
DH224	Dental Public Health	45.00			45.00	90.00	3.00
DH206	Pharmacology	45.00			45.00	90.00	3.00
Total		120.00	30.00	135.00	285.00	210.00	11.00
Term VIII							
DH262	Dental Hygiene IV	45.00	15.00	150.00	210.00	45.00	6.00
DH209	Nutrition	45.00			45.00	90.00	3.00
DH226	Dental Law and Ethics	30.00			30.00	60.00	2.00
Total		120.00	15.00	150.00	285.00	195.00	11.00
Term IX							
DH271	Dental Hygiene V	45.00	-	150.00	195.00	45.00	5.50
DH207	Dental Hygiene Seminar	30.00			30.00	60.00	2.00
DH277	Board Review	60.00			60.00	120.00	4.00
DH130	Dental Office Management	15.00			15.00	30.00	1.00
Total		150.00	-	150.00	300.00	255.00	12.50

Commission on Dental Accreditation (CODA)
Reporting Program Changes in Accredited Programs

COMMISSION ON DENTAL ACCREDITATION

REPORTING PROGRAM CHANGES IN ACCREDITED PROGRAMS

The Commission on Dental Accreditation recognizes that education and accreditation are dynamic, not static, processes. Ongoing review and evaluation often lead to changes in an educational program. The Commission views change as part of a healthy educational process and encourages programs to make them as part of their normal operating procedures.

At times, however, more significant changes occur in a program. Changes have a direct and significant impact on the program's potential ability to comply with the accreditation standards. These changes tend to occur in the areas of finances, program administration, enrollment, curriculum and clinical/laboratory facilities, but may also occur in other areas. Reporting changes in the Annual Survey does not preclude the requirement to report changes directly to the Commission. Failure to report and receive approval in advance of implementing the change, using the Guidelines for Reporting Program Change, may result in review by the Commission, a special site visit, and may jeopardize the program's accreditation status. Advanced specialty education programs must adhere to the Policy on Enrollment Increases in Advanced Specialty Education Programs. In addition, programs adding off-campus sites must adhere to the Policy on Reporting and Approval of Sites Where Educational Activity Occurs (sometimes referred to as Off-Campus Sites). Guidelines for Reporting and Approval of Sites Where Educational Activity Occurs-are available from the Commission office. Guidelines for Requesting an Increase in Enrollment in a Predoctoral Dental Education Program and Guidelines for Reporting Enrollment Increases in Postdoctoral General Dentistry Education Programs are available from the Commission office.

All program changes must be reported to the Commission. On occasion, the Commission may learn of program changes which may impact the program's ability to comply with accreditation standards or policy. In these situations, CODA will contact the sponsoring institution and program to determine whether reporting may be necessary. Failure to report and receive approval prior to the program change may result in further review by the Commission and/or a special site visit, and may jeopardize the program's accreditation status.

The Commission's Policy on Integrity also applies to the reporting of changes. If the Commission determines that an intentional breach of integrity has occurred, the Commission will immediately notify the chief executive officer of the institution of its intent to withdraw the accreditation of the program(s) at its next scheduled meeting.

When a change is planned, Commission staff should be consulted to determine reporting requirements. This report must document how the program will continue to meet accreditation standards. The Commission's Guidelines for Reporting Program Changes are available on the Commission's website and may clarify what constitutes a change and provide guidance in adequately explaining and documenting such changes.

The following examples illustrate, but are not limited to, changes that must be reported **by June 1 or December 1** and must be reviewed by the appropriate Review Committee and **approved by**

the Commission prior to the implementation to ensure that the program continues to meet the accreditation standards:

- Establishment of Off-Campus Sites not owned by the sponsoring institution used to meet accreditation standards or program requirements;
- Transfer of sponsorship from one institution to another;
- Moving a program from one geographic site to another, including but not limited to geographic moves within the same institution;
- Program director qualifications not in compliance with the standards. In lieu of a CV, a copy of the new or acting program director's completed BioSketch must be provided to Commission staff. Contact Commission Staff for the BioSketch template.
- Substantial increase in program enrollment as determined by preliminary review by the discipline-specific Review Committee Chair. Programs are reminded that resources must be maintained even when the full complement of students/residents is not enrolled in the program. (Specialty programs see Policy on Enrollment Increases In Advanced Specialty Programs; Predoctoral programs see Guidelines for Requesting an Increase in Enrollment in a Predoctoral Dental Education Program and Postdoctoral General Dentistry Education programs see Guidelines for Reporting Enrollment Increases in Postdoctoral General Dentistry Education Programs);
- Change in the nature of the program's financial support that could affect the ability of the program to meet the standards;
- Curriculum changes that could affect the ability of the program to meet the standards;
- Reduction in faculty or support staff time commitment that could affect the ability of the program to meet the standards;
- Change in the required length of the program;
- Reduction of program dental facilities that could affect the ability of the program to meet the standards;
- Addition of advanced standing opportunity; and/or
- Expansion of a developing dental hygiene or assisting program which will only be considered after the program has demonstrated success by graduating the first class, measured outcomes of the academic program, and received approval without reporting requirements.

The Commission recognizes that unexpected, changes may occur. If an unexpected change occurs, it must be reported no more than 30 days following the occurrence. Unexpected changes may be the result of sudden changes in institutional commitment, affiliated agreements between institutions, faculty support, or facility compromise resulting from natural disaster. Failure to proactively plan for change will not be considered an unexpected change. Depending upon the timing and nature of the change, appropriate investigative procedures including a site visit may be warranted.

The following examples illustrate, but are not limited to, additional program changes that must be reported in writing at least thirty (30) days prior to the anticipated implementation of the change and are not reviewed by the Review Committee and the Commission but are reviewed at the next site visit:

- Establishment of Off-Campus Sites owned by the sponsoring institution used to meet accreditation standards or program requirements;
- Expansion or relocation of dental facilities within the same building;
- Change in program director. In lieu of a CV, a copy of the new or acting program director's completed BioSketch must be provided to Commission staff. Contact Commission Staff for the BioSketch template.
- First-year non-enrollment. See Policy on Non Enrollment of First Year Students/Residents.

The Commission uses the following process when considering reports of program changes. Program administrators have the option of consulting with Commission staff at any time during this process.

1. A program administrator submits the report **by June 1 or December 1.**
2. Commission staff reviews the report to assess its completeness and to determine whether the change could impact the program's potential ability to comply with the accreditation standards. If this is the case, the report is reviewed by the appropriate Review Committee for the discipline and by the Commission.
3. Receipt of the report and accompanying documentation is acknowledged in one of the following ways:
 - a. The program administrator is informed that the report will be reviewed by the appropriate Review Committee and by the Commission at their next regularly scheduled meeting. Additional information may be requested prior to this review if the change is not well-documented; or
 - b. The program administrator is informed that the reported change will be reviewed during the next site visit.
4. If the report will be considered by a Review Committee and by the Commission, the report is added to the appropriate agendas. The program administrator receives notice of the results of the Commission's review.

The following alternatives may be recommended by Review Committees and/or be taken by the Commission in relation to the review of reports of program changes received from accredited educational programs.

- *Approve the report of program change:* If the Review Committee or Commission does not identify any concerns regarding the program's continued compliance with the accreditation standards, the transmittal letter should advise the institution that the change(s) have been noted and will be reviewed at the next regularly-scheduled site visit to the program.
- *Approve the report of program change and request additional information:* If the Review Committees or Commission does not identify any concerns regarding the program's compliance with the accreditation standards, but believes follow up reporting is required to ensure continued compliance with accreditation standards, additional information will be requested for review by the Commission. Additional information could occur through a supplemental report or a focused site visit,

- *Postpone action and continue the program's accreditation status, but request additional information:* The transmittal letter will inform the institution that the report of program change has been considered, but that concerns regarding continued compliance with the accreditation standards have been identified. Additional specific information regarding the identified concerns will be requested for review by the Commission. The institution will be further advised that, if the additional information submitted does not satisfy the Commission regarding the identified concerns, the Commission reserves the right to request additional documentation, conduct a special focused site visit of the program, or deny the request.
- *Postpone action and continue the program's accreditation status pending conduct of a special site visit:* If the information submitted with the initial request is insufficient to provide reasonable assurance that the accreditation standards will continue to be met, and the Commission believes that the necessary information can only be obtained on-site, a special focused site visit will be conducted.
- *Deny the request:* If the submitted information does not indicate that the program will continue to comply with the accreditation standards, the Commission will deny the request for a program change. The institutions will be advised that they may re-submit the request with additional information if they choose.

Revised: 2/18; 8/17; 8/16; 2/16; 8/15; 2/15; 8/13 2/12, 8/11, 8/10, 7/09, 7/07, 8/02, 7/97; Reaffirmed: 7/07, 7/01, 5/90; CODA: 05/91:11

GUIDELINES FOR REPORTING PROGRAM CHANGES

PURPOSE: A “report of program changes” informs the Commission that a change has taken place in the program. Change is part of the dynamic evolution and growth of a healthy education program. **Changes have a direct and significant impact on the program’s potential ability to comply with the Accreditation Standards.** The report should indicate how the relevant standard(s) will continue to be met.

CONSULTATION: Before a change occurs, Commission staff should be consulted immediately. Staff will provide guidance in adequately explaining and documenting all changes. In addition, program administrators frequently consult with staff when they are anticipating changes. This allows the program administrator to assess the impact of the proposed change on the accreditation status of the program.

FORMAT: The report must be clear and concise and must follow the “Format” and “Mechanics” illustrated within this guideline. Reports that fail to adhere to the stated guidelines may be returned to the program for proper formatting. For each change in the program being reported:

1. DESCRIBE THE CHANGE briefly and as clearly as possible. Provide a chronology of events/circumstances leading to the change, if you believe that would be helpful. Include a description of the relevant aspects of the program BEFORE the change and AFTER the change illustrating the impact of the change on the program.
2. PROVIDE RELEVANT DOCUMENTATION to illustrate how the program will continue to comply with the accreditation standard(s). For example, if enrollment increased by a significant percentage, describe and document the resources that will allow the larger number of students to be provided with a quality education (e.g., additional faculty; the purchase of new equipment; copies of laboratory/clinic schedules).

NOTE: When deciding how to explain a change and selecting appropriate documentation, it may be helpful to use the following approach:

- a. Description: discuss BEFORE and AFTER the change;
- b. Appraisal and Analysis: assess the IMPACT of the change;
- c. Supportive Documentation: EVIDENCE that the program continues to meet the standards.

Institutions/Programs are expected to follow Commission policy and procedure on privacy and data security, including those related to compliance with the Health Insurance Portability and Accountability Act (HIPAA). The Commission’s statement on HIPAA, as well as the Privacy and Data Security Summary for Institutions/Programs (PDF), are found in the Policies/Guidelines section of the Commission’s website at <http://www.ada.org/en/coda/policies-and-guidelines/hipaa/>. Programs that fail to comply with CODA’s policy will be assessed a penalty fee of \$4000.

MECHANICS: The following guidelines must be observed when preparing your report.
Electronic Submission Guidelines to assist in preparing a digitized copy of the report will be provided and must be strictly followed.

1. COVER PAGE – **Must** include the following information:
 - a. name and address of the institution
 - b. program title;
 - c. name, title, telephone number, e-mail address and signature of the program director;
 - d. name, title, telephone number, e-mail address and signature of the department head/dean;
 - e. name, title, telephone number, e-mail address and signature of the chief executive officer of the institution (the chief executive officer of the institution sponsoring the program must be copied on the letter to the Commission).

The electronic copy must include a signed cover/verification page and must conform to the Commission's electronic submission guidelines.

2. DOCUMENTATION -- If documentation is extensive, include a LIST OF supporting documentation as a table of contents and in the text of the report, and include the actual items in a separate **document**. Include the tab number next to the item on the list of documentation in the report.
3. COPIES--The Commission requires one (1) electronic copy be submitted for each program affected following the Electronic Submission Guidelines. (Separate document)
Failure to comply with these guidelines will constitute an incomplete report.

DEADLINES: Depending on the specific program change, reports **must** be submitted to the Commission **by June 1 or December 1** (for reports that must be reviewed by the Review Committee and Commission) or at least thirty (30) days prior to the anticipated implementation of a change. Because of the above deadlines, program administrators should consult with Commission staff well in advance of an anticipated change in order to assess any potential impact of the anticipated change on the accreditation status of the program. If the report of change will be considered by a Review Committee and the Commission, the Commission acknowledgment will indicate the meeting date. Failure to adhere to established deadlines and/or comply with the policy will jeopardize the program's accreditation status.

POLICY ON MISSED DEADLINES: So that the Commission may conduct its accreditation program in an orderly fashion, all institutions offering programs accredited by the Commission are expected to adhere to deadlines for requests for program information. Programs/institutions must meet established deadlines to allow scheduling of regular or special site visits and for submission of requested information. Program information (i.e. self-studies, progress reports, annual surveys or other kinds of accreditation-related information requested by the Commission) is considered an integral part of the accreditation process. If an institution fails to comply with the Commission's request, or a prescribed deadline, it will be assumed that the institution no longer wishes to participate in the accreditation program. In this event, the Commission will

immediately notify the chief executive officer of the institution of its intent to withdraw the accreditation of the program(s) at its next scheduled meeting.

Revised: 2/16; Reaffirmed: 8/15; 8/10, 7/07, 7/01, 5/88

POLICY ON ELECTRONIC SUBMISSION OF ACCREDITATION MATERIALS AND CONVERSION FEES - All institutions will provide the Commission with an electronic copy of all accreditation documents/reports and related materials. The program's documentation for CODA must not contain any patient protected health information (PHI) or personally identifiable information (PII).

These documents may include, but are not limited to, self-study, responses to site visit/progress reports, initial accreditation applications, reports of major change, and transfer of sponsorship and exhibits. Electronic submission guidelines will be provided to programs. Accreditation documents/reports and related materials must be complete and comprehensive. If the program is unable to provide a comprehensive electronic document, the Commission will assess a fee for converting the document (e.g. exhibits, tables, curriculum, report of change, progress report, transfer of sponsorship, response to site visit report) to an electronic version. If the program submits documentation that does not comply with the policy on PHI and PII (noted above), CODA will assess a penalty fee of \$4,000 per program submission to the institution; a program's resubmission that continues to contain PHI or PII will be assessed an additional \$4,000 fee.

Revised: 2/18; 8/13; 8/12, 8/11, 8/07, 7/06; Reaffirmed: 8/13; 8/10; Adopted: 1/06

ASSISTANCE: Call Commission staff if you have questions about your report. Staff are available to answer questions about report preparation and can be contacted on the ADA toll-free number: 1-800/621-8099.

- dental education programs and dental therapy programs, extension 2721;
- advanced specialty programs in dental public health, oral and maxillofacial pathology, oral and maxillofacial radiology, pediatric dentistry and prosthodontics, extension 2672;
- advanced specialty programs in endodontics, oral and maxillofacial surgery, orthodontics and dentofacial orthopedics and periodontics, and fellowships in oral and maxillofacial surgery and orthodontics and dentofacial orthopedics, extension 2714;
- advanced education in general dentistry, general practice residency, and advanced general dentistry education programs in dental anesthesiology, oral medicine and orofacial pain, extension 2788;
- dental assisting programs and dental laboratory technology programs, extension 4660; and
- dental hygiene programs, extension 2695.

Information should be sent to: Commission on Dental Accreditation, 211 E. Chicago Avenue, 19th Floor, Chicago, IL 60611.

Commission on Dental Accreditation Privacy and Data Security Reminders

Protect sensitive personally identifiable information (“PII”) such as social security numbers, drivers’ license numbers, credit card numbers, account numbers, etc.

Security Reminder: Personally Identifiable Information

Before submitting any documents to CODA or to a CODA site visitor consultant, an institution must:

- Review for PII and patient identifiers.
- Fully and appropriately redact any PII and patient identifiers.
- Make sure the redacted information is unreadable in hard copy and electronic form. You must use appropriate redaction methods to ensure personal information cannot be read or reconstructed.

CODA **does not accept** PII or patient identifiers in any materials submitted by a program.

Security Reminder: Patient Identifiers

Before submitting any information about a patient to CODA or to a CODA site visitor, you must **thoroughly redact all 18 patient identifiers listed on the next page.**

Examples of information about a patient:

- Dental records
- Rosters of procedures (procedure logs)
- Chart review records (chart audit records)
- Information from affiliated teaching institutions, to include items listed above
- Brochures with patient images and/or information
- Presentations with patient images and/or information
- Course materials (exams, lecture materials) with patient images and/or information

If **even one** identifier is readable, do not submit the information to CODA.

CODA **does not accept** documents containing PII or patient identifiers from institutions. Any PHI/PII that is necessary for CODA accreditation may only be reviewed by CODA site visitors when they are on-site at the institution.

When redacting identifiers, you must ensure that the information is unreadable and cannot be reconstructed in both hard copy and electronic form. For example, certain information redacted on a hard copy can become readable when the hard copy is scanned. Instead, it may be effective to use opaque cover-up tape on the hard copy, scan, and then ensure the redacted information on the scanned version is not visible/readable through the redaction.

Commission on Dental Accreditation
Privacy and Data Security Requirements for Institutions
(Rev. 2/7/18)

1. **Sensitive Information.** To protect the privacy of individuals and to comply with applicable law, the Commission on Dental Accreditation (“CODA” or “the Commission”) **prohibits all programs/institutions from disclosing in electronic or hard copy documents** provided to CODA other than on-site during a site visit, any of the following information (“Sensitive Information” or “PII”):
 - Social Security number
 - Credit or debit card number or other information (e.g., expiration date, security code)
 - Drivers’ license number
 - Account number with a pin or security code that permits access
 - Health insurance information, such as policy number or subscriber I.D.
 - Medical information, such as information about an individual’s condition or treatment
 - Mother’s maiden name
 - Taxpayer ID number
 - Date of birth
 - Any data protected by applicable law (e.g., HIPAA, state data security law)
 - Biometric data, such as fingerprint or retina image
 - Username or email address, in combination with a password or security question that permits access to an online account
2. **Patient Identifiers.** Before submitting information about a patient to CODA other than on-site during a site visit, a program/institution **must remove the following data elements** of the individual, and of relatives, household members, and employers of the individual (the “Patient Identifiers”):
 1. Names, including initials
 2. Address (including city, zip code, county, precinct)
 3. Dates, including treatment date, admission date, age, date of birth, or date of death [a range of dates (e.g., May 1 – 31, 2015) is permitted provided such range cannot be used to identify the individual who is the subject of the information]
 4. Telephone numbers
 5. Fax numbers
 6. E-mail addresses
 7. Social Security numbers
 8. Medical record numbers
 9. Health plan beneficiary numbers
 10. Account numbers
 11. Certificate/license numbers
 12. Vehicle identifiers and serial numbers, including license plate numbers
 13. Device identifiers and serial numbers

14. Web Universal Resource Locators (URLs)
15. Internet Protocol (IP) address numbers
16. Biometric identifiers (e.g., finger and voice prints)
17. Full face photographic images and comparable images
18. Any other unique identifying number, characteristic, or code:
 - that is derived from information about the individual
 - that is capable of being translated so as to identify the individual, or
 - if the mechanism for re-identification (e.g., the key) is also disclosed

In addition, the information provided to CODA cannot be capable of being used alone or in combination with other information to identify the individual.

3. **Redaction.** When removing any Sensitive Information or Patient Identifier from paper or electronic documents disclosed to CODA, programs/institutions shall **fully and appropriately** remove the data such that the data cannot be read or otherwise reconstructed. Covering data with ink is not an appropriate means of removing data from a hard copy document and may sometimes be viewable when such documents are scanned to an electronic format.
4. **Penalty fee.** *If the program/institution submits any documentation that does not comply with the directives noted above, CODA will assess a penalty fee of \$4000 to the program/institution; a resubmission that continues to contain prohibited data will be assessed an additional \$4000 fee.*
 - CODA Site Visitors and Commission volunteers are only authorized to access Sensitive Information and Patient Identifiers:
 - Onsite during a site visit, and
 - That are necessary for conducting the accreditation site visit
 - CODA Site Visitors and Commission volunteers may not download or make hard copies or electronic copies of Sensitive Information or Patient Identifiers.

NOTE: If a document includes fictitious information, which may otherwise appear to be Sensitive Information or Patient Identifiers, the program is expected to clearly mark the document as “Fictitious Example”.

**The Accrediting Commission of Career Schools and
Colleges (ACCSC) Standards of Accreditation**

July 1, 2018



June 27, 2018

ELECTRONIC DELIVERY

clivengood@concorde.edu

Cecilia Livengood
Chief Compliance Officer
Concorde Career Colleges, Inc.
5800 Foxridge Drive, Suite 500
Mission, Kansas 66202

RE: Concorde Career College, Garden Grove, California (M000273)
Concorde Career College, San Bernardino, California (M000267)
Concorde Career College, San Diego, California (M000241)

Dear Ms. Livengood:

At the June 2018 meeting, the Accrediting Commission of Career Schools and Colleges (“ACCSC” or “the Commission”) considered the Program Modification Report – Non-substantive Modification for the schools identified above. Upon reviewing this information, the Commission voted to approve the modifications to the schools’ program.

Program ¹	Semester Academic Credit Hours	Credential
Dental Hygiene	105.5	AS

Please Note: ACCSC’s records only reflect academic credits. Schools may be required to use a different calculation for Federal Financial Aid credit hours. Schools are reminded that they must maintain compliance with all applicable federal, state, and local government requirements (*Section I (B)(1)(e)(iii), Rules of Process and Procedure, Standards of Accreditation*). Contact your Regional Case Manager at the United States Department of Education for guidance.

The Commission has updated the school’s file to reflect the approved modifications. Additionally, the Commission acknowledges that the school may not immediately implement the modification. Therefore, the school has 90 days from the date of this letter to implement the approved modification. Concorde Career College must update the Commission if the school has not implemented the program modifications within 90 days of the date of this letter.

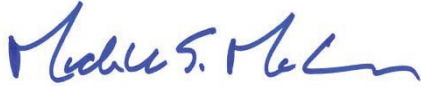
As a result of the Commission’s approval of the non-substantive modification, please be aware that upon implementation of the modification, the schools may not continue to offer the previous curricula with the exception of teaching-out those students who enrolled in the program prior to the approval of the modification.

As you are aware, the Commission may adopt new standards or make revisions to current standards. While the modifications to its existing programs are approved, the school’s programs are subject to review by an on-site evaluation team during its regular review process. Accordingly, the school is advised to review and comply with the most recent ACCSC standards. To review the most recent alerts and changes, please visit the ACCSC website at www.accsc.org.

¹ The Commission approved the program to exceed time and a half of a typical associate’s degree program due to specified requirements of the Dental Hygiene Committee of California, the governing body of dental hygiene programs in California.

The Commission will assess the school's compliance with the new definition and the award of credit hours at the time of the school's next initial or renewal of accreditation process. Should you have any questions, please contact Erik Embrey at 703.247.4512 or at eembrey@accsc.org.

Sincerely,



Michale S. McComis, Ed.D.
Executive Director

c: Jennifer Huey
Accreditation & Program Support Manager
Concorde Career Colleges, Inc.
jhuey@concorde.edu

Lisa Rhodes
Campus President
Concorde Career College, Garden Grove, California – M000273
lrhodes@concorde.edu

Nicholas Ewell
Campus President
Concorde Career College, San Bernardino, California – M000267
newell@concorde.edu

Rachel Saffel
Campus President
Concorde Career College, San Diego, California – M000241
rsaffel@concorde.edu

**The Accrediting Commission of
Career Schools and Colleges
(ACCSC)**

**STANDARDS OF
ACCREDITATION**

July 1, 2018

ACCSC STANDARDS OF ACCREDITATION

TABLE OF CONTENTS

Introduction	1
Chapter 1 – Rules of Process and Procedure	3
Section I – Definitions, Accreditation Obligations, Eligibility and Process, & General Instructions	4
A. Definitions	4
B. Purpose and Scope	5
1. Purpose	5
2. Scope	5
3. Limitations of Scope	6
4. Voluntary Process	6
5. Accreditation Fees and Obligations	6
C. Educational Objectives	7
D. Institutional Eligibility Requirements	7
E. Summary of the Accreditation Process	8
F. Obligations of the Institution in Applying for Accreditation	9
G. Obligations of the Institution to Maintain Eligibility for Accreditation	10
H. General Instructions – Submission of Documents to the Commission	10
I. Application Withdrawal	11
J. Required Reports, Applications, and Fees	11
K. Requests for Information	11
Section II – Application for Accreditation and Self Evaluation	13
A. Applications for Accreditation	13
1. Application for Initial Accreditation	13
2. Application for Renewal of Accreditation	14
B. Self-Evaluation	15
Section III – The On-Site Evaluation	16
A. On-site Evaluation Requirements	16
B. Categories of On-site Evaluation	16
1. Orientation/Consultative On-site Evaluation	16
2. Initial Accreditation or Renewal of Accreditation On-site Evaluation	16
3. Substantive Change On-site Evaluation	16
4. Special Evaluation or Fact-Finding On-site Evaluation	16
C. Function of On-site Evaluators	16

ACCSC STANDARDS OF ACCREDITATION

TABLE OF CONTENTS

D. On-site Evaluators.....	17
E. Announced On-site Evaluations: Notice of Team Members to School.....	17
F. Observers.....	18
G. Announced On-site Evaluations: Date and Postponement or Cancellation.....	18
H. On-Site Evaluation.....	18
I. Exit Interview.....	19
J. The Team Summary Report.....	19
K. Response to the Team Summary Report.....	19
Section IV – Non-Substantive & Substantive Change Notification & Application Requirements.....	20
A. Changes Requiring Notification.....	20
B. Non-Substantive Change Provisions.....	20
1. Facility Expansion.....	20
2. Non-Substantive Program Modifications.....	20
3. Continuing Education Courses and Avocational Courses.....	21
C. Substantive Changes.....	21
D. Substantive Change Review and Approval Process.....	22
E. Specific Substantive Change Provisions.....	23
1. Change of Mission and Educational Objectives.....	23
2. Change of Control.....	24
3. Change of Name.....	28
4. Change of Location and Relocation.....	28
5. Separate Facilities.....	30
a. Branch Campus.....	30
b. Satellite Location.....	32
c. Distance Education Facility.....	33
6. Program Approval, Additions, and Modifications.....	34
7. Teach-Out Agreement.....	37
F. Teach-Out Plans.....	37
Section V – Annual Report, Notifications, and Other Reporting.....	39
A. Reporting.....	39
B. Annual Report.....	39
C. Financial Reporting.....	40
D. Progress Reporting.....	40

ACCSC STANDARDS OF ACCREDITATION

TABLE OF CONTENTS

E. Notification Reports.....	41
F. Review of Reports.....	42
Section VI – Complaint Procedures.....	43
A. Complaints against Applicant and Accredited Schools.....	43
1. Purpose of Complaint Procedure.....	43
2. Parties Who May File a Complaint.....	43
3. Filing and Content of a Complaint.....	43
4. Processing a Complaint.....	44
5. Taking Action on a Complaint.....	45
6. Reporting of Complaint Activity to the Commission.....	45
7. Information from the U.S. Department of Education or Other Government Entities.....	45
B. Complaints against ACCSC Evaluators.....	45
C. Complaints against ACCSC, Commissioners, or Staff Members.....	46
Section VII – Commission Actions.....	47
A. Authority.....	47
B. Effective Date of Commission Decision.....	47
C. Basis for Decisions.....	47
D. Commission Consideration of Third Party Information.....	48
E. Consideration of Applications and Other Matters.....	50
F. Deferral of Action.....	50
G. Accreditation.....	50
H. Stipulations.....	51
I. Heightened Monitoring.....	52
J. Reporting.....	52
K. Warning.....	52
L. Probation.....	53
M. Timelines to Remedy Noncompliance.....	54
N. Denial of Accreditation.....	55
O. Denial of a Substantive Change Application.....	55
P. Withdrawal of Accreditation.....	55
Q. Voluntary Withdrawal/Closure.....	56
R. Other Actions to Monitor Ongoing Compliance.....	57

ACCSC STANDARDS OF ACCREDITATION

TABLE OF CONTENTS

Section VIII – Appeal of a Commission Decision	58
A. Coverage of Appeals	58
B. Grounds for Appeal and Standard of Review	58
C. Appeal Procedures	58
D. Appeals Panel	60
E. Sitting Appeals Panel: Scope of Authority	61
F. Appeal Hearing Procedures	61
G. Appeal Fees and Expenses	61
Section IX – Revisions to and Waivers of the <i>Standards of Accreditation</i>	63
A. Authority	63
B. Publication of Proposed Changes to the <i>Standards of Accreditation</i>	63
C. Opportunity for Comment	63
D. Publication of Final Changes	63
E. Waivers	64
Section X – Notification and Information Sharing	65
A. Scope of Public Information	65
B. Notification of Commission Actions to Schools	65
C. Notification of Commission Actions to Government Entities & Other Accrediting Agencies	66
D. Disclosure of Commission Actions to the Public	66
E. Information Sharing with Government Entities & Other Accrediting Agencies	67
F. Exception in the Event of Appropriate Legal Request	67
G. Authorized Disclosure of Information	67
Section XI – Pilot Projects	69
A. Eligibility	69
B. Application	69
C. Evaluation	70
D. Commission Review	70
E. Progress Report	71
F. On-site Evaluation	71
G. Final Report	71
H. Renewal	71
I. Commission Decision	71

ACCSC STANDARDS OF ACCREDITATION

TABLE OF CONTENTS

Chapter 2 – Substantive Standards	72
Section I – Ownership, Management, and Administration	73
A. Ownership, Management, and Administrative Capacity	73
B. Institutional Assessment, Improvement, and Planning	74
C. Financial Stability and Responsibility	74
D. Tuition, Cancellation, and Refund Policies	74
E. Student Loan Repayment	75
F. Institutional Name and Physical Facilities	76
Section II – Program Requirements	77
A. General Program Requirements	77
1. Approval and Programmatic Accreditation	77
2. Program Design and Development	77
3. Program Organization and Length	78
4. Program Evaluation	80
5. Instructional Materials and Equipment	80
6. Program Advisory Committee	80
7. Learning Resource System	81
8. Externships	82
9. Consortium, Partnership, or Contractual Arrangements	83
10. Independent Study	83
11. Transfer of Credit	84
B. Non-Degree Programs	85
C. Degree Programs	85
1. General Requirements	85
2. Associate Degrees	85
3. Baccalaureate Degrees	86
4. Master’s Degrees	87
a. General Requirements	87
b. Program Requirements	87
c. Graduation Requirements	88
D. Secondary Educational Objectives	88
1. Continuing Education Courses and Avocational Courses	88
2. English as a Second Language	88

ACCSC STANDARDS OF ACCREDITATION

TABLE OF CONTENTS

Section III – Educational Administration and Faculty Qualifications	90
A. Educational Administration	90
B. Faculty Qualifications	91
Glossary of Terms	92
Section IV – Student Recruitment, Advertising, and Disclosures	94
A. Recruitment	94
B. Advertising, Promotion, Statements, and Claims	95
C. Disclosures	96
1. Catalog	96
2. Enrollment Agreement	96
3. Student Achievement Rates	97
4. Accreditation and Approval	97
Section V – Admissions Policies and Practices	98
A. General Requirements	98
B. Non-Degree Programs	98
C. Degree Programs-Undergraduate	99
D. Degree Programs-Graduate	99
E. ESL Courses	99
Section VI – Student Services	100
A. Advising and Counseling	100
B. Student Records	100
C. Graduate Employment Assistance and Records	101
D. Student Complaints	101
Section VII – Student Learning, Assessment, Progress, and Achievement	102
A. Student Learning, Assessment, and Satisfactory Progress	102
1. Student Learning	102
2. Student Assessment	102
3. Student Satisfactory Progress	103
B. Student Achievement	104
1. Student Achievement	104
2. Student Achievement Outcomes Monitoring and Reporting	105

ACCSC STANDARDS OF ACCREDITATION

TABLE OF CONTENTS

Glossary of Assessment Terms.....	106
Section VIII – Separate Facilities.....	107
A. Classification.....	107
1. Branch Campus.....	107
2. Satellite Location.....	107
3. Distance Education Facility.....	107
B. Responsibility.....	108
C. Ownership.....	108
D. Name, Relationship, Disclosure, and Advertising.....	108
E. Programs.....	109
Section IX – Distance Education.....	110
A. General Distance Education Requirements.....	110
B. Management and Administration.....	110
C. Objectives and Student Achievement.....	111
D. Programs, Curricula, and Resources.....	112
E. Catalog and Advertising.....	112
F. Admissions Requirements and Enrollment.....	112
G. Faculty.....	113
H. Student Services.....	113
I. Distance Education Facility.....	114
Glossary of Distance Education Terms.....	114
Appendices.....	115
Appendix I – Accreditation Fees.....	116
Appendix II – Applications, Reports, Forms, and Instructions.....	119
Appendix III – Definition of a Credit Hour.....	120
Appendix IV – Recruitment and Admissions Personnel Code of Conduct.....	121
Appendix V – Admissions Documentation.....	122
Appendix VI – Student Achievement Rates.....	124
Appendix VII – Guidelines for Employment Classification.....	125
Appendix VIII – Statement for Working with External Consultants in the Accreditation Process.....	127
Accreditation Alliance of Career Schools and Colleges <i>Articles of Incorporation and Bylaws</i>.....	Bylaws Tab

ACCSC STANDARDS OF ACCREDITATION

INTRODUCTION

Preamble

The Accrediting Commission of Career Schools and Colleges (“ACCSC” or “the Commission”)¹ reviews and accredits institutions of higher education. The primary purpose of the Commission is to establish and maintain high educational standards and ethical business practices among its accredited institutions, to evaluate each institution’s compliance with the *Standards of Accreditation*, and to ensure appropriate accountability for such compliance.

Participation in the process of accreditation is voluntary on the part of the school. Accreditation serves as an indication of institutional quality by setting standards against which all career schools and colleges can be measured. The burden rests with the school to establish that it is meeting the standards. A school must supply the Commission with complete, truthful, and accurate information and documentation showing the school’s compliance with all accrediting standards if the school is to be granted and maintain accreditation. A high level of reliance is placed upon information, data, and statements provided to the Commission by a school. The integrity and honesty of a school are fundamental and critical to the process. A compromise of integrity is considered to be an extreme offense. If the Commission determines that a school has knowingly provided false or misleading information, the Commission will take any action that it believes is reasonable and appropriate including, but not limited to, denying any pending application or taking any accreditation action described in *Section VII, Rules of Process and Procedure, Standards of Accreditation*. Accredited schools and schools seeking accreditation agree to support the accreditation process, adhere to the AACSC Bylaws, and must meet or exceed the *Standards of Accreditation* throughout the application and accreditation period.

By applying for and receiving accreditation, a school accepts the obligation to demonstrate compliance with the *Standards of Accreditation*. A fundamental component required for this demonstration is self-evaluation. Self-evaluation is an assessment of the complete school, conducted by faculty and students, as well as by the school administration. The process should involve the entire school. The self-evaluation process provides an opportunity for the staff and faculty of the school, whether it is a small, highly specialized school or a large, departmentalized school, to examine itself and to draft findings and recommendations for its own action. Compliance with accrediting standards and improvements within a school should be due primarily to its internal efforts rather than due to an on-site evaluation by an outside team or Commission action. The Commission expects the process of self-evaluation to be a significant and ongoing experience. Schools should incorporate the self-evaluation process as a permanent part of the institution’s operation.

While the Commission employs its own fact-finding methods to determine a school’s compliance with accrediting standards, such as on-site evaluation teams’ observations, interim monitoring, and review of information provided by third parties, the burden rests with the school to establish it is meeting all requirements of the *Standards of Accreditation*. Moreover, the Commission’s deliberations and decisions are made on the basis of the written record of an accreditation review. Schools do not have the right to appear before the Commission. Accordingly, a school must supply the Commission with complete documentation of the school’s compliance with all accrediting standards and requirements if the school is to be granted and maintain accreditation.

¹ The Accreditation Alliance of Career Schools and Colleges (“AACSC”) does business as the Accrediting Commission of Career Schools and Colleges (“ACCSC”).

ACCSC STANDARDS OF ACCREDITATION

INTRODUCTION

Standards of Accreditation

This document describes the accreditation process and sets forth the base of essentials (i.e., standards of best practice) against which a school studies and evaluates itself. Each school determines its own educational objectives, keeping in mind, however, that such objectives must be appropriate for a postsecondary-educational institution and serve to support the success of students. In addition, ACCSC endorses the concept of academic freedom that supports faculty members' privilege to function as scholars in the interpretation and application of theories and ideas within the context of an institution's mission, policies, and procedures. Ultimately, ACCSC evaluates a school based on the school's ability to accomplish its announced objectives, in accordance with the Commission's standards.

The standards and accreditation process emphasize educational quality by focusing on outcomes. What actually happens as a consequence of the teaching-learning processes in a school, and what is the evidence of these results? Given the stated purposes of the school and its documented outcomes, can the school be judged as meeting standards of quality compared with similar institutions? Does the accreditation process help the school to evaluate and improve its outcomes and hence its quality? Such questions are the primary focus of the Commission as it conducts its work.

Necessarily, the Commission concerns itself with inputs (the kinds of students in the school and the recruiting, admission, and testing procedures that produce them); resources (instructors, equipment, library, etc.), and processes (how the school actually operates). All of these conditions are evaluated within the context of the school's stated mission and its demonstrated achievements. Two important outcomes that the Commission uses in its assessment process are student graduation rates and graduate employment rates. The Commission is concerned about employer satisfaction, student satisfaction, and student success over time. Accordingly, the Commission is concerned about outcomes related to specific skills, knowledge, competencies, and behaviors achieved by students as a direct result of participation in a training program. The Commission believes that both the inputs and the outcomes are essential factors in institutional and student success and as such expects that schools comply with both the input and outcome standards.

All provisions of the *Standards of Accreditation* are effective as of July 1, 2018 with the exception of those areas that may be subsequently revised or added. Revisions made to the *Standards of Accreditation* on or after July 1, 2015 are annotated. Please consult the previous versions of the *Standards of Accreditation* for earlier requirements. See the July 1, 2018 Accreditation Alert for all revisions effective July 1, 2018.

ACCSC STANDARDS OF ACCREDITATION

CHAPTER 1

RULES OF PROCESS AND PROCEDURE

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION I – DEFINITIONS, ACCREDITATION OBLIGATIONS, ELIGIBILITY AND PROCESS, AND GENERAL INSTRUCTIONS

A. Definitions

Revised July 1, 2016

For the purpose of the *Standards of Accreditation*, the following definitions apply:¹

1. The term “Commission” refers to the Accrediting Commission of Career Schools and Colleges composed as described in the *Bylaws* of the Accreditation Alliance of Career Schools and Colleges (“AACSC”).
2. The term “public member/Commissioner” used in the *Standards of Accreditation* and/or the *Bylaws* means a person who: (i) has experience in industry, government, education (e.g., accreditation, postsecondary, public, private, adult or vocational/career-oriented), or in similar or allied fields; (ii) is not an employee, member of the governing board, owner, shareholder, or consultant of an institution that is accredited by the Commission, has applied for accreditation by the Commission, or is affiliated with a School Commissioner or any institution or entity which is also affiliated with a School Commissioner; (iii) is not a member of any trade association or membership organization related to, affiliated with, or associated with ACCSC; (iv) is not a spouse, parent, child, or sibling of an individual identified in paragraph (ii) or (iii) of this definition; and (v) has been appointed to serve on the Commission pursuant to Section 1.05 of the AACSC *Bylaws* or appointed to sit on the Standing Appeals Panel pursuant to *Section VIII (D)(2)(d), Rules of Process and Procedure, Standards of Accreditation*.
3. The term “accredited school” means a school which has received a grant of accreditation from the Commission and as such is a Member of the Corporation and must comply with the *Standards of Accreditation*, the *Bylaws* of AACSC, and all other rules process and policies of ACCSC.
4. The term “*Standards of Accreditation*” refers to the document duly adopted by the Commission that contains the ACCSC *Rules of Process and Procedure, Substantive Standards, Appendices*, and applicable Accreditation Alerts.²
5. The term “standards” refers to all accreditation requirements, rules, policies, substantive standards, and appendices promulgated by the Commission and contained in the *Standards of Accreditation* document.
6. The terms “adverse accreditation decision” and “adverse action” refer to an action that can be appealed under these *Rules*. Adverse actions are denial of an application for initial accreditation, withdrawal of accreditation, and denial of a substantive change application.
7. Whenever the term “clock hour” is used, the equivalent in credit hours may be substituted.
8. Any reference to “day” means a calendar day. If a time period measured in days ends on a Saturday, Sunday, a national holiday, or a day that the Commission’s office is closed the official end of the time period will be moved to the next business day.
9. The term “family” encompasses parents, siblings, spouses, and children.
10. The term “continuous operation” means operation under continuous licensure by the state and training students at a school except for regularly scheduled breaks and vacation periods. For initial applicant schools, such operation must be immediately preceding and contiguous to the

¹ This list of definitions is not intended to be all inclusive as some terms are defined within the applicable sections of the *Standards of Accreditation*.

² The *Standards of Accreditation* are available on the ACCSC web site at www.accsc.org.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

submission of the Application for Initial Accreditation. For accredited schools, such operation must be ongoing.

11. The term “licensed” means that the school holds a valid license to operate a school from appropriate authorities (e.g., local, state, or federal). In jurisdictions where no license is issued, the school must submit verification as to time in operation from the government agency with jurisdiction over the school.
12. Any requirement for “notice” or “notification” means the requirement of a specific letter or the submission of the applicable report to the Executive Director of ACCSC informing the Commission of the specific change or situation for which notice is required under these *Rules*. Incorporation of the information into an unrelated application, Annual Report, or other communication does not constitute “notice.”
13. The term “recognized accrediting agency” means an accrediting agency that is recognized by the Secretary of the U.S. Department of Education in accordance with federal regulations.
14. The term “school” refers to a postsecondary institution with trade, occupational, or career-oriented educational objectives. A school is comprised of one or more physical facilities that offers programs residually, through a combination of residential training and distance education methodologies, or solely using distance education methodologies.
15. A “school” is a main or branch campus facility that meets the definition above. Each school will have a single, permanent, nontransferable ACCSC reference number. See *Section VIII, Substantive Standards, Standards of Accreditation* for separate facility definitions.
16. The term “affiliated school(s)” means a main school and its branch campus(es) or a group of schools (i.e., main schools and/or branch campuses) under common ownership or the same corporate organizational structure.
17. The term “United States” means, in addition to the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, Guam, the U.S. Virgin Islands, American Samoa, and the Commonwealth of the Northern Mariana Islands. The term “international” refers to any place outside the United States.
18. The term “state” refers to the governmental entity responsible for the licensure or authorization for the school to operate within that jurisdiction, to include applicable federal agencies.

B. Purpose and Scope

Revised July 1, 2018

1. Purpose: The Accrediting Commission of Career Schools and Colleges (ACCSC) reviews and accredits schools of higher education that offer programs in career-oriented areas of study. The primary purpose of the Commission is to establish and maintain high educational standards and ethical business practices among its accredited schools and to assess a school’s compliance with those standards. Accreditation is also a means of assisting career schools and colleges to improve by requiring self-evaluation and institutional assessment and improvement activities.
2. Scope: ACCSC accredits postsecondary, non-degree-granting institutions and degree-granting institutions, including those granting associate, baccalaureate, and master’s degrees, that are predominantly organized to educate students in career-oriented areas of study to include institutions that offer distance education. ACCSC is recognized by the U.S. Department of Education to accredit these same institutions.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- a. All programs offered by a school that fall within the Commission's scope must be approved by the Commission as within the school's scope of institutional accreditation through the application for accreditation process and substantive change program approval process.
 - b. In order for a program to be included in the institution's accreditation it must be within the Commission's scope of accreditation and properly reported to and approved by the Commission.
 - c. The Commission will consider continuing education courses and avocational courses for inclusion in a school's scope of institutional accreditation provided that those courses are related³ to the school's approved career-oriented vocational programs and meet other established requirements set forth by applicable regulatory agencies and the *Standards of Accreditation*.
 - d. Programs Outside of the Commission's Scope: The Commission may consider a program that falls outside of ACCSC's scope and may recognize that program as within the scope of the school's institutional accreditation provided that:
 - i. The school has received specialty or programmatic accreditation for the program or
 - ii. The program has some other equivalent certification or approval that is sufficiently comprehensive to assure the Commission that the program to be offered meets the standards and competencies established in that field of study.
 - e. If a conflict exists between another accrediting or certification agency and ACCSC requirements, the more stringent requirement will take precedence. All other ACCSC standards and requirements would apply to the school and the programs approved by ACCSC.
3. Limitations of Scope: The Commission does not profess to have within its capability, and does not define as its purpose, the evaluation of any school that may seek accreditation. Rather, a school must fall within the Commission's scope and meet the requirements of this section before it may apply for consideration. Accordingly, the Commission may decline to consider for accreditation otherwise eligible schools if it determines that the programs offered by an applicant school fall outside the Commission's primary scope and competence or there is a lack of standards necessary for meaningful review. Schools primarily directed toward avocational or general education objectives are ineligible for accreditation by the Commission.
 4. Voluntary Process: Participation in the process of accreditation is voluntary on the part of the school. By applying for and receiving accreditation, a school accepts the obligation to demonstrate continuous compliance with the *Standards of Accreditation*.
 5. Accreditation Fees and Obligations:
 - a. ACCSC is a non-profit corporation organized under the laws of the Commonwealth of Virginia. Fees paid by applicant and accredited schools support the work of ACCSC. By applying for and receiving accreditation, a school accepts the responsibility to pay all required fees and meet all obligations as set forth in the *Standards of Accreditation* and the *AACSC Bylaws*.

³ The Commission will consider GED preparation courses for approval as well as ESL courses that meet the requirements of Section II (D)(2), *Substantive Standards*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- b. ACCSC is under no obligation to consider any application for initial accreditation it receives. The Commission establishes eligibility criteria it deems appropriate and may choose not to consider an application for accreditation for any reason.

C. Educational Objectives

Revised July 1, 2018

1. The school's primary educational objective must be to prepare students for entrance or advancement in one or more occupations requiring technical or career oriented competencies and skills. Educational objectives must be career oriented and provide graduates with the necessary competencies, skills, and level of education for employment in their fields of study. A school must ensure that all required courses are available to enable students to complete their programs of study.
2. A school may have secondary educational objectives other than those described above (e.g., a GED preparation course, refresher training course, avocational courses, continuing education courses, etc.); however, any such educational objectives may not have greater priority within the school's mission and operations than its career-oriented educational objective. The inclusion of courses with secondary educational objectives as within the school's institutional scope of accreditation is at the option of the institution.
3. A school may enter into consortium or partnership agreements where a portion of a program is offered by an entity other than the institution in accordance with *Section II (A)(9), Substantive Standards, Standards of Accreditation*.
4. A school may enter into contractual arrangements with business, industry, or government agencies for group training purposes.
5. Regardless of any consortium/partnership agreement or contractual arrangement, only programs or courses that have been recognized or approved in accordance with accrediting requirements may be represented as being within the scope of the school's institutional accreditation.

D. Institutional Eligibility Requirements

Revised July 1, 2016 & July 1, 2018

1. A main school must be a freestanding institution that is a legally established public or private entity (e.g., as a corporation, partnership, sole proprietorship, publicly owned, etc.) and reported as such to the appropriate, necessary, and applicable state and federal agencies and other accrediting agencies. A main school may establish separate facilities (i.e., branch or satellite location) in accordance with *Section VIII, Substantive Standards, Standards of Accreditation*.
2. A school must describe itself consistently to each accrediting agency, state agency, and federal agency with regard to identity (i.e., main school, branch, or equivalent), purpose, governance, programs, credentials awarded, personnel, finances, and constituents served, and must keep each agency apprised of any change in its status.
3. A school must be in compliance with all applicable federal, state, and local government requirements. In cases where accrediting standards and federal or state government requirements differ, the more stringent will apply. If conflicts exist between federal or state requirements and accrediting standards, the federal or state requirements will take precedence.
4. In order for a school to be eligible to apply for, receive, or maintain ACCSC accreditation, a school must demonstrate that it meets the following criteria:

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- a. The school and its programs must fall within the Commission's scope as stated in these *Rules*.
- b. The school must have all necessary authorizations from the state(s) in which it operates and be in compliance with all applicable local, state, and federal requirements. Schools under investigation or sanction by a local, state, or federal agency may be deemed ineligible to apply for initial accreditation with ACCSC.
- c. At the time of initial application, the school may not be subject to a pending or final action (including appeals) taken by a state agency or another accrediting agency to suspend, deny, or withdraw/revoke approval/accreditation within the preceding 12-month period or subject to a Warning, Probation, Show Cause Order.⁴
- d. At the time of application, the school must have been appropriately licensed by the state(s) in which it operates and training students continuously for the preceding two consecutive years (except for regularly scheduled breaks and vacation periods) and must commit to operating continuously thereafter.
- e. At the time of initial application, the school must have graduated at least one class of students from the longest program(s) offered during the two-year period preceding its application for accreditation. Prior to a grant of initial accreditation, the school must be able to provide student achievement outcomes for its programs prepared in accordance with the Commission's student achievement reporting requirements.
- f. At the time of initial application, the school must be financially sound with sufficient resources for its proper operation and discharge of its obligations to students. The school must demonstrate two years of operating history through the submission of financial statements that are prepared in accordance with the Instructions for the Preparation and Submission of Financial Statements and Related Information and that show that the school has met the financial tests for initial applicants included in those instructions.
- g. The school must, at a minimum, offer at least one program that is 300 clock hours or longer in length.
- h. Within the six months prior to submitting an application for accreditation, the school's full-time on-site director or appropriate management team representative (see *Section I (A)(1)(a), Substantive Standards, Standards of Accreditation*) must attend an ACCSC Accreditation Workshop.
- i. The school's application for accreditation (initial or renewal) must be complete.

E. Summary of the Accreditation Process

Revised July 1, 2016

Steps in the process of achieving accredited status are as follows:

1. Pre-application: The Pre-Workshop Application for Initial Applicant Schools is required for institutions seeking initial accreditation from ACCSC. The Pre-Workshop Application must be accepted in writing by ACCSC before any representative(s) of a school seeking accreditation from ACCSC is eligible to register for the mandatory Accreditation Workshop.
2. Accreditation Workshop: The full-time, on-site director or appropriate management team representative (see *Section I (A)(1)(a), Substantive Standards, Standards of Accreditation*) of the

⁴ For schools formerly accredited by ACCSC that have had accreditation withdrawn, the waiting period to submit an application for accreditation is nine months. See *Section VII (P)(6), Rules of Process and Procedure, Standards of Accreditation*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

school must attend an accreditation workshop prior to the submission of the application for accreditation (initial or renewal).

3. Application: The school must submit a complete application form and fee for each facility to be considered for Commission review.
4. Self-Evaluation Report: The school must complete and provide to the Commission a Self-Evaluation Report, which is an assessment of the school's effectiveness in achieving its announced educational objectives and compliance with accreditation standards.
5. Orientation On-site Evaluation (initial applicant schools only): An unaccredited school receives an Orientation On-site Evaluation as described in *Section III, Rules of Process and Procedure, Standards of Accreditation*. Accredited schools seeking initial accreditation with ACCSC may request an orientation on-site evaluation as part of the initial accreditation process.
6. On-site Evaluation: A team of experienced professionals evaluates the school on-site to verify the information contained within the Self-Evaluation Report, to seek additional information and to develop an understanding of how well the school meets its educational objectives and the *Standards of Accreditation*.
7. Team Summary Report: Each member of the on-site evaluation team contributes to the preparation of a factual report of the school's compliance with accreditation standards.
8. Response to the Team Summary Report: The school has an opportunity to file a response with supporting documentation to the on-site evaluation team's findings cited the Team Summary Report. The school is given at least 30 days from the date of the Team Summary Report to submit a response unless the Commission determines that a different time frame is warranted.
9. Team Leader Comments and Response: The school's response, if any, may be forwarded to the Team Leader who participated in the on-site evaluation for review and comment. If the Team Leader has additional comments, the school is provided an opportunity to respond to those comments and to submit additional material to be considered by the Commission.
10. Commission Review: The Commission reviews the application for accreditation (initial or renewal), the Self-Evaluation Report, the Team Summary Report, the school's response, Team Leader comments and the school's response if any, and any additional information collected about the school, which may include reports from government and private agencies.
11. Commission Action: The Commission will take one of the actions described in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
12. Appeal: If the Commission denies or withdraws accreditation, the school may appeal (see *Section VIII, Rules of Process and Procedure, Standards of Accreditation*).

F. Obligations of the Institution in Applying for Accreditation

By applying for initial or renewal of accreditation, a school accepts and agrees to the terms set forth in the ACCSC Application for Accreditation and accepts and agrees that the responsibility rests with the school to demonstrate continuous eligibility for accreditation and compliance with accrediting standards and requirements as set forth in the *Standards of Accreditation*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

G. Obligations of the Institution to Maintain Eligibility for Accreditation

Revised July 1, 2015

1. By applying for and/or receiving accreditation, a school accepts the obligation to demonstrate continuous compliance with the *Standards of Accreditation*. While the Commission employs its own fact-finding methods to determine a school's compliance with accrediting standards, such as an on-site evaluation team's findings, interim monitoring, and review of information provided by third parties, the burden rests with the school to establish that it is meeting the standards. Moreover, the Commission's deliberations and decisions are made on the basis of the written record of an accreditation review. Schools do not have the right to appear before the Commission. Accordingly, a school must supply the Commission with complete, truthful, and accurate information and documentation showing the school's compliance with all accrediting standards if the school is to be granted and maintain accreditation.
2. In order for a school to maintain its eligibility for accreditation, it must:
 - a. Comply on a continuous basis with accreditation standards and requirements;
 - b. Operate as a school providing education and training to students in accordance with its primary objectives, (with the exception of any regularly scheduled breaks, vacation periods, or approved changes of location) and maintain its ability to and meet its obligations to students on a continuous basis;
 - c. Fulfill all process, reporting, and substantive change requirements;
 - d. Maintain all necessary authorizations from the state(s) in which it operates and maintain compliance with all applicable local, state, and federal requirements; and
 - e. Pay all sustaining fees, processing fees (including late fees), and on-site evaluation fees as required and on a timely basis.
3. Failure by a school to maintain continued compliance with all ACCSC standards and requirements will lead to the Commission taking appropriate action as described in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
4. Schools may not use accreditation status, reports, or materials in a false or misleading manner. If this occurs, the Commission will require the school to correct the false or misleading information and make public such information that it deems necessary to correct any false or misleading impression created by the school.

H. General Instructions – Submission of Documents to the Commission

Revised July 1, 2018

1. All submissions and notifications to the Commission must be organized and prepared in accordance with any specific instructions issued by the Commission and with the following specifications. All submissions and notifications must be:
 - a. Typewritten, clear, and legible (photocopies must be legible and photographs must be digital originals or clear copies);
 - b. Organized as required by the ACCSC Instructions for Electronic Submission (e.g., bookmarked using required software, etc.);
 - c. Identified with the school's ACCSC reference number and include a signed certification attesting to the accuracy of the information.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- d. Uploaded to ACCSC's Electronic Record Management System (submissions and notifications not uploaded will not be considered to have met notification or submission requirements).
2. Instructions for completing applications and reports are included on the forms for each process. A school may, upon request, receive special or additional instructions from the ACCSC staff either by telephone, letter, e-mail, or in person at the ACCSC office.
3. ACCSC requires that all documentation be submitted in English or accompanied by an appropriate English translation.
4. All information submitted for Commission consideration must be submitted within required timeframes, include fees as required, and be certified as true and correct by the highest ranking official at the school.
5. Late fees will apply to all applications, reports, and responses that have a specific deadline. A late processing fee will be assessed and due the day following the due date of a report, application, or response. A late fee may be reduced if the school has requested an extension prior to the due date and that extension has been granted. A list of schools that have not paid fees in accordance with established requirements will be reported to the Commission at each regularly scheduled meeting and may constitute reason for the Commission to withdraw a school's accreditation.

I. Application Withdrawal

1. A school may withdraw an application it has submitted to ACCSC before the Commission considers it.
2. The withdrawal request must be in writing and sent by a traceable means to the Executive Director of ACCSC.
3. Fees associated with the withdrawn application will not be refunded except the fee for an on-site evaluation that did not occur. Expenses incurred by the Commission as a result of a cancellation of a scheduled on-site evaluation will be borne by the school.

J. Required Reports, Applications, and Fees

1. Required reports and applications must be submitted to the Commission in the manner and within the time frame prescribed in these *Rules* or as prescribed by the Commission.
2. Required processing fees must accompany all reports and applications.
3. Annual sustaining fees must be paid in a timely manner prescribed by the Commission and in accordance with the *AACSC Bylaws*.
4. Failure to provide reports and fees to the Commission may result in an action taken by the Commission consistent with *Section VII, Rules of Process and Procedure, Standards of Accreditation* including denial or withdrawal of accreditation.

K. Requests for Information

Revised July 1, 2015

1. The Commission may, at any time, request a school to produce information and documentation that the Commission deems pertinent and relevant. Failure to produce such documentation in the manner and within the time frame established by the Commission may result in action being taken by the Commission, consistent with *Section VII, Rules of Process and Procedure, Standards of Accreditation*, including denial or withdrawal of accreditation.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

2. A request for information from the Commission by a school or other entity with standing to make such a request must submit the request on letterhead signed by the appropriate official with authority to make the request.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION II – APPLICATION FOR ACCREDITATION AND SELF EVALUATION

A. Applications for Accreditation

Revised July 1, 2016 & July 1, 2018

1. Application for Initial Accreditation¹

- a. The application forms for initial accreditation may be obtained from the ACCSC Web site.
- b. A school must complete the Pre-Workshop Application for Initial Applicant Schools and receive acceptance in writing from ACCSC before any representative(s) of a school seeking accreditation from ACCSC is eligible to register for the mandatory Accreditation Workshop.
- c. Once the Pre-Workshop Application for Initial Applicant Schools is accepted, the full-time on-site director or appropriate management team representative (see *Section I (A)(1)(a), Substantive Standards, Standards of Accreditation*) must attend an ACCSC Accreditation Workshop prior to the submission of the Application for Initial Accreditation.
- d. The Application for Initial Accreditation-Part I is to be submitted to the ACCSC office within six months after workshop attendance. The application must include:
 - i. The completed application form;
 - ii. All required attachments; and
 - iii. The application fee.
- e. Should a school submit an Application for Initial Accreditation that does not minimally establish that it meets the ACCSC eligibility criteria, the school will be given an opportunity to submit additional information in support of its application. If the application cannot be accepted within six months of the date of initial submission, the application may be rejected without a refund of the corresponding application processing fee.
- f. An Application for Initial Accreditation will be accepted for processing only when it is deemed complete and demonstrates that the school meets ACCSC's eligibility criteria and scope requirements set forth therein. Initial applicant schools are expected to comply with the *Standards of Accreditation* as of the date that the school's Application for Initial Accreditation is accepted.
- g. Once accepted, the school will be instructed on the next steps in the accreditation process, which include, but are not limited to, the submission of revised/updated application materials and a Self-Evaluation Report, and undergoing an on-site evaluation.
- h. The Commission is under no obligation to consider or accept for processing any application for initial accreditation it receives. The Commission establishes eligibility criteria it deems appropriate and may choose not to consider or accept for processing an application for initial accreditation for any reason to include, but not limited to, prior or pending legal actions and investigation(s) by a law enforcement or administrative body; prior or pending administrative actions by an oversight entity; prior accreditation actions and any adverse accreditation decision; a lack of financial soundness; or the background of a school's owner(s), governors, board members, or administrators.
- i. An Application for Initial Accreditation will be considered expired when:
 - i. The Self-Evaluation Report is not submitted within six months from the date that the application is accepted;

¹ Unaccredited schools or schools accredited by another agency seeking ACCSC accreditation.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- ii. The school is not ready to receive an orientation on-site evaluation within 12 months from the date that the school's application is accepted; or
- iii. The school is not ready to receive a full-team on-site evaluation within 24 months from the date that the school's application is accepted.

There will be no refund of the application fee once an application has expired.

- j. The Commission may request and review information pertaining to a school's eligibility for ACCSC accreditation or compliance with accrediting standards at any time during the initial application process and may take any action it deems appropriate in accordance with these *Rules*.
 - k. The Commission may cease processing an applicant's Application for Initial Accreditation which had been accepted for processing if the Commission determines that good cause exists for doing so. The school shall be notified in writing of the decision to stop processing the application and the reasons therefore. A school may appeal the Commission's decision in accordance with *Section VIII* of these *Rules*.
 - l. For any program included in the Application for Initial Accreditation that is not operational and has no enrollment at the time of the Initial Accreditation On-Site Evaluation, the Commission will not include that program in the school's scope of institutional accreditation unless the school demonstrates that special circumstances exist to otherwise do so.
2. Application for Renewal of Accreditation
- a. ACCSC will send sufficient advance notice of required attendance at an ACCSC Accreditation Workshop prior to the expiration of a school's accreditation.
 - b. The full-time on-site director or appropriate management team representative (see *Section I (A)(1)(a), Substantive Standards, Standards of Accreditation*) must attend an ACCSC Accreditation Workshop prior to the submission of the Application for Renewal of Accreditation.
 - c. The completed application is due to the ACCSC office within 45 days of attendance at the workshop and must include:
 - i. The completed application form;
 - ii. All required attachments; and
 - iii. The application fee.
 - d. An Application for Renewal of Accreditation will be accepted only when it is deemed complete and demonstrates compliance with the ACCSC eligibility criteria and scope requirements.
 - e. If a school submits an Application for Renewal of Accreditation that does not minimally establish that it meets the Commission's eligibility criteria and scope requirements, then the school will be given an opportunity to submit additional information in support of its application.
 - f. If the resubmitted Application for Renewal of Accreditation cannot be accepted, the Commission will take appropriate action, which may include withdrawal of the school's accreditation. A school whose accreditation is withdrawn in the application process may appeal in accordance with *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

B. Self-Evaluation

1. The Commission's self-evaluation process (i.e., the Self-Evaluation Report) provides an assessment of the entire school, conducted by faculty and students, as well as by the school administration. The self-evaluation process should involve the entire school and provide an opportunity for the staff and faculty of the school, whether it is a small, highly specialized school or a large, departmentalized school, to examine itself and to draft findings and recommendations for its own action. Improvements within a school should be due primarily to its internal efforts rather than an on-site evaluation by an outside team.
2. The process of self-evaluation is a required element of the accreditation process and is expected to be a significant and ongoing experience. The Commission has an expectation that each school will incorporate the self-evaluation process as a permanent part of its operations.
3. Schools must submit a Self-Evaluation Report to ACCSC in accordance with the timeframes established by the process or as directed by the Commission in minimally the following instances:
 - a. Initial accreditation;
 - b. Renewal of accreditation;
 - c. Total re-evaluation of accreditation; and
 - d. Change of classification from a branch campus to a main campus.
4. The Commission may require the submission of a Self-Evaluation Report at any time as deemed necessary.
5. Initial and renewal applicants for accreditation may request consultation from the Commission's staff with respect to completion of the Self-Evaluation Report at any time.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION III – THE ON-SITE EVALUATION

A. On-Site Evaluation Requirements

The Commission conducts on-site evaluations of applicant and accredited schools as necessary to assist in its determination of compliance with ACCSC standards and requirements. The on-site evaluation is conducted in accordance with the procedures as established by the Commission. In all cases, the school is responsible for the costs for on-site evaluations.

An on-site evaluation is a required element of the following processes:

1. Application for accreditation (initial or renewal);
2. Substantive changes as described in *Section IV, Rules of Process and Procedure, Standards of Accreditation*.
3. An on-site evaluation may be required on an announced or unannounced basis as necessary to assist in the determination of compliance with ACCSC standards and requirements and in conjunction with any process described in these *Rules*.

B. Categories of On-Site Evaluation

Revised July 1, 2016

Categories of on-site evaluations are:

1. Orientation On-site Evaluation: Unaccredited applicants for initial accreditation with ACCSC will receive an orientation on-site evaluation conducted by an ACCSC staff person after the initial submission of the Self-Evaluation Report. Accredited schools seeking initial accreditation with ACCSC may request at any time an Orientation on-site evaluation, the cost of which is borne by the school.
2. Initial Accreditation or Renewal of Accreditation On-site Evaluation: This is an announced on-site evaluation that is conducted by a full team of evaluators. This category of evaluation is carried out as part of the processes outlined in these *Rules*.
3. Substantive Change On-site Evaluation: This is an announced on-site evaluation that is carried out as part of the processes outlined in *Section IV, Rules of Process and Procedure, Standards of Accreditation*.
4. Special Evaluation or Fact-Finding On-site Evaluation: When there is a reason to verify a school's compliance, at the direction of the Commission or the Executive Committee, a special evaluation or fact-finding, announced or unannounced, on-site evaluation to determine prior and continuing compliance will be conducted.

C. Function of On-Site Evaluators

1. The on-site evaluation provides an opportunity for discussion among the evaluator(s) and school officials, faculty, staff, students, and other relevant individuals, including members of the school's program advisory committee(s). Evaluation team members do not recommend action to the Commission. This function is reserved to the Commission.
2. Team members volunteer as experienced professionals, not as representatives of their institutions or businesses.
3. In the case of an on-site evaluation conducted in relation to an application for accreditation (initial or renewal) or substantive change applications, the function of the evaluators is to evaluate

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

independently and to verify: the information submitted by the school, the school's success in meeting announced objectives and demonstrating successful student achievement, and the school's compliance with the *Standards of Accreditation*.

4. In the case of a substantive change, the team will also evaluate any adverse effect the substantive change will have on the capacity of the school to meet the *Standards of Accreditation*.
5. In all other cases, the function of the evaluators will be to review the school's ongoing compliance with accreditation standards and requirements and as specifically directed by the Commission.

D. On-Site Evaluators

Revised July 1, 2016

1. ACCSC compiles and maintains a list of qualified on-site evaluators and, to the extent practicable, will match their qualifications with the schools they evaluate. Each team will include an ACCSC staff member and may include evaluators from the following categories as determined by the Commission:
 - a. Team Leader/Management Specialist (administrator);
 - b. Education Specialist (academic);
 - c. Occupation Specialist/Subject Matter Specialist; and
 - d. Distance Education Specialist.
2. An ACCSC staff member will accompany the team during all on-site evaluations to ensure consistency, provide technical assistance and interpretive guidance on accreditation standards and rules, and serve as the liaison between the on-site evaluation team and the Commission.
3. The Team Leader is responsible for the completion of the on-site evaluation in accordance with the Commission's process and procedures and ensures that each team member performs the assigned functions.
4. Team members must comply with the ACCSC Evaluator Code of Conduct and other requirements as stated in the Commission's policies. Evaluators who fail to comply may be removed from the list.

E. Announced On-site Evaluations: Notice of Team Members to School

1. Upon appointment of the on-site evaluation team, the school will be promptly notified of the names of the prospective team members. A school may not request a specific individual to serve as a member of the team.
2. If any conflicts of the types prohibited by the ACCSC Evaluator Code of Conduct exist, the school's representative must make this known to the Commission. All notices of this nature must be submitted to the Executive Director of ACCSC and must state clearly the reasons the school believes that a conflict of interest exists.
3. If the school has other grounds to believe that a member of the team presents a potential conflict of interest, or does not meet the qualifications for an on-site evaluator, or for other good cause, it may request that ACCSC replaces that team member.
4. If the Executive Director of ACCSC determines that good cause exists for replacing the team member, the team member will be replaced. Written confirmation will be sent to the school once team members have been approved.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

F. Observers

1. A person with direct interest in the licensure or accreditation of ACCSC-accredited schools will be permitted to accompany an on-site evaluation team as an observer. Such observers will have no role in the on-site evaluation process. The Commission will not be responsible for the cost of attendance for such observers.
2. ACCSC Commissioners, staff, and team members will be permitted to accompany an on-site evaluation team as an observer for training purposes. Such observers may have a role in the on-site evaluation process. The Commission will be responsible for the cost of attendance for ACCSC Commissioner, staff, and team member observers.

G. Announced On-site Evaluations: Date and Postponement or Cancellation

1. The date(s) of the on-site evaluation will be scheduled in consultation between ACCSC and the school such that the designated representatives responsible for the school's day-to-day operations and accreditation can be present at the school during the on-site evaluation.
2. A team on-site evaluation takes such time as required to ensure completeness of the review of the school.
3. A request for the postponement or cancellation of an approved on-site evaluation date must be made in writing to the Executive Director of ACCSC within a reasonable time prior to the scheduled on-site evaluation date and must describe in detail the facts and circumstances that necessitate the postponement or cancellation. Such requests will be granted only in extraordinary circumstances and for good cause shown. Expenses to the Commission as a result of a postponement or cancellation will be borne by the school.
4. In the unusual event that a member of the on-site evaluation is unable to join the team or needs to leave early, ACCSC and the school have the option of postponing the on-site evaluation, using a substitute evaluator, or having the partial team conduct its portion of the evaluation. In this latter case, the remaining portion of the evaluation will be conducted by the absent team member(s) as soon as practicable. The accreditation status of the school does not change pending the rescheduling of all or part of the on-site evaluation. Any additional costs due to use of a substitute or postponement of all or part of the on-site evaluation will be borne by the Commission.

H. On-Site Evaluation

1. The purpose of the on-site evaluation is to verify data in the school's reports, applications, responses, and any other information submitted to the Commission; seek additional information; and, in general, develop an understanding and perform an assessment of how well the school meets its objectives and the *Standards of Accreditation*.
2. The school will be evaluated in the case of announced on-site evaluations, according to all available information, including but not limited to:
 - a. Documentation included in the school's reports, applications, responses, and any other information submitted to the Commission required for the specific on-site evaluation;
 - b. Information provided by the school to demonstrate compliance with accreditation standards;
 - c. Interviews and surveys of the administration, instructors, other school employees, students, graduates, and employers of graduates;
 - d. Observations of classes, management, and administration of the school; and

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- e. Documentation of the student achievement data reported to the Commission.

I. Exit Interview

At the conclusion of an on-site evaluation, whenever practicable, the team may hold an exit interview with the school's director, manager, and any other staff the school's director wishes to have present. During this interview, the team will present its preliminary findings in relation to the school's compliance with accreditation standards.

J. The Team Summary Report

1. The Team Summary Report is a factual report and summary of the on-site evaluation team's findings as to the school's compliance with accrediting standards. Each member of the on-site evaluation team contributes to the Team Summary Report for those phases of the on-site evaluation for which the member is responsible. The Team Summary Report represents the combined findings of the team.
2. In all cases, the Team Summary Report specifies the date of the on-site evaluation, reason for the on-site evaluation, location of the school, programs offered by the school and the number of clock hours or credits in each program included within the scope of the school's accreditation, and any finding where the on-site evaluation team could not verify compliance with an accrediting standard.
3. The on-site evaluation team provides a specific reference to the applicable standard and cites evidence that led to the on-site evaluation team's conclusion for any finding where the team could not verify compliance with an accrediting standard. The Team Summary Report may include additional findings, requests for information, and other inquiries.

K. Response to the Team Summary Report

Revised July 1, 2016

1. The Team Summary Report is sent to the school within a reasonable time frame after the on-site evaluation.
2. The school has an opportunity to respond to the Team Summary Report and to submit any information and documentation that the school may wish to place before the Commission in order to demonstrate compliance with accreditation standards. The school is given at least 30 days from the date of the Team Summary Report to submit a response unless the Commission determines that a different time frame is warranted. If no response to the Team Summary Report is received from the school, the Team Summary Report is forwarded to the Commission without response.
3. If a Team Leader participated on the on-site evaluation, then the school's response may be forwarded to the Team Leader for review and comment.
4. The school is provided with a copy of the Team Leader's comments, if applicable, and is given a further opportunity to provide a response and additional comments or information for review by the Commission.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION IV – NON-SUBSTANTIVE AND SUBSTANTIVE CHANGE NOTIFICATION AND APPLICATION REQUIREMENTS

A. Changes Requiring Notification

A school must notify the Commission of the following:

1. Any contractual affiliations with other schools or training providers in advance of such contracts taking effect (see *Section II (A)(9), Substantive Standards, Standards of Accreditation*);
2. Material events or circumstances that could affect the school's operations in accordance with *Section V (E), Rules of Process and Procedure, Standards of Accreditation*;
3. The voluntary discontinuation of any previously approved program or voluntary closure of any previously approved separate facility; and
4. Non-substantive and substantive changes in advance of such changes taking effect or being implemented in accordance with the provisions set forth in this section of the *Rules*.

B. Non-Substantive Change Provisions

1. Facility Expansion: Main Schools and branch campuses may expand facilities into either contiguous space or non-contiguous space. Satellite locations may only expand into contiguous space under this non-substantive change provision. A facility expansion must ensure ready access to all resources and services for students (e.g., advising, testing, learning resources, financial aid, placement assistance, etc.). The Commission considers any expansion into space that is more than one mile away to be a separate facility. This requires the filing of the appropriate separate facility application in accordance with the requirements set forth in this section of the *Rules*.
 - a. Facility Expansion Report: Schools seeking the approval of the expansion of a facility must notify the Commission at least 30 days prior to the expansion by submitting a Facility Expansion Report with appropriate supporting documentation. The Commission will notify the school in writing of the approval of the facility expansion.
 - b. Substantive Change: The expansion of a facility that results in a substantive change as set forth in these *Rules* (e.g., the addition of a new unrelated program or a change of mission or objectives) also requires the filing of a substantive change application and may require an on-site evaluation.
2. Non-Substantive Program Modifications
 - a. A program modification that results in less than a 25% change in the program's clock hours or credit hours or changes to the name of an approved program is considered to be non-substantive. The school must notify the Commission in writing of the change by filing the Program Modification Report for Non-Substantive Changes, with all attachments, prior to the modification taking effect.
 - b. A modification of a program offered at more than one affiliated school that results in less than a 25% change in each program's clock hours or credit hours or changes to the name of an approved program is considered to be non-substantive. One of the schools where the non-substantive program modification is to be implemented must notify the Commission on behalf of all of the schools where the modification is to be implemented by filing one Program Modification Report for Non-Substantive Changes-Affiliated Schools, with all attachments, prior to the modification taking effect. The Program Modification Report must

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

list each affiliated school and provide the modification details of the program for each affiliated school.

3. Continuing Education Courses and Avocational Courses: Schools may apply for courses with continuing education and avocational educational objectives to be included in the school's scope of institutional accreditation. This requires the filing of the Application for Continuing Education and Avocational Courses in accordance with the requirements set forth in that application.

C. Substantive Changes

Revised July 1, 2018

1. A school must apply to the Commission for and receive prior approval of any proposed substantive change described below. The Commission's review of the application seeks to determine whether the substantive change adversely affects the capacity of the school to continue to meet the *Standards of Accreditation*. Failure to apply for and obtain Commission approval prior to implementing a substantive change may result in withdrawal of accreditation or other action described in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
2. The Commission considers the following to be substantive changes to an educational institution:
 - a. Level I – Staff Level Approval:
 - i. A change of name (with the exception of the use of “University”);
 - ii. A change of location (25 miles or less);
 - iii. An expansion of distance education;
 - iv. A related non-degree program;
 - v. A related degree program that does not represent a change in academic level;
 - vi. An addition of a satellite location or a distance education facility;
 - vii. A transfer of ownership interest within an immediate family;¹
 - viii. A request to add a branch campus (eligibility level review²) or to realign branch campus designations;
 - ix. A consortium and/or partnership agreement with another accredited entity; and
 - x. An Institutional Teach-Out Agreement (unless the agreement establishes a permanent separate facility).
 - b. Level II – Commission Level Approval:
 - i. A change of mission or educational objectives;
 - ii. A change of control (with the exception of a transfer of ownership interest within an immediate family);
 - iii. A relocation (a change of location greater than 25 miles);
 - iv. A change of name that includes the term “University”;

¹ Please refer to change of ownership exclusions as described in these *Rules*.

² The approval of a branch campus within the scope of a main's school's accreditation is a level II substantive change.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- v. A change in the academic measurement of an educational program from clock hours to credit hours;
- vi. A substantial increase in the number of clock hours or credit hours required for the successful completion of a program;
- vii. An addition of a new non-degree program that is not related to any already approved program(s);
- viii. An addition of a new degree program that:
 - 1. Represents a change in academic level at the institution – non-degree to degree, occupational to academic, or a higher credential or
 - 2. Is unrelated to any already approved degree program;
- ix. An Application for a Master's Degree;
- x. A significant departure in the method of delivery of the school's programs, including distance education modalities;
- xi. An addition of a branch campus;
- xii. A consortium and/or partnership agreement with an unaccredited entity or to offer more than 25% of the curriculum of a program with an entity that is not certified to participate in Title IV student federal financial aid programs; and
- xiii. An Institutional Teach-Out Agreement that establishes a permanent separate facility.

D. Substantive Change Review and Approval Process

1. Applications: Schools must submit the appropriate substantive change application in accordance with the applicable filing requirements before undertaking any substantive change. (See *Section VII (K&L), Rules of Process and Procedure* for substantive change application restrictions for schools operating under a Warning Or Probation).
2. Application Content: The school must provide sufficient information to allow an assessment of its capacity to undertake the proposed substantive change.
3. Review Process: A proposed substantive change generally will be reviewed within 30-60 days of the Commission's receipt of an appropriate application. Upon completion of this review, the school will be notified that the substantive change is approved, that additional information is required, or that the proposed change requires further consideration by the Commission. Once the substantive change has been approved, the school will receive written notification of the approval. The date of the Commission's correspondence will serve as the effective date of the approval.
4. Expiration Date: An application that requires additional information to complete the review and approval process will expire 90 days from the date that the school is notified of any deficiency in the application.
5. Effect of an Incomplete Application: If an application is materially incomplete such that it cannot be processed, the school will be informed of the reasons and the application will be returned to the school.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

6. Scope of Review: The Commission may utilize a range of resources in evaluating proposed substantive changes to include ACCSC staff, Commissioners, and subject matter or other specialists.
7. Capacity On-site Evaluations: At the Commission's discretion, an on-site evaluation may be directed to determine a school's capacity to undertake the proposed substantive change and to maintain compliance with accrediting standards. Upon review of the on-site evaluation report and the school's response to that report, the Commission will decide whether to include the proposed substantive change within the school's scope of accreditation.
8. Reevaluation: At its discretion, the Commission may approve a substantive change subject to the school undergoing a total accreditation reevaluation.
9. Effect of Substantive Changes: Changes to a school may be so substantial that the Commission may conclude that the school must undergo a total re-evaluation³ in order to ensure the sufficient continuity of the accredited school and that the school maintains continuous compliance with accrediting standards. Such substantive changes include, but are not limited to:
 - a. A significant change of mission sought within two years of a change of ownership and change of control;
 - b. Any relocation coupled with a change of mission;
 - c. A change of classification from a branch campus to a main school;
 - d. Any change that results in the transition to a 100% distance education institution; or
 - e. Other circumstances and the accumulation of changes where the Commission concludes that the school to which it granted accreditation has effectively ceased to operate under the conditions upon which the Commission based the grant of accreditation.

The Commission reserves the right to take any appropriate action as set forth in *Section VII* of these *Rules* with regard to such changes.

E. Specific Substantive Change Provisions

1. Change of Mission and Educational Objectives

The Commission encourages schools to review continuously their institutional mission and educational objectives and to modify these as necessary for the effective delivery of the school's educational program. When a school seeks to change its mission or educational objectives substantively, that school must be able to demonstrate its ability to support the proposed change. A substantive change of mission or educational objectives may occur when the cumulative effect of other substantive changes (e.g., change of ownership, change of name, change of location, and the addition of unrelated new programs or credentials) alters the original mission and objectives of the school. A school seeking to change its mission or educational objectives substantively must receive approval in accordance with the substantive change provisions and through the filing of an Application for a Change of Mission or Educational Objectives. A substantive change of mission or educational objectives will be approved only if it is determined that there is a substantial likelihood that the change will result in continuous compliance with accrediting standards and will ultimately bring about positive results for the school's student population and not detract from the education provided at the school.

³ A total re-evaluation means undergoing the complete initial or renewal of accreditation process as described in these *Rules*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

2. Change of Control

Revised July 1, 2016 & July 1, 2018

Control is the ultimate ability to direct or cause the direction of the actions of a school. A change of control of an accredited school requires approval of a transfer of accreditation to the new controlling entity prior to the consummation of the change of control.

In such a case, the Commission reviews a proposed transfer of accreditation to determine whether there is a substantial likelihood that the school will remain in compliance with accrediting standards after the change of control. If the school fails to obtain the Commission's approval prior to the change of control, the accreditation of the school will not transfer. Consummation of a change of control without the Commission's prior approval will result in withdrawal of the accreditation of the school effective as of the date of the change of control. Appropriate state and federal agencies will be notified.

- a. General Definition of Change of Control: Any transaction, combination of transactions, or change in governance that would result in a new individual, group, or entity having ultimate control of an accredited school as defined above.
- b. Examples of Transactions Considered to Be a Change of Ownership and Control: These examples are illustrative only. Even if a transaction is not described in this list of examples, it will be considered a change of control requiring prior Commission approval if it meets the general definition of a change of control stated above.
 - i. A change of ownership that results in a new individual, group, or entity owning the majority interest in the ownership entity (e.g., a corporation).
 - ii. The sale or transfer of a majority of the school's assets.
 - iii. The sale or assignment of the controlling interest of the voting stock of a corporation that owns the school or that controls the school through one or more subsidiaries, whether to persons who have not previously owned such stock or between existing stockholders.
 - iv. The merger or consolidation of the school with one or more other schools or the merger or consolidation of the corporation that owns or controls the school with one or more other corporations.
 - v. An independent corporation owning a school that becomes a subsidiary of another corporation with different ownership.
 - vi. A conversion of the school's ownership to or from a for-profit from or to a non-profit corporation or a conversion to or from a private ownership entity from or to a public ownership entity.
 - vii. Changes to public companies and non-profit organization as set forth below.
 - viii. The assignment of the controlling interest of the school to a new party/entity that would result through a bankruptcy, receivership, or similar proceeding.
- c. Change of Control through Ownership: A proposed transfer of accreditation as a result of a change of ownership and control will be approved only if it is determined that the proposed new owners, governing entity (e.g., Board of Directors), and managers have records of integrity and the capability to own and operate a school in accordance with the *Standards of Accreditation*, that the financial structure of the school will remain sound with sufficient resources for the operation of the school and discharge of obligations to students, and that the school will otherwise remain in continuous compliance with accrediting standards.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- d. Change of Control for Public Companies: The Commission recognizes that defining control of companies with stock that is publicly traded in securities markets and registered with the Securities and Exchange Commission (SEC) may involve additional considerations. Thus, while the general definition of a change of control still applies, in applying that definition to public companies that control accredited schools, the Commission will also consider a change of control to occur if a person or other entity:
- i. Acquires 25% or more of the voting stock of the corporation and has the ability to exercise control over its management and operations;
 - ii. Holds more than 25% of the voting stock and sells stock such that the person or other entity then holds less than 25% and loses the ability to exercise control over management and operations; or
 - iii. Is considered to have acquired or lost control under the securities laws.

Ability to exercise control for public companies: A person will be considered to have the ability to exercise control over management and operations if the person is a member of the board of directors, has the ability to elect or designate members of the board, or is a member of senior management. In addition to the notification requirements explained below, public companies must promptly notify the Commission of filings with the SEC that report significant acquisitions of their stock.

- e. Change of Control for Non-profit Organizations: Control of a non-profit organization rests with its members if it is a membership organization and the members have the right to elect the board of directors. Control of a non-profit organization rests with the board of directors if it is not a membership organization.
- i. In addition to the application of the general definition and the examples listed in *Section IV (E)(2)(a&b), Rules of Process and Procedure, Standards of Accreditation* above, a non-profit organization will be considered to have a change of control if fundamental changes are made to its governance structure or if more than two-thirds of its board changes within a 12-month period.
 - ii. The Commission will not approve a change of control transaction which would allow for an individual/entity/group (owner or manager) that would have a financial interest⁴ in the non-profit organization to be a board member, have a Board seat, or be a member of the non-profit corporation.
- f. Exclusions: The following are not considered changes of control that require approval through the filing of a change of control application.
- i. Controlling parties that retain control after transaction: The Commission is principally concerned with the actual ability to control rather than the form through which control is exercised. Thus, the Commission may determine that a transaction whereby the same parties who had the ability to control the actions of the school (i.e., majority ownership interest) retain that ability after the transaction does not constitute a change of control. For example, a sole proprietorship changing to a limited liability partnership would not be considered a change of ownership if the ownership party that originally had the ability

⁴ Financial interest in this context means instances when an individual could receive financial benefit or harm from the school's operations (e.g., an individual to whom the school owes debt, an individual that has a business or contractual relationship with the school, etc.). Financial interest in this context does not refer to a board member fulfilling fiduciary duties and responsibilities on behalf of the non-profit organization.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

to control the direction of the school retained a majority ownership interest and the ability to control the direction of the school in the newly created LLP. This exclusion only applies to ownership and does not apply to management contracts, written or verbal.

- ii. A transfer of ownership interest within an immediate family: Members of the immediate family for this purpose are parents, spouses, siblings, and children of the existing owners. Such intra-family transactions that meet this definition require the submission of a Change of Ownership Report thirty (30) days prior to the transaction. Through the submission of this report the school must describe with supporting documentation how the new owner is qualified to operate an accredited post-secondary educational institution. Based upon a review of this report, the Commission, at its discretion, may take action that it believes necessary, proper, and fair to ensure the school's ongoing compliance as outlined in *Section VII (R)* of these *Rules*.
 - iii. Options, warrants and other rights to acquire ownership/controlling interests and debt: These provisions are generally not considered in determining ownership unless accompanied by agreements that substantially affect the ability to control the management and operations of the school. However, should an option or right to acquire control (through ownership or otherwise) be exercised, the school must file a change of control application.
 - iv. A change in the members of the board of directors of a public company through the regular exercise of stockholders' franchise except as set forth in the definition of a Change of Control for Public Companies above.
 - v. A change in the membership of the board of directors or governing board of a non-profit corporation through the regular exercise of the bylaws of that corporation and normal expiration of board member terms except as set forth in the definition of a Change of Control for non-Profit Organizations above.
- g. Application for a Change of Control-Part I, Notification and Filing Requirements:
- i. Notification: A minimum of 30 days before the change is proposed to take place, a school seeking to change ownership must submit an Application for a Change of Control-Part I and all required attachments.
 - ii. Application Content: The school must provide sufficient information to allow an assessment of its projected financial stability and responsibility under the proposed new controlling individual, group, or entity and by explaining the financing of the proposed transaction. Additional consideration may be required if the background of the proposed owners, board members, or managers raises questions as to their qualifications, the proposed change of control raises concerns as to the soundness of the financial structure of the school or other concerns arise regarding the school's compliance with accrediting standards.
- h. Commission Action on an Application for a Change of Control-Part I: Upon review of the Application for a Change of Control-Part I, the Commission may take one of the following actions:
- i. Approve the transfer of accreditation;
 - ii. Defer the matter for further consideration;
 - iii. Deny the transfer of accreditation; or

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- iv. Take any other action deemed appropriate pursuant to these *Rules*.
- i. Failure to Obtain Advance Approval: Failure to obtain approval of the transfer of accreditation in advance of the change of control will result in the withdrawal of the school's accreditation and removal of the school from the list of ACCSC-accredited schools as of the date that the change of control occurred.
- j. Failure to Obtain Approval from another Regulatory Agency: If a school fails to secure or is denied approval of a change of control/ownership from another oversight regulatory agency (e.g., a state or federal agency) after ACCSC has approved the change, the Commission will reconsider its approval action and may void that action and revert its approval back to the original control structure or take some other appropriate action.
- k. Change of Ownership Approval Expiration: The approval of a change of control expires if the transaction is not completed within 90 days from the date disclosed in the Application for a Change of Control-Part I. Once expired, a school must submit a new Application for a Change of Control-Part I, to include the application processing fee.
- l. Appeals: A denial of a transfer of accreditation, or a withdrawal of accreditation because of an unapproved change of control, may be appealed in accordance with the procedures set forth in *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.
- m. Confidentiality: All information supplied to the Commission by a school and its prospective owners as part of the change-of-control review process will be treated as confidential in accordance with accrediting standards. Accordingly, confidentiality or non-disclosure agreements between the parties to a proposed change of control will not excuse noncompliance with the Commission's advance approval requirements for changes of control.
- n. Application for a Change of Control-Part II, Notification and Filing Requirements:
 - i. Schools that receive Commission approval for the proposed transfer of accreditation must file an Application for a Change of Control-Part II within 45 days after the consummation of the change of control.
 - ii. On-Site Evaluation: An on-site evaluation of the school will be conducted within six months of the date that the control change occurred. The on-site evaluation will be undertaken by, at a minimum, an ACCSC Team Leader and ACCSC staff member. An on-site evaluation report will be prepared and provided to the school for a response.
 - o. Commission Actions Following the On-Site Evaluation: Upon review of the Change of Control On-site Evaluation Report and the school's response to the report, the Commission will take one of the following actions:
 - i. Continue the school's accreditation under the new control structure;
 - ii. Defer the matter for further consideration;
 - iii. Take any other action that it deems appropriate; or
 - iv. If a school fails to demonstrate that it is operating in compliance with accrediting standards under the new control structure, the Commission may vote to remove the school from the list of ACCSC-accredited schools or take other appropriate action in accordance with these *Rules*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- p. Total Re-Evaluation: If warranted, the Commission may require the school and any separate facilities to undergo a total re-evaluation. A total re-evaluation of the school will require the school's director to attend the next scheduled Accreditation Workshop, the submission of an Application for Renewal of Accreditation and Self-Evaluation Report, the submission of all required fees, and a full-team on-site evaluation as prescribed by *Section III, Rules of Process and Procedure, Standards of Accreditation*.
- q. Restrictions:
 - i. A school that undergoes a change of control may not relocate beyond 25 miles within a two-year period from the date that the change of control occurred.
 - ii. A school that relocates beyond 25 miles may not apply for a change of control for a period of two years from the date that the Commission approved the relocation.
 - iii. A main school may not apply for accreditation of a branch campus within one year following the Commission's recognition of a transfer of accreditation resulting from the change of control, unless the main school can show good cause why it should be allowed to apply for a branch campus in a shorter time frame.
 - iv. A school that is subject to a Warning or Probation Order may only seek the Commission's approval for the transfer of accreditation that would result from a change of control by making a clear and convincing showing of good cause that demonstrates that the proposed change of control would substantially resolve the issues that led to the Warning or Probation Order. If the Commission determines that such a showing has been made and permits the transfer of accreditation, the school will still be required to respond to the pending Warning or Probation Order and demonstrate that the school has come into compliance with accrediting standards such that the Warning or Probation Order should be lifted.
- 3. Change of Name
 - a. A school must notify the Commission of its intent to change its name before the change takes place by filing an Application for a Change of Name-Part I. The school is not authorized to use the new name until it has received approval from the Commission to do so.
 - b. The school must file an Application for Change of Name-Part II within 30 days after the school receives the state license showing the new name.
- 4. Change of Location and Relocation
 - a. Definitions:
 - i. A change of location occurs when an institution moves its facility from one location to another that is 25 miles or less from the former location.
 - ii. A relocation occurs when an institution moves its facility from one location to another that is more than 25 miles from the former location.
 - b. Requirements for Changes of Location and Relocations:
 - i. A school seeking to relocate must have been accredited under current ownership for a minimum of two years (see *Section IV (E)(2)(q)(i-ii), Rules of Process and Procedure, Standards of Accreditation*).

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- ii. A school must move substantially all of its operations, including programs, administration, staff, faculty, and equipment. A school that does not move equipment must demonstrate that equivalent or improved equipment will be available at the new location.
- iii. A school must demonstrate in the applications that educational delivery will not be interrupted and that all students at the current location will complete their training, either at the new location or through alternative accommodations.
- iv. A school should schedule its move to minimize any interruption to the education and training provided to students.
- c. Approval Process:
 - i. The school must apply to the Commission at least 60 days prior to its intended move date by filing an Application for a Change of Location-Part I. The school is not authorized to change location or relocate until the application has been approved by the Commission regardless of when the application is submitted to the Commission office.
 - ii. Change of Location: Change of location applications will be reviewed and acknowledged by Commission staff. A school that is granted approval to change location will be required to undergo an on-site evaluation by Commission staff within six months of the move to ensure that the school has remained in continuous compliance with accrediting standards and that educational delivery and student services have not been interrupted.
 - iii. Relocation: A proposed relocation must be approved by the full Commission before the relocation occurs. A school that is granted approval to relocate will be required to receive an on-site evaluation team (Team Leader and ACCSC staff member) within 60 days of the relocation to ensure that the school has remained in continuous compliance with accrediting standards and that educational delivery and student services have not been interrupted.
 - iv. Within 30 days following the move, the school is required to submit an Application for a Change of Location-Part II.
- d. Commission Actions on Change of Location and Relocations:
 - i. At its discretion, the Commission may require the school, as a condition of approval, to undergo a complete accreditation re-evaluation, including attendance at an Accreditation Workshop, submission of an Application for Renewal of Accreditation and Self-Evaluation Report, and receipt of an on-site evaluation team.
 - ii. Failure to obtain approval of a change of location or relocation in advance of the move may result in the removal of the school from the list of ACCSC-accredited schools as of the date of the relocation.
 - iii. A school that is denied approval of a proposed change of location or relocation or whose accreditation is withdrawn for failure to request approval of the change of location or relocation in advance, may appeal the decision of the Commission in accordance with the procedures set forth in *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.
- e. Restrictions: A change of ownership and transfer of accreditation will not be approved by the Commission within two years of a relocation.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

5. Separate Facilities

Revised July 1, 2015 & July 1, 2017

a. Branch Campus

i. Branch Campus Eligibility:

1. A main school must have sufficient financial and managerial resources to operate every branch campus for which an application is submitted to and approved by the Commission.
2. A main school must have been accredited as such for one year before it may seek accreditation for a branch campus, unless the main school can show good cause why it should be allowed to apply for a branch campus in a shorter time frame. A branch campus need not have a history of prior operation in order to seek accreditation as a separate facility, except as described in number 3 immediately below.
3. A branch campus seeking initial accreditation as part of the main school's Application for Initial Accreditation must meet all criteria for eligibility as stated in these *Rules*. If, however, the main school and branch campus are institutionally accredited by a U.S. Department of Education-recognized accrediting agency at the time that an application is submitted to ACCSC, then the requirement for two years of operational history will not apply to the branch campus. A branch campus of a main school seeking initial accreditation must go through the entire accreditation process with the main school, submitting its own Application for Initial Accreditation and Self-Evaluation Report.
4. A main school may apply for accreditation of only one branch campus within any 12-month period, unless the main school can demonstrate that it is otherwise eligible to apply for a branch campus, is currently in compliance with accrediting standards, can demonstrate past success in operating separate facilities, and can show good cause why it should be allowed to apply for a branch campus in a shorter time frame.
5. A main school may not apply for accreditation of a branch campus within one year following the Commission's recognition of a transfer of accreditation resulting from the change of control, unless the main school can show good cause why it should be allowed to apply for a branch campus in a shorter time frame.
6. A main school subject to a Warning or Probation Order may not apply for accreditation or approval of a branch campus.
7. A main school subject to reporting for issues related to financial soundness, student achievement, or adequacy of management must seek and receive approval from the Commission in advance of submitting an application for a branch campus.

- ii. Branch Campus Application: A main school seeking to establish a branch campus must submit an Application for a Branch Campus-Part I and an Application for a Branch Campus-Part II with all required and supporting documentation. Initial approval of a branch campus within the scope of the accreditation of a main school will be granted only after all required information is submitted and the main school has appropriately demonstrated its ability to establish a branch campus. The main school will receive formal notification of the approval or denial of a branch campus application. A decision to deny approval of a branch campus may be appealed in accordance with *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- iii. Branch Campus On-site Evaluation: A main school and the branch campus that is granted initial approval of accreditation will be required to undergo an on-site evaluation by, at a minimum, an ACCSC Team Leader and an ACCSC staff member within six months of the start of the first class at the branch campus separate facility.
- iv. Alternative Branch Campus Application Process: The Commission reserves the right to require an on-site evaluation of the main school, the proposed branch campus, or both prior to the grant of initial recognition of accreditation. The on-site evaluation team will consist of, at a minimum, an ACCSC Team Leader and an ACCSC staff member. A main school and branch campus that are required to undergo an on-site evaluation prior to the initial grant of accreditation will not be required to undergo another on-site evaluation by an ACCSC Team Leader and an ACCSC staff member within six months of the start of the first class at the branch campus separate facility as described above.
- v. Commission Consideration of Branch Campus Applications: If the Commission has directed a pre-approval on-site evaluation as described in this section of the *Rules*, the Commission will consider the main school's applications, the Team Summary Reports, the school's responses, and all other information properly before it, and vote to grant or deny accreditation to the branch campus. The Commission's decision will be reported to the main school in writing and to the appropriate state and federal agencies if accreditation is granted. The denial of a branch campus application may be appealed as set forth in *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.
- vi. Duration of Initial Grant of Accreditation: The initial grant of accreditation to the branch campus will be for no longer than two years in duration from the date of initial recognition.
- vii. Branch Campus Approval Expiration: The approval of a branch campus expires if the branch campus is not operational within 12 months after the date of Commission approval of the Application for a Branch Campus-Part I. Once expired, a school must a new Application for a Branch Campus-Part I, to include the application processing fee.
- viii. Branch Campus Program Approval:
 - 1. Programs approved within the scope of the main school's accreditation will be approved within the scope of the branch campus's accreditation upon initial accreditation. Only those programs operating at the branch campus at the time of the first renewal of accreditation on-site evaluation will have continued approval as part of the branch campus's scope of accreditation.
 - 2. Any program additions or modifications made by the branch campus subsequent to the grant of initial accreditation, regardless of the main school's program approvals, requires the submission of the applicable substantive change application.
 - 3. A branch campus may offer programs different from those offered at the main school provided that the branch campus has obtained prior Commission approval, through the filing of the applicable substantive change application.
 - 4. A substantive change application may be submitted in conjunction with an Application for a Branch Campus-Part II.
- ix. Renewal of Accreditation Process for a Branch Campus: A branch campus must undergo renewal of accreditation as described in *Section II & Section III, Rules of Process and Procedure, Standards of Accreditation*. The Commission may take any of the actions set

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

forth in *Section VII, Rules of Process and Procedure, Standards of Accreditation*. The Commission may also take action or issue directives that affect the accreditation of the main school.

- x. Change of Ownership of a Branch Campus: In the event that a branch campus is sold and/or transferred independently of the main facility, the accreditation of such branch campus is terminated as of the date of the sale or transfer. An application for accreditation may be submitted to the Commission should accreditation be terminated under such circumstances. The application must be consistent with the requirements for an initial applicant or branch campus of another accredited main school.
 - xi. Change of Classification: An accredited branch campus may apply to the Commission for accreditation as a main school by submitting an application for accreditation as a main school. To be eligible, the branch campus must have been accredited by the Commission for two consecutive years and must have graduated students from the longest program it offers. The branch campus must demonstrate compliance with accrediting standards and requirements applicable to main school status.
 - xii. Publication: Branch campuses are listed separately in Commission publications of accredited schools.
 - xiii. Sustaining Fees: Dues for a branch campus are computed separately and on the same basis as for a main school.
- b. Satellite Location:
- i. Satellite Location Eligibility
 1. A main school or branch campus may seek recognition of a satellite location at any time, in accordance with established requirements and/or restrictions.
 2. A main school or branch campus subject to a Warning or Probation Order may not apply for recognition of a satellite location.
 3. A main school or branch campus subject to reporting for issues related to financial soundness, student achievement, or adequacy of management must seek and receive approval from the Commission in advance of submitting an Application for a Satellite Location.
 4. A main school or branch campus may apply for and receive recognition of only one satellite location within any 12-month period unless the school can demonstrate that it is otherwise eligible to apply for a satellite location, is currently in compliance with accrediting standards, can demonstrate past success in operating separate facilities, and can show good cause why it should be allowed to apply for a satellite location in a shorter time frame.
 - ii. Satellite Location Approval Process
 1. Application: A main school or branch campus seeking to have a satellite location included within its accredited status must file an Application for a Satellite Location. The Commission will only approve an Application for a Satellite Location after all required information is submitted and the main school or branch campus has appropriately demonstrated its ability to establish and manage a satellite location. The main school or branch campus will receive formal notification of the approval or denial of an Application for a Satellite Location. A decision to deny approval to a

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

satellite location may be appealed in accordance with *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.

2. On-site evaluation: Upon approval, an on-site evaluation team consisting of, at a minimum, an ACCSC Team Leader and an ACCSC staff member will visit the satellite location within six months of the start of the first class at the satellite location. The team will prepare a Team Summary Report, which the main school or branch campus will receive and to which it will be given an opportunity to respond. The Commission may take any of the actions set forth in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
 - iii. Change of Ownership of a Satellite Location: In the event that a satellite location is sold and/or transferred independently of the main or branch campus facility, the Commission's recognition of such satellite location is terminated as of the date of the sale or transfer.
 - iv. Change of Location of a Satellite Location: A main school or branch campus seeking to change the location of its satellite must complete the applicable change of location applications as set forth in *Section IV, Rules of Process and Procedure, Standards of Accreditation*, and receive an on-site evaluation in accordance with accrediting procedures.
 - v. Change of Classification of a Satellite Location: A satellite location may apply to the Commission for accreditation as a branch campus provided that the satellite location meets all requirements of a branch campus. In doing so, the main school must submit the Application for a Branch Campus-Part I and Part II and follow all other applicable policies and procedures required for the establishment of a branch campus as set forth in these *Rules*. A satellite location may not change its classification directly to that of a main school.
 - vi. Satellite Approval Expiration: The approval of a satellite location expires if the satellite is not operational within 12 months after the date of Commission approval of the Application for a Satellite. Once expired, a school must submit a new Application for a Satellite, to include the application processing fee.
- c. Distance Education Facility:
- i. Distance Education Facility Eligibility
 1. A main school or branch campus may seek recognition of a distance education facility, in accordance with established requirements and/or restrictions.
 2. A main school or branch campus subject to a Warning or Probation Order may not apply for recognition of a distance education facility.
 3. A main school or branch campus subject to reporting for issues related to financial soundness, student achievement, or adequacy of management must seek and receive approval from the Commission in advance of submitting an Application for a Distance Education Facility.
 - ii. Distance Education Facility Approval Process
 1. Application: A main school or branch campus seeking to have a distance education facility included within its accredited status must file an Application for a Distance Education Facility. The Commission will only approve an Application for a Distance

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

Education Facility after all required information is submitted and the main school or branch campus has appropriately demonstrated its ability to establish and manage a distance education facility. The main school or branch campus will receive formal notification of the approval or denial of an Application for a Distance Education Facility. A decision to deny approval to a distance education facility may be appealed in accordance with *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.

2. On-site evaluation: Upon approval, an on-site evaluation team consisting of, at a minimum, an on-site evaluator with distance education experience and an ACCSC staff member will visit the distance education facility. The team will prepare a Team Summary Report, which the main school or branch campus will receive and to which it will be given an opportunity to respond. The Commission may take any of the actions set forth in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
 - iii. Distance Education Facility Approval Expiration: The approval of a distance education facility expires if the distance education facility is not operational within 12 months after the date of Commission approval of the Application for a Distance Education Facility. Once expired, a school must a new Application for a Distance Education Facility, to include the application processing fee.
6. Program Approval, Additions, and Modifications
- a. Substantive Change: New Programs or Changes Requiring Prior Commission Approval
 - i. Substantive Program Modifications: The alteration of a program or course that represents a significant modification in the objectives or content of an approved program is considered a substantive change. As a general rule, this means a cumulative 25 percent increase or decrease, from the original date of program approval, the date of approval of a substantive modification to the program, or the most recent grant of accreditation, in the clock hours or credit hours of an existing program. The Commission may determine that other alterations represent a significant modification in the objectives or content of an approved program, consider those to be a substantive change.
 1. A substantive program modification as described in (i) above requires the filing of an Application for a Substantive Program Modification in accordance with established instructions.
 2. Substantive Program Modification Approval for Affiliated Schools: Affiliated schools may apply for a substantive modification of a program offered at more than one affiliated school simultaneously. One of the schools where the substantive program modification is to be implemented must apply to the Commission on behalf of all of the schools where the modification is to be implemented by filing one Application for a Substantive Program Modification-Affiliated Schools. An affiliated school subject to a Warning, Probation Order, or any other type of restriction that would otherwise prevent approval of the substantive modification may not be included in the application.
 - ii. Related New Non-Degree Programs: The addition of a new program that is related to the approved programs offered by a school is considered a substantive change and requires prior approval through the filing of an Application for a New Non-Degree Program. The

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

new program will be recognized as within the scope of the school's institutional accreditation as of the date that the Commission approves the new program.

- iii. Unrelated New Non-Degree Programs: The addition of a program that is unrelated to the approved programs offered by a school is considered a substantive change and requires prior approval through the filing of an Application for a New Non-Degree Program. The new program will be recognized as within the scope of the school's institutional accreditation as of the date that the Commission approves the new program.
- iv. Degree Programs: The addition of a degree program is considered a substantive change and requires prior approval through the filing of the appropriate Application for Approval of a Degree Program.
- v. Distance Education:
 - 1. The addition of distance education as a means of delivering program content is considered a substantive change and requires prior approval through the filing of an Application for Initial Distance Education Approval. Program content delivered via distance education is included within an institution's scope of accreditation and is subject to the normal monitoring mechanisms available to the Commission. Once a school has received distance education approval, the addition of any new program content (with the exception of applied general education and general education courses) to be offered via distance education requires prior approval through the submission of the Application for the Expansion of Distance Education Approval. In addition, a significant alteration or departure in the method of distance education previously approved by the Commission requires the submission of a new Application for Initial Distance Education Approval. It is the school's responsibility to ensure that only appropriate program content is delivered through distance education methods. See *Section IX, Substantive Standards, Standards of Accreditation* for specific information regarding distance education.
 - 2. In instances where the operations of an approved distance education program or course of study is in a facility separate from the main school or branch with distance education approval, then that distance education facility requires prior approval through the submission of an Application for Approval of a Distance Education Facility.⁵
- vi. Consortium/Partnership Arrangements: In any instance where a portion of a program is offered by an entity other than the ACCSC-accredited institution via any consortium, partnership, or contractual arrangement, the school must submit the Consortium/Partnership Report or a copy of consortium, partnership, or contractual arrangement in accordance with *Section II (A)(9), Substantive Standards, Standards of Accreditation*.
- vii. Clock Hour to Credit Hour Conversion: A school must submit the Application for Clock Hour to Credit Hour Conversion with all supporting documents for approval by the Commission prior to awarding credit hours in any program.
- viii. Program Approval for Affiliated Schools: In instances where a school has received approval to offer a program (degree or non-degree) as described in ii-iv above, that program approval may be extended to an affiliated school provided that:

⁵ A school will be exempt from obtaining distance education facility approval if the distance education facility is within a reasonable, commutable distance from the main school or branch with distance education approval.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

1. The affiliated school is not subject to a Warning, Probation Order, or any other type of restriction that would otherwise prevent the approval of a new program; and
 2. The affiliated school has submitted the appropriate affiliated-school application in accordance with established instructions and has received Commission approval of that application.
- b. On-site Evaluation Requirements: An on-site evaluation will be required for new program approval as follows:
- i. The addition of an unrelated new non-degree program.
 - ii. The addition of a new degree program where:
 1. A non-degree-granting school has received approval to add a degree program;
 2. A degree-granting school has received approval for a degree program in a program area unrelated to previously approved degree offerings;
 3. An associate degree-granting school has received approval to add its first baccalaureate degree program; or
 4. A school has received approval to add a master's degree program.
 - iii. The addition of a related non-degree program when deemed necessary by the Commission.
 - iv. The addition of distance education program delivery where:
 1. The proposed program or course is the first distance education offering at the school;
 2. A school proposes to offer a new distance education program (degree or non-degree program) that is educationally unrelated to its current program offerings;
 3. A school proposes to offer a portion of a program by distance education through a consortium or partnership arrangement with an entity that is not an ACCSC-accredited institution; or
 4. A school proposes to offer a degree program by distance education that will have an on-site evaluation in accordance with established degree program requirements as described above.
- c. Exceptions to On-Site Evaluation Requirement – Distance Education Programs:
- i. An on-site evaluation for a new program generally will not be required when a proposed distance education program or course is related to the school's already approved residential or distance education programs or courses and an on-site evaluation to review the same or similar distance education delivery method has already occurred to the school's currently approved residential or distance education programs or courses.
 - ii. The Commission may review distance education programs or courses without an on-site evaluation (e.g., auditing the educational delivery at a distance as deemed appropriate).
- d. Notice to School: The Commission will provide written notice to schools upon approval of a new program or program modification.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- e. Advertising New Programs: A school may describe in its catalog, advertise, enroll students in, or award credentials for new or substantively changed programs (degree or non-degree programs) only after receiving prior Commission approval.
 - f. Cessation of Approval:
 - i. When a program has not had any enrollments or graduates for one year, the Commission may, at its discretion, request additional supporting information from the school to determine whether it has maintained the capacity to offer the program. Based upon its review of this information, the Commission may cease to approve the program if the school has not demonstrated that it has maintained the capacity to offer the program.
 - ii. The Commission will cease to approve any program that has had no enrollments during the school's last accreditation cycle.
 - g. Contractual Arrangements: Schools may enter into contractual arrangements with business, industry, or government agencies for group training purposes. The school may represent these training programs as within the Commission's scope of accreditation only if the programs have been recognized or approved in accordance with accrediting requirements.
7. Teach-Out Agreement
- a. If a school voluntarily enters into a Teach-Out Agreement or if the Commission requires a school to submit a proposed Teach-Out Agreement with another accredited institution as part of a Teach-Out Plan, the school must submit a complete ACCSC Teach-Out Agreement Approval Form as well as any other information the Commission has deemed necessary to support the approval of the Teach-Out Agreement. The Commission must approve the Teach-Out Agreement prior to implementation.
 - b. A main school that has agreed to teach out the program(s) for an ACCSC-accredited institution that intends to close may propose to establish a branch campus at that location in conjunction with an approved Teach-Out Agreement. In this instance, the main school must submit an Application for a Branch Campus-Part I and Part II, with all attachments, and follow all substantive and procedural requirements as outlined in these *Rules* and in *Section VIII, Substantive Standards, Standards of Accreditation*. Upon receipt of these materials, the Commission will give expedited consideration to the proposal in accordance with accrediting procedures.

F. Teach-Out Plans

- 1. The Commission will require a school to submit a complete ACCSC Institutional Teach-Out Plan Approval Form upon the occurrence of any of the following events:
 - a. When a school intends to close or that, in the Commission's judgment, may lack sufficient financial resources for the proper operation of the school and discharge of obligations to students;
 - b. When the Commission receives notice from a state licensing or authorizing agency that a school's license or legal authorization to operate will be or has been withdrawn/revoked;
 - c. When the Commission takes action to withdraw a school's accreditation;
 - d. When the Commission receives notice from the U.S. Department of Education that an action has been initiated to limit, suspend, or terminate a school's participation in any Title IV

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- program under the Higher Education Act and that a Teach-Out Plan is required pursuant to federal regulations;
- e. When the Commission receives notice from the U.S. Department of Education that an emergency action has been initiated; or
 - f. When the Commission otherwise determines that the submission a Teach-Out Plan is appropriate.
2. The Commission will require a school to submit a complete ACCSC Programmatic Teach-Out Plan Approval Form upon the occurrence of any of the following events:
- a. When a school voluntarily discontinues a program;
 - b. When the Commission receives notice from a state licensing or authorizing agency that a school's license or legal authorization to offer a program will be or has been withdrawn/revoked; or
 - c. When the Commission takes an action to suspend or revoke the approval of a program.
3. The Commission may require a Teach-Out Agreement with another accredited institution in conjunction with a required Teach-Out Plan as deemed appropriate (see *Section IV (E)(7), Rules of Process and Procedure, Standards of Accreditation*).
4. If a school voluntarily establishes a Teach-Out Plan or if the Commission requires a school to submit a Teach-Out Plan, the school must submit for approval all information required by the appropriate ACCSC Teach-Out Plan Approval Form (institutional or programmatic) as well as any other information the Commission has deemed necessary to support the approval of the Teach-Out Plan.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION V – ANNUAL REPORT, NOTIFICATIONS, AND OTHER REPORTING

A. Reporting

Revised July 1, 2015

1. The Commission may require reports to be submitted in conjunction with any process included in the *Standards of Accreditation* Rules and particularly when:
 - a. Financial statements indicate the school is not in compliance with accreditation requirements for financial soundness.
 - b. A school's student achievement rates are questionable or fall below the Commission's benchmark rates.
 - c. Interim monitoring is necessary or required in conjunction with any accrediting process, procedure, or substantive standard included in the *Standards of Accreditation*.
 - d. The Commission's action determines that compliance can best be shown through periodic reporting.
2. The Commission has the authority to establish the frequency, format, and content of required reports. A school may provide additional data that serves to amplify and strengthen the school's report; however, the Commission will not accept any submission by a school that does not conform to the required format.
3. The highest ranking official at the school must certify all reports as true and correct. The Commission reserves the right to verify the information contained in reports.
4. Failure to provide timely, complete, and accurate reporting may constitute grounds for denial or withdrawal of accreditation and removal of a school from the accredited list.
5. Schools subject to reporting for issues related to financial soundness, student achievement, or adequacy of management must seek and receive approval from the Commission in advance of submitting an application for a separate facility.

B. Annual Report

1. Each year, the Commission requires the submission of an Annual Report by each school holding accreditation status as of June 30 of any given year. The Annual Report and all accompanying documentation must be completed by the school and submitted to ACCSC in accordance with established formats and timelines.
2. Failure to submit a complete Annual Report by the due date may result in late fees being assessed and any Commission action outlined in *Section VII, Rules of Process and Procedure, Standards of Accreditation*, including withdrawal of the school's accreditation.
3. The Commission will verify information provided on the Annual Reports using various methods to include, but not be limited to:
 - a. Verification during on-site evaluations and
 - b. Verification of a random sample of reports each year.
4. The Commission reviews each Annual Report and will notify the school in writing if that report raises questions about the continued compliance of the school with ACCSC standards or requirements. The notice will specify the questions raised by the Annual Report and will specify a response deadline. The school must respond to the analysis in writing. The school's response will

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

be reviewed by the ACCSC staff and may be considered by the Commission in order to determine compliance with accreditation standards. Concerns also may be raised in on-site evaluation reports or during review by the Commission. In such cases, the school will be given an opportunity to respond in writing.

5. Schools that report a graduation or employment rate that is below the established standards may be required to implement a plan for improvement and submit periodic progress reports in accordance with these *Rules* and could be subject to a Commission action as outlined in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
6. The Commission monitors institutional enrollment growth through the data submitted in a school's Annual Report. When the Commission determines that an institution has undergone significant enrollment growth, the Commission may require the submission of additional information.

C. Financial Reporting

1. The Commission requires each school holding accreditation status or that has had an Application for Initial Accreditation accepted to submit a Financial Report each year in accordance with established and prescribed timelines. The Financial Report includes the school's financial statements prepared in accordance with the ACCSC Instructions for the Preparation and Submission of Financial Statements and Related Information. The Financial Report must be received in the ACCSC office no later than the prescribed due date. Failure to submit a complete Financial Report by the due date may result in late fees being assessed and any Commission action outlined in *Section VII, Rules of Process and Procedure, Standards of Accreditation*, including withdrawal of the school's accreditation.
2. Financial Reports are also required by the Commission when performing accreditation reviews, including reviews of applications for accreditation (initial and renewal), and to otherwise determine a school's financial stability and responsibility. These reports must be prepared in accordance with prescribed requirements and the ACCSC Instructions for the Preparation and Submission of Financial Statements and Related Information.
3. All financial statements submitted by a school must conform to the ACCSC Instructions for the Preparation and Submission of Financial Statements and Related Information. At its discretion, the Commission may require an audited financial statement at any time. Financial reports must be prepared in accordance with the Instructions for the Preparation and Submission of Financial Statements and Related Information.
4. The Commission will notify the school in writing if a Financial Report raises questions about the school's continued compliance with accreditation requirements. The notice will specify the questions raised by the Financial Report and will specify a response deadline. Concerns also may be raised in on-site evaluation reports or during review by the Commission. In all cases, the school will be given an opportunity to respond in writing.

D. Progress Reporting

1. The Commission may order a school to submit a report on its compliance with accreditation requirements during the course of routine accreditation reviews or at any time the Commission believes that monitoring of compliance with an accreditation requirement is warranted.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

2. The Commission will provide notice to the school that will describe the type of report, reporting period and deadline for submission. The notice may be in the form of an ACCSC Reporting Enclosure to a letter notifying the school of a Commission action.
3. Failure to submit progress reports on or before the due date may result in late fees being assessed and any action outlined in *Section VII, Rules of Process and Procedure, Standards of Accreditation*, including withdrawal of the school's accreditation.

E. Notification Reports

Revised July 1, 2017 & July 1, 2018

1. Each accredited school and each applicant for initial accreditation must notify ACCSC of any material event or circumstance that will or could affect the school's operations, policies, staff, curricula, reputation, approval status or authority to operate as a legal entity, or financial status. Such notification must be in writing, made within 10 calendar days of the event's occurrence, and is in addition to disclosures that are required in the applications for initial or renewal of accreditation or any substantive change report.
2. Material events or circumstances necessitating such notification include but are not limited to:
 - a. Filings of petitions for bankruptcy, reorganization, receivership, or similar;
 - b. Destruction of the school or a significant part of its facilities;
 - c. Any limitation, sanction (e.g., Warning or Probationary status), suspension, or withdrawal/revocation of a school's license or right to operate or program approvals;
 - d. A decision to cease operations, close, or propose a teach-out of students (must include an ACCSC Institutional Teach-Out Plan);
 - e. Any grant of accreditation by another accrediting agency or any issued Warning, Show Cause Order, imposition of Probationary status, or denial or withdrawal/revocation of accreditation by another accrediting agency;
 - f. Voluntary withdrawal/relinquishment of accreditation from ACCSC or another accrediting agency;
 - g. Investigations by state or federal authorities, beyond those required in the normal course, related to a school's licensure, approval to operate, program approval(s), or participation in federal programs;
 - h. Any criminal or civil action filed by a state (including state-supported legal assistance agencies) or federal authorities against the school, its officers, or employees;
 - i. Any action against the school to limit, suspend, or terminate student loan guarantees or participation in external programs by a guaranty agency or the U.S. Department of Education;
 - j. Any determination in accordance with requirements of the U.S. Department of Education that the school is not meeting its requirements;
 - k. The results of any lawsuit or investigation brought against the school, its officers, or employees that determine a violation of law or regulation;
 - l. Any determination in accordance with requirements of a state or other applicable regulatory agency that the school is not meeting applicable requirements or is in violation of any law;
 - m. Any action to limit, suspend, or withdraw/revoke a school's or program's approval or recognition with any agency that grants certification or licensure to its graduates; or

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- n. Any qualified or adverse statement or statement related to a school's status as a "going concern" included in an audited financial statement.
 - o. All sales or assignments of ownership interests of 10% or more, changes in the chief executive officer of the company or organization that owns or controls the school, and changes to the board of directors other than in the normal course of term completion.
- 3. Notification reports will set forth the circumstances of any such material event fully and will have appended to them copies of any document or information received by the Commission that is relevant to the material event.
 - 4. Notification reports required by this section of the *Rules* will be supplemental to, and not in lieu of, any other report or filing that may be required by these *Rules*. Likewise, other reports or filings cannot be used to fulfill the notification reports required by this section of the *Rules*.

F. Review of Reports

The Commission will take up and consider required reports and may, as appropriate, find the school in compliance with accreditation requirements and accept the report or take any of the actions the Commission deems necessary as authorized under *Section VII, Rules of Process and Procedure, Standards of Accreditation*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION VI – COMPLAINT PROCEDURES

A. Complaints against Applicant and Accredited Schools

1. Purpose of Complaint Procedure

- a. Any school that has been accepted into the initial accreditation process or is accredited by ACCSC is expected to have a complaint policy and process for the purposes of responding to, addressing, and redressing as appropriate complaints made by an eligible party (See *Section VI (A)(2), Rules of Process and Procedure, Standards of Accreditation*).
- b. The Commission will review in a timely manner any complaint that sets forth information or allegations that reasonably suggest that a school may not be in compliance with ACCSC standards or requirements.
- c. Where issues of educational quality or compliance with ACCSC standards or requirements are not central to the complaint, the Commission will refer the complaint and/or the complainant to the appropriate federal or state agency or private entity with jurisdiction over the subject matter of the complaint or special expertise and authority in the matter and at the Commission's discretion provide a copy to the school.
- d. The Commission will not intervene on behalf of individuals in cases of disciplinary action or dismissal or review decisions in such matters as admission, graduation, fees, and similar points unless the context suggests unethical or unprofessional actions that seriously impair or disrupt the educational services of an applicant or an accredited school.

2. Parties Who May File a Complaint

A complaint may be filed by any party who has good reason to believe that an accredited school or an initial applicant school is not in compliance with ACCSC standards or requirements, including but not limited to students and former students of the school, prospective students, governmental agencies, members of the public, and other accredited schools.

3. Filing and Content of a Complaint¹

- a. All complaints considered by the Commission must be received in writing.
- b. In order for a complaint to be processed, the complaint should contain:
 - i. The basis for any allegation of noncompliance with ACCSC standards or requirements;
 - ii. All relevant names and dates and a brief description of the actions forming the basis of the complaint;
 - iii. Copies of any documents or materials that support the allegations, when available;
 - iv. A release from the complainant(s) authorizing the Commission to forward a copy of the complaint, including the identification of the complainant(s), to the school. (This can be achieved by filing the ACCSC Complaint Form which is available on the ACCSC web site or by request from the ACCSC office.)²

¹ See also the ACCSC Complaint Review Process Form.

² If a release/Complaint Form is not provided, the Commission will review the complaint but, at its discretion, may not be able to process the complaint in accordance with this section of the *Rules*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

4. Processing a Complaint

Revised July 1, 2018

- a. The Commission will acknowledge the receipt of a complaint filed in accordance with this section of the *Rules* to the complainant in writing within ten (10) days.
- b. The Commission will conduct an initial review of the complaint to determine whether the complaint sets forth information or allegations that reasonably suggest that a school may not be in compliance with ACCSC standards or requirements.
 - i. If additional information or clarification is required, the Commission will send a request to the complainant. If the requested information is not received within 30 days, the complaint may be considered abandoned and not investigated by ACCSC.
 - ii. If the Commission determines after the initial review of the complaint that the information or allegations do not reasonably suggest that a school may not be in compliance with ACCSC standards or requirements, the complaint may be considered closed and not investigated by ACCSC. The Commission, at its discretion, may provide a copy of the complaint to the school.
 - iii. If the Commission determines after the initial review³ of the complaint that the information or allegations reasonably suggest that a school may not be in compliance with ACCSC standards or requirements and otherwise meets the requirements of this section:
 1. The Commission will forward the complaint to the school named in the complaint and will summarize the allegations, identify the ACCSC standards or requirements that the school allegedly violated, and allow the school an opportunity to respond.⁴
 2. In the event that there is a pending on-site evaluation at the school, the on-site evaluation team and the school may be made aware of the complaint at any stage in this process.
 3. In all instances, the Commission will take the school's response to the complaint into consideration prior to rendering a decision.
- c. The Commission will send all complaints received to the state regulatory agency and may send the complaint to the U.S. Department of Education in accordance with *Section X (C)(6), Rules of Process and Procedures, Standards of Accreditation*.
- d. Whenever a complaint indicates that the school may be in violation of accrediting standards or requirements, the matter may be forwarded to the Commission for independent consideration or for consideration in conjunction with any other accreditation matter pending before the Commission.
- e. Whenever a complaint alleges substantial violations of accrediting standards and other requirements such that expedited review is warranted, the matter may be forwarded to the Executive Committee of ACCSC, which may take appropriate action pursuant to *Section 1.09.a, AACSC Bylaws, Standards of Accreditation*. Any complaints so referred must meet the requirements set forth in this section of the *Rules*.

³ This may occur in conjunction with processes described in *Section III* of these *Rules*.

⁴ The school's response to the complaint should set forth all defenses that the school intends to assert and should include documentation or other supporting materials that the school deems necessary to demonstrate compliance with accrediting standards.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- f. The Commission may, at any time, request additional information from the complainant or the school that is deemed to be necessary for the resolution of the complaint. A reasonable time limit for replying to such requests may be imposed and the Commission may not consider information that is not submitted in a timely fashion.
5. Taking Action on a Complaint
 - a. If the Commission concludes after reviewing the school's response that the allegations establish noncompliance with ACCSC standards or requirements, the Commission can take any action set forth under *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
 - b. If the Commission concludes after reviewing the school's response that the allegations do not establish noncompliance with ACCSC standards or requirements, the Commission will consider the matter of the complaint closed.
 - c. The issues raised by a complaint that have been closed by the Commission will not be subject to further review or reconsideration unless subsequent complaints against the school raise new issues or suggest a pattern of noncompliance with ACCSC standards or requirements not evident from the consideration of the previously closed complaint.
 - d. The Commission will inform complainants periodically of the status of pending complaints as well as the final resolution by the Commission. The Commission will send a letter describing the Commission's conclusion to the complainant and to the school. The Commission maintains a record of each complaint in the school's file at the Commission's office in accordance with established record-keeping policies
6. Reporting of Complaint Activity to the Commission: At each Commission meeting, the Commission receives a report containing the number of complaints received since the previous Commission meeting, the status of these complaints, and a breakdown of the types of complaints received.
7. Information from the United States Department of Education or Other Government Entities
 - a. The Commission will review all information about an ACCSC-accredited school received from the U.S. Department of Education or other government agency and where that information suggests any possible area of noncompliance with accreditation standards or requirements, the Commission will initiate a process in conformity with these *Rules*.
 - b. Information received from the U.S. Department of Education or other government agency indicating a school's failure to comply with its Title IV responsibilities or any possible area of noncompliance with accreditation standards or requirements will follow the complaint procedure set forth in this section of these *Rules*.

B. Complaints against ACCSC Evaluators

If the Commission receives a formal written complaint from a school regarding an on-site evaluator, the evaluator will be notified and given a copy of the complaint. The evaluator will be given an opportunity to respond to the complaint; however, a response is optional. The complaint and any response will be reviewed by the Commission to determine the ongoing eligibility of the on-site evaluator to participate in the Commission's evaluation process. The on-site evaluator will be notified of any resulting decision relative to continued eligibility.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

C. Complaints against ACCSC, Commissioners, or Staff Members

1. If the Commission receives a formal written complaint from a school regarding the conduct of an ACCSC Commissioner or a staff member, the Commissioner or staff member will be notified and given a copy of the complaint. The Commissioner or staff member will be given an opportunity to respond to the complaint; however, a response is optional. The complaint and any response will be reviewed by the Commission, in the absence of the individual against whom the complaint was lodged, to determine what, if any, action is appropriate or required.
2. If the Commission receives a formal written complaint alleging that the Commission acted improperly or in violation of the *Rules of Process and Procedure*, the Commission will review the complaint in a timely, fair, and equitable manner and will apply unbiased judgment and take follow-up action as appropriate based on the results of the review. This process, however, is not an appeal process and may not be used to request the Commission to reconsider a prior Commission action or to reinstate a school's accreditation (see *Section VIII (A)(3), Rules of Process and Procedure, Standards of Accreditation* regarding the appeal of a Commission decision).

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION VII – COMMISSION ACTIONS

A. Authority

Commission decisions on schools may be taken by:

1. The full Commission – All actions.
2. The Executive Committee, as authorized by the Commission pursuant to *Section 1.09.a, AACSC Bylaws, Standards of Accreditation*.
3. The Executive Director of ACCSC, as authorized by the Commission to provide approval of substantive change applications under *Section IV, Rules of Process and Procedure, Standards of Accreditation*.

B. Effective Date of Commission Decision

Revised July 1, 2018

The general rule is that the effective date of a Commission decision is the date on the letter notifying the school of that decision. The effective date will be some other date for the following reasons:

1. A school seeking initial accreditation that is accredited with stipulations will not be added to the list of ACCSC-accredited schools until all stipulations have been met and all fees have been remitted. The effective date of accreditation will be the date on the notice from ACCSC that the school has met the stipulations and paid all required fees.
2. A school seeking renewal of accreditation that is accredited with stipulations will not be considered to have its accreditation renewed until all stipulations have been met and all fees have been remitted. Once all stipulations have been met, the date of accreditation will be effective going forward from the end of the school's previous term of accreditation.
3. Commission decisions denying or withdrawing accreditation that are capable of being appealed but are not appealed will become effective 10 days after the school receives notification of the denial or withdrawal, in accordance with *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
4. Failure to obtain approval of the transfer of accreditation in advance of the change of ownership will result in the removal of the school from the list of ACCSC-accredited schools as of the date that the change of ownership occurred (*Section IV, Rules of Process and Procedure, Standards of Accreditation*).
5. A school that is faithfully engaged in the renewal of accreditation process and is meeting all of the requirements of that process continues to be accredited if the school's term of accreditation has exceeded the period of time last granted by the Commission. A school's accreditation ceases when the Commission has taken a final action to withdraw the school's accreditation or when a school voluntarily withdraws its accreditation or closes.
6. In exceptional circumstances, the Commission may establish different effective dates.
7. The Commission will not consider petitions for reconsideration and only those actions set forth in *Section VIII* of these *Rules* are subject to appeal.

C. Basis for Decisions

1. The Commission monitors schools throughout the period of accreditation to ensure continued compliance with accrediting standards and requirements. This monitoring forms the basis of Commission decisions and is conducted through analysis of applications for accreditation, self-

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

evaluation reports, annual reports, substantive change applications and reports, financial reports, complaints, information from government agencies and other third parties, interim on-site evaluations, and other sources.

2. The Commission meets regularly to review the materials of each school on the agenda. It is concerned with the totality of each school, and views each school in accordance with all of the available information gathered through the accreditation process and other authoritative data contained in the school's file. The integrity, record, and ability of the school to meet its stated objectives and to meet the standards and criteria established by the Commission provide the foundations for the Commission's judgment. Strengths are considered along with deficiencies and weaknesses. Above all, the Commission seeks to ascertain to what degree the school meets its objectives in terms of the students and their achievement.
3. The Commission's decision relative to a school's application for accreditation (initial or renewal) will be based upon the Commission's review of the school's records, including all of the following that apply:
 - a. Application for accreditation (initial or renewal);
 - b. Self-Evaluation Report;
 - c. Team Summary Report;
 - d. The school's response to the Team Summary Report;
 - e. Any comments from the on-site evaluation team relative to the school's response to the Team Summary Report (as applicable);
 - f. The school's response to on-site evaluator comments;
 - g. Information contained in the Annual Report, financial statements, progress reports or any other information contained in the school's historical record with the Commission;
 - h. Any additional information collected about the school, which may include such items as reports from government, private agencies, and third parties;
 - i. Complaints;
 - j. Actions by other accrediting agencies; and
 - k. Any other materials determined by the Commission to be relevant and trustworthy including comments from interested parties.
4. To expedite work, the Commission Chair may appoint standing and ad hoc review and advisory committees to ensure complete and thorough consideration of every application. These committees analyze the reports and all information brought before them and recommend to the Commission the type of action that, in their judgment, is warranted. The Commission is responsible for making all decisions to grant or deny accreditation.

D. Commission Consideration of Third-Party Information

Revised July 1, 2016 & July 1, 2018

1. The Commission provides notice of the schools to be reviewed for initial or renewal of accreditation at each meeting and encourages interested parties to submit written comments pertaining to such review. The Commission may also establish policies for providing notice of the schools to be reviewed for other reasons. Interested parties will have 30 days to submit such comments unless a longer comment period is specified by the Commission. The Commission will not be required to consider comments received after the published comment deadline.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

2. Whenever information from third parties is included in the record, the school will have an opportunity to respond before any decision becomes final.
3. In considering the appropriate action to take on a school or program, the Commission will take into account actions by other accrediting agencies that have denied accreditation or re-accreditation status to the school or program, have placed the school or program on probation, or have withdrawn/revoked the accreditation or re-accreditation status of the school or program.
4. If another accrediting agency places a school or the principal program offered by such school on probation or withdraws/revokes the accreditation of the school or program, ACCSC will promptly review the accreditation status it has previously granted to that school to determine whether there is cause to change that status, including actions set forth in this section of the *Rules*.
5. The Commission will review and take appropriate action as allowed under these *Rules* regarding the accreditation status of any school for which the Commission has received information from an appropriate state or federal agency or another accrediting agency that the school is subject to, but not limited to, any of the following actions:
 - a. State Agency
 - i. An action by a state agency potentially leading to the suspension, denial, withdrawal/revocation, or termination of the school's legal authority to provide postsecondary education;
 - ii. An action by a state agency to suspend, deny, withdraw/revoke, or terminate the school's legal authority to provide postsecondary education;
 - iii. An action by a state agency potentially leading to the suspension, denial, withdrawal/revocation, or termination of the school's eligibility to participate in any state student financial aid program;
 - iv. An investigation or legal action by a state agency with regard to a school's adherence to state law or regulation; or
 - v. A finding by a state agency or legal authority that the school violated state regulation or law.
 - b. Federal Agency:
 - i. An action by a federal agency potentially leading to the suspension, denial, withdrawal/revocation, or termination of the school's eligibility to participate in any federal student financial aid program;
 - ii. An action by a federal agency to suspend, deny, withdraw/revoke, or terminate the school's legal authority to provide postsecondary education;
 - iii. An investigation or legal action by a federal agency with respect to a school's adherence to federal law or regulation; or
 - iv. A finding by a federal agency or legal authority that the school violated federal regulation or law.
 - c. Accrediting Agency:
 - i. An action by an accrediting agency that could potentially lead to the suspension, denial, withdrawal/revocation, or termination of accreditation (e.g., Warning, Probation, Show Cause Order, etc.) or

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- ii. An action by an accrediting agency to suspend, deny, or withdraw/revoke accreditation.
6. In accordance with *Section VII (K)(2)&(3), Rules of Process and Procedure, Standards of Accreditation*, the following actions will immediately cause a Warning to be issued to the school:
 - a. The suspension, withdrawal/revocation, or involuntary termination of a school's accreditation from another accrediting body,
 - b. The involuntary loss of its license or authority to operate from a state agency,
 - c. The filing for bankruptcy or receivership.
7. Commission Action Notwithstanding Third Party Action: If the Commission grants initial accreditation or re-accreditation to a school notwithstanding a pending or final action taken by a state agency or another accrediting agency to suspend, deny, or withdraw/revoke approval/accreditation (to include appeals) or a Warning, Probation, or Show Cause Order, the Commission will provide the Secretary of the U.S. Department of Education with a thorough explanation, consistent with the Commission's accreditation standards, regarding why the previous action by the accrediting agency or state does not preclude the Commission's action.

E. Consideration of Applications and Other Matters

1. Applications will be considered by the Commission at its regularly scheduled meetings, which are held at least four times per year. Generally, in order for information related to the accreditation process to be included in the record considered by the Commission, the information must be received at least 30 days before the start of the meeting of the Commission. Any document received within 30 days prior to the start of the meeting will be considered only at the discretion of the Commission.
2. The Commission, at its discretion, may refuse to consider an application, if after notice, the school fails to respond to an on-site evaluation report or other request for information made in conjunction with an application for accreditation (initial or renewal) or an application for a substantive change. A failure to respond is subject to the actions set forth in these *Rules*.
3. The Commission may, at its discretion, consolidate two or more actions involving the same school or affiliated schools that are pending before the Commission.

F. Deferral of Action

The Commission may defer any action on an application for accreditation (initial or renewal) or substantive change if additional information is required for the school to demonstrate compliance with the *Standards of Accreditation* or other accreditation requirements. Generally, in reaching a decision to defer action, the Commission will consider:

1. The extent to which the school can make significant progress toward accreditation within a short period of time;
2. Whether there is insufficient information about the school; and
3. Whether the necessary information for the Commission to render a decision is lacking.

G. Accreditation

Revised July 1, 2015

1. Initial Accreditation:
 - a. Applicants for initial accreditation that are found to be in compliance with accreditation standards and requirements of the Commission will be granted accreditation status. The term

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

of accreditation for schools seeking an initial grant of accreditation is three years, but may be less at the discretion of the Commission.

- b. In exceptional cases based upon criteria determined by the Commission (e.g., no findings of non-compliance with accrediting standards through the initial accreditation process, exceptional student achievement outcomes, amongst other criteria), the Commission may grant an initial applicant school up to a four-year term of accreditation.
 - c. In cases where the school is institutionally accredited by an agency recognized by the U.S. Department of Education and in good standing at the time of Initial Application, the Commission may consider up to a five-year term based on the school's demonstrated ability to maintain continuous compliance with ACCSC's accrediting standards.
2. Renewal of Accreditation:
 - a. Applicants for renewal of accreditation that are found to be in compliance with accreditation standards and requirements will be granted renewal of accreditation. The term of accreditation for schools seeking renewal of accreditation is five years, but may be less at the discretion of the Commission.
 - b. In exceptional cases based upon criteria determined by the Commission (e.g., no findings of non-compliance with accrediting standards through the renewal of accreditation process, exceptional student achievement outcomes, amongst other criteria), the Commission may grant a school up to a six-year term of accreditation.
3. When the record before the Commission shows that a school's additional attention should be directed to certain aspects of its programs or administration, the Commission may provide recommendations for institutional enhancement. Such recommendations are contained in an ACCSC Institutional Enhancement Enclosure and do not indicate present noncompliance with accreditation requirements.
4. Upon accreditation, a tentative time will be set for a complete reexamination. At the Commission's discretion, schools may at any time be required to submit a new Self-Evaluation Report or other reports, or receive an on-site evaluation. Earlier, complete, or partial reexamination or fact-finding on-site evaluations may be required by the Commission whenever a school's compliance with accrediting requirements is in question or doubt.

H. Stipulations

1. The Commission may require a school to submit a response to one or more stipulations when there is evidence that there are deficiencies in the school's compliance with accreditation standards or requirements. Stipulations are generally those items that can be corrected within a relatively short period of time.
2. The Commission may delegate to the Commission's staff the determination as to whether a school has complied with a stipulation. In those instances when the staff cannot determine whether a school has met a stipulation or has reason to believe that a school has not complied with a stipulation, the matter will be referred to the Commission for decision.
3. All stipulations must be met before a Commission decision to grant initial or renewal of accreditation becomes effective.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

I. Heightened Monitoring

1. The Commission may require a detailed review of a school's Annual Report or other information as directed for submission. Heightened Monitoring is not considered Reporting and accordingly the restrictions applied to a school subject to Reporting do not apply to schools subject to Heightened Monitoring.
2. A school subject to Heightened Monitoring must submit all information as requested and must do so conforming to format requirements and covering exact timeframes as directed by the Commission. The school may provide additional information or data that serve to amplify and strengthen the school's report.
3. The Commission will not accept any submission by a school of information that does not conform to the required format.
4. The Commission reserves the right to verify the information submitted by the school.

J. Reporting

1. The Commission may require a school to submit a Report (e.g., financial, refund, graduation, employment, etc.) in accordance with *Section V, Rules of Process and Procedure, Standards of Accreditation*.
2. A school required to submit a Report to the Commission must do so conforming to format requirements and covering exact time frames as directed by the Commission. The school may provide additional data that serves to amplify and strengthen the school's report.
3. The Commission will not accept any submission by a school of a Report that does not conform to the required format.
4. The Commission reserves the right to verify the information contained in the Report.

K. Warning

Revised July 1, 2016 and July 1, 2018

1. In cases where the Commission has reason to believe that a school is not in compliance with one or more accreditation standards or other requirements, the Commission may at its discretion, issue a Warning to the school. A school that receives a Warning will be required to demonstrate corrective action and compliance with accrediting standards.
2. The suspension, withdrawal/revocation, or involuntary termination of a school's accreditation from another accrediting body or its license or authority to operate from a state agency will immediately cause a Warning to be issued to the school.
3. The filing for bankruptcy or receivership will immediately cause a Warning to be issued.
4. A Warning may be initiated by the Commission or by the Executive Committee in accordance with *Section 1.09.a, AACSC Bylaws, Standards of Accreditation*.
5. When the Commission issues a Warning, the Warning will be in writing and will:
 - a. State fully the reasons why the Commission issued the Warning;
 - b. Identify the standard and/or other accreditation requirement with which the school may not be in compliance;
 - c. Explain the reasons and recite the evidence indicating that the school may not be in compliance with accreditation requirements; and

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- d. Advise the school of its obligations operating under the Warning and the deadline for response.
6. Upon expiration of the time limits for submission of the Response to the Warning or any progress report or additional requirements placed on a school in relation to the Warning, a decision will be made on the school's compliance with the accreditation standard or requirement noted in the order. The Commission may:
 - a. Remove the Warning if the school's response gives evidence that such removal is warranted or if the response shows that the school complies with accreditation standards and requirements;
 - b. Continue the Warning;
 - c. Take any other action set forth under *Section VII, Rules of Process and Procedure, Standards of Accreditation*; or
 - d. In certain limited circumstances, delegate the authority to vacate a Warning to the Executive Director of ACCSC.
7. The Commission may require a school to submit Commission-directed reports and receive on-site evaluation teams in conjunction with a Warning. Failure to demonstrate compliance with accrediting standards or other accrediting requirements by the end of the Warning period may result in the withdrawal of the school's accreditation.
8. The Commission may require a school subject to a Warning Order to inform current and prospective students in writing that the school has been placed on Warning and to provide a summary of the reasons for the Warning Order.
9. The Commission will not consider substantive changes, a change of location/relocation, or additions (i.e., separate facilities, new programs) to a school or its separate facilities while the school is under a Warning. However, a school that is subject to a Warning may seek the Commission's approval for the transfer of accreditation that would result from a change of ownership as described in *Section IV, Rules of Process and Procedure, Standards of Accreditation*.

L. Probation

1. In cases where the Commission has significant concerns regarding a school's compliance with one or more accrediting standards or other requirements or has made a determination that a school is out of compliance with one or more standards, the Commission may, at its discretion, place a school on Probation. As part of the Probation Order, the Commission may, at its discretion, direct the school to show cause as to why the school's accreditation should not be withdrawn. A school subject to a Probation Order will be required to demonstrate corrective action and compliance with accrediting standards.
2. The Commission may require a school to submit Commission-directed reports and receive on-site evaluation teams in conjunction with a Probation Order. Failure to demonstrate compliance with accrediting standards or other accrediting requirements by the end of the probationary period may result in the school being removed from the accredited list.
3. At its discretion, the Commission may place a school on Probation without first issuing a Warning.
4. When the Commission directs a Probation Order, the Probation Order will be in writing and will:

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- a. State fully the reasons why the Commission issued the Probation Order;
 - b. Identify the standard and/or other accreditation requirement with which the school may not be in compliance;
 - c. Explain the reasons and cite the evidence indicating that the school may not be in compliance with accreditation requirements; and
 - d. Advise the school of its obligations under the Probation Order and the deadline for response.
5. Upon expiration of the time limits for submission of the Response to the Probation Order or any progress report or additional requirements placed on a school in relation to the Probation Order, a decision will be made on the school's compliance with the accreditation standard or requirement noted in the order. The Commission may:
- a. Remove the Probation Order if the school's response gives evidence that such removal is warranted or if the response shows that the school complies with accreditation standards and requirements;
 - b. Continue the Probation Order; or
 - c. Take any other action set forth under *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
6. The Commission will not consider substantive changes, a change of location/relocation, or additions (i.e., separate facilities, new programs) to a school or its separate facilities while the school is on Probation. However, a school that is subject to Probation may seek the Commission's approval for the transfer of accreditation that would result from a change of ownership as described in *Section IV, Rules of Process and Procedure, Standards of Accreditation*.
7. A school subject to a Probation Order must inform current and prospective students in writing that the school has been placed on Probation and that additional information regarding that action can be obtained from the Commission's website.

M. Timelines to Remedy Noncompliance

The maximum timelines to remedy noncompliance are as follows:

1. Where the Commission has found an area in which a school is out of compliance with accreditation standards or requirements, the period allotted to the school to remedy the noncompliance or cure the deficiency, together with the time for the Commission's final decision, will not exceed the following time limits unless there is good cause to extend the period for achieving compliance:
 - a. Twelve months, if the school's longest program is less than one year in length.
 - b. Eighteen months, if the school's longest program is at least one year, but less than two years in length; or
 - c. Two years, if the school's longest program is at least two years in length.
2. The school will be deemed to have demonstrated good cause if it has shown that during the period of review significant progress has been made toward achieving compliance with the accreditation standard(s) in question and meeting all requirements set forth by the Commission and when extenuating circumstances exist such that only through the provision of additional time can the school demonstrate its compliance with the standard(s). Generally, the Commission will

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

limit the duration of the extended timeframe to demonstrate compliance to within the next two regularly scheduled Commission meetings.

3. These time frames will begin on the date that the Commission first informs a school that a finding of noncompliance has been made but will not begin during a period when the Commission is still in a fact-finding process.
4. If the school does not bring itself into compliance within the period specified by the Commission or within the maximum time frame described above, the Commission will take adverse action.

N. Denial of Accreditation

1. Denial of Accreditation is applicable to schools applying for initial accreditation. Following the due process required by these *Rules*, the Commission may deny a grant of accreditation to an initial applicant when the Commission determines from the record that the school does not meet the requirements specified in the *Standards of Accreditation* and that such an action is warranted.
2. The Commission's decision will be delivered to the school in writing and the school will have an opportunity to appeal the Commission's decision in accordance with *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.
3. The school may reapply no sooner than nine months from the date on which the denial of accreditation became effective.

O. Denial of a Substantive Change Application

1. Following the due process required by these *Rules*, the Commission may deny a substantive change application when the Commission determines from the record that the school does not have demonstrated the sufficient capacity to undertake the change and to meet accrediting standards in all required areas directly or indirectly affected by the change.
2. The Commission's decision will be delivered to the school in writing and the school will have an opportunity to appeal the Commission's decision in accordance with *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.
3. The Commission may, at its discretion, deny a substantive change application without first issuing a Warning or Probation Order.

P. Withdrawal of Accreditation

Revised July 1, 2016 & July 1, 2017

1. Following the due process required by these *Rules*, the Commission may withdraw the accreditation of a school any time a school fails to demonstrate compliance with one or more accreditation standards or other requirements and for any of the reasons, or combination thereof, described below.
 - a. Failure to continue to meet the eligibility requirements for accreditation set forth in *Section I, Rules of Process and Procedure, Standards of Accreditation*.
 - b. Failure to demonstrate compliance with an accrediting standard or other accreditation requirement set forth in the *Standards of Accreditation*.
 - c. Failure to attend an accreditation workshop for reaccreditation or file an Application for Renewal of Accreditation or Self-Evaluation Report.
 - d. Failure to file and have approved a substantive change application as set forth in *Section IV, Rules of Process and Procedure, Standards of Accreditation* in advance of the change.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- e. Failure to cooperate in a required on-site evaluation of the school conducted on an announced or unannounced basis.
 - f. Failure to notify the Commission in a timely manner of any material change in the school's ownership, the way in which the school conducts its business, or the circumstances in which it operates pursuant to *Sections IV and V, Rules of Process and Procedure, Standards of Accreditation*.
 - g. Failure to pay any required fees within the time frame established by the Commission.
 - h. Failure to comply with a Commission order or directive.
- 2. The Commission may, at its discretion, withdraw a school's accreditation and remove the school from the list of ACCSC-accredited schools without first issuing a Warning or Probation Order.
 - 3. The Commission's decision to withdraw accreditation will be delivered to the school in writing, the school will have an opportunity to appeal the Commission's decision in accordance with *Section VIII, Rules of Process and Procedure, Standards of Accreditation*, and the Commission will require the school to submit a complete ACCSC Institutional Teach-Out Plan Approval Form.
 - 4. Upon receipt of notification from the Commission that withdrawal of accreditation is final, the school must:
 - a. Immediately inform all students enrolled in the school and those seeking admission that accreditation by ACCSC has been withdrawn.
 - b. Delete all references to and claims of ACCSC accreditation from catalogs, advertising, and promotional materials immediately and in no event later than 30 days after withdrawal of accreditation.
 - 5. A school will be considered to have had its accreditation withdrawn if the school closes without notification or closes without an ACCSC approved teach-out plan (to include as necessary an ACCSC approved teach-out agreement) that the school faithfully executes.
 - 6. The school may reapply no sooner than nine months from the date on which the withdrawal of accreditation became effective.

Q. Voluntary Withdrawal or Closure

Revised July 1, 2016 & July 1, 2017

- 1. Voluntary Withdrawal
 - a. A school that is currently accredited may voluntarily withdraw from the Commission's list of accredited schools at any time. A school that is seeking initial accreditation may voluntarily withdraw an Application for Initial Accreditation, without prejudice, at any time prior to the Commission's final review of the school's application.
 - b. A school that intends to voluntarily withdraw its ACCSC accreditation must submit a written notice specifying the date upon which the voluntary withdrawal is to be effective.
- 2. Voluntary Closure
 - a. A school that intends to close must submit a written notice specifying the date of anticipated closure, evidence that the school has informed all other applicable regulatory and oversight agencies and entities (e.g., state, federal, and other accrediting agencies) and a complete ACCSC Institutional Teach-Out Plan Approval Form.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- b. The Commission will treat a notice of closure as a voluntary withdrawal of accreditation.
3. Upon notification to the Commission of a voluntary withdrawal of accreditation or closure, the Commission shall acknowledge the effective date of the withdrawal of accreditation and the school must:
 - a. Immediately inform all students enrolled in the school and those seeking admission of the effective date of the withdrawal of accreditation.
 - b. Delete all references to and claims of ACCSC accreditation from catalogs, advertising, and promotional materials immediately and in no event later than 30 days after the effective date of the withdrawal of accreditation.
4. A school will be considered to have had its accreditation withdrawn if the school closes without notification or closes without an ACCSC approved teach-out plan (to include as necessary an ACCSC approved teach-out agreement) that the school faithfully executes.

R. Other Actions to Monitor Ongoing Compliance

In order to ensure that each school accredited by ACCSC achieves and maintains compliance with ACCSC standards, procedures, policies, directives, and requirements, the Commission may, in addition to the actions listed elsewhere in these *Rules* and in the *Standards of Accreditation*, take any actions that it believes are necessary, proper, and fair, including but not limited to the following types of actions:

1. Direct a school to send an appropriate representative to an Accreditation Workshop.
2. Order an on-site evaluation, announced or unannounced, by a full or partial team. The cost of such on-site evaluations will be borne by the school unless the Commission determines otherwise.
3. Restrict the submission of substantive change applications.
4. Shorten the period of accreditation previously granted to the school and require the school to undergo early renewal of accreditation.
5. Require the cessation of new enrollment in one or more programs when the Commission has significant concerns regarding compliance with accreditation requirements.
6. Suspend approval of any program or the approval of degree-granting or distance education status and require the school to demonstrate compliance with accreditation requirements within a specified timeframe. If the school cannot demonstrate compliance with accreditation requirements, the Commission may take additional action as described in number 7 below.
7. Revoke the approval of any program or the approval of degree-granting or distance education status and require a teach-out plan, which may also include the requirement of a teach-out agreement with another qualified institution as deemed appropriate by the Commission, for all enrolled students.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION VIII – APPEAL OF A COMMISSION DECISION

A. Coverage of Appeals

Revised July 1, 2018

The appeal procedure specified in this section of the *Rules* is the exclusive remedy for a school that believes that an adverse accreditation decision by the Commission is unwarranted pursuant to the terms set forth in this section of the *Rules*.

1. Only adverse accreditation decisions made by the Commission are subject to appeal. Adverse accreditation decisions are:
 - a. A decision to deny a substantive change application;
 - b. A decision to cease processing an application for initial accreditation as described in these *Rules*;
 - c. A decision to deny an application for initial accreditation; and
 - d. A decision to withdraw of accreditation.
2. An accredited school remains accredited, operating under a Probation Order, until the final disposition of the appeal. The Commission will follow its public notification requirements in accordance with the provisions set forth in these *Rules*.
3. The Commission will not consider petitions for reinstatement or petitions for reconsideration.

B. Grounds for Appeal and Standard of Review

Revised July 1, 2018

1. A school affected by an adverse accreditation action taken by the Commission may appeal that decision if it has reason to believe the Commission's decision was arbitrary, capricious, or in substantial disregard of the criteria or procedures of the Commission, or not supported by evidence in the record on which the Commission took action.
2. In order for a school subject to an adverse accreditation decision to withdraw accreditation to be eligible to submit its Grounds for Appeal, a school must submit a teach-out plan as directed by the Commission and as required by *Section IV (F), Rules of Process and Procedure, Standards of Accreditation*.
3. On appeal, the school has the burden of proof.
4. The Appeals Panel will only consider that information that was before the Commission at the time that the adverse action was taken, except as allowed for under *Section VIII (C)(2)(c), Rules of Process and Procedure, Standards of Accreditation*.
5. The record on an appeal will include, as applicable, the Letter of Intent to Appeal, Application for Appeal a Commission Decision and the Grounds for Appeal, Team Summary Report(s), Commission action letter(s), school response(s), and other documents relevant to the appeal.
6. The appeal fee and all other fees due to the Commission must be paid in full in order to have standing to appeal a Commission decision.

C. Appeal Procedures

Revised July 1, 2018

1. Letter of Intent to Appeal: To initiate an appeal process the school must submit a Letter of Intent to Appeal accompanied by the required appeal fee, within 10 days of receipt of the Commission's official notice of the adverse accreditation decision.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

2. Application for Appeal of a Commission Decision and Grounds for Appeal: Within 30 days of receipt of the Commission's official notice of the adverse accreditation decision, the school must submit the Application for Appeal of a Commission Decision and Grounds for Appeal in accordance with the requirements set forth therein.
 - a. The school must set forth in the Grounds for Appeal its case relative to its belief that the Commission's decision was arbitrary, capricious, or otherwise in substantial disregard of the criteria or procedures of the Commission, or not supported by substantial evidence in the record on which the Commission took action. The written Grounds for Appeal must respond to each basis included in the letter reporting the Commission's decision and the Grounds for Appeal must be prepared and presented in accordance with the Commission's established process and requirements.
 - b. Only evidence previously submitted to the Commission may be included in a submission to the Appeals Panel, except as allowed for under *Section VIII (C)(2)(c), Rules of Process and Procedure, Standards of Accreditation*. The Grounds for Appeal may not include information or documentation that was not in the record at the time that the Commission took the adverse action. The Grounds for Appeal must include a reference to where information and documentation can be found in the record at the time that the Commission took the adverse action.
 - c. Financial Information: In instances where the only remaining deficiency cited by the Commission in an adverse accreditation decision is the institution's failure to meet the Commission's standards pertaining to financial soundness, an institution may present new financial information under the following conditions:
 - i. The financial information is significant as determined by the Commission;
 - ii. The financial information was unavailable prior to the adverse accreditation decision;
 - iii. The financial information bears materially on the financial deficiencies identified by the Commission; and
 - iv. A school may present new financial information only once and any final determination reached with respect to the new financial information does not provide a new basis for appeal.
3. The school has the option of sending a representative(s) to make a presentation at the hearing. The school must provide to the Commission the names and titles of any representatives from the school who will offer testimony or argument in an appeal hearing before the Appeals Panel, and give the name and title of any outside counsel, if the school intends to be represented by counsel.
4. Record of Appeal Hearing: The school has the right to a transcript of the appeal hearing and may request one by notice to the Executive Director of ACCSC at the time of the filing of the Grounds for Appeal. Videotaping of the appeal hearing is not permitted. The school will be responsible for the cost of its copy of the hearing transcript. Any transcription of the hearing will be arranged by the Executive Director of ACCSC.
5. The appeal will be heard within 60 days of receipt of the school's Letter of Intent to Appeal unless reasonable circumstances prevent the hearing of the appeal in that time frame.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

D. Appeals Panel

Revised July 1, 2016

1. The Executive Director of ACCSC will make available the complete record of the accreditation proceeding involving the appealing school to the ACCSC Appeals Panel.
2. Standing Appeals Panel:
 - a. The Standing Appeals Panel does not include any current member of the Commission.
 - b. Members of the Standing Appeals Panel are subject to the ACCSC Appeals Panel Code of Conduct and other requirements as stated in the Commission's policies and may be removed from the list of Standing Appeals Panel members for failure to comply with these policies.
 - c. At least 10 persons constitute the Commission's Standing Appeals Panel.
 - d. Members of the Standing Appeals Panel are nominated by the Commission Chair, with the advice of the Executive Director of ACCSC, and confirmed by the Commission from a pool of candidates who have knowledge of accrediting policies and procedures, such as school and college administrators and academic personnel; public members with an academic and/or administrative background and individuals from industry, government, or education; or individuals with experience in accreditation.
 - e. Prior to the Appeals Panel hearing, the school is advised of the names and school affiliations, if any, of members of the Standing Appeals Panel.
 - f. Alternates: The Standing Appeals Panel may be supplemented with qualified alternates in the event that there is an insufficient number of members of the Standing Appeals Panel to constitute a Sitting Appeals Panel with the requisite number of persons.
3. Sitting Appeals Panel: Three persons are nominated by the Executive Director of ACCSC from the Standing Appeals Panel and are confirmed by the Commission Chair to serve as the Sitting Appeals Panel, which will consider a school's appeal. One member will be designated to Chair the Sitting Appeals Panel, one member will be designated as an administrative representative, one member will be designated as an academic representative, and at least one member will be a public member.¹
4. Objections:
 - a. If the school has good cause to believe any member of the Standing Appeals Panel should not hear the appeal, it must promptly notify the Executive Director of ACCSC of its belief and the reasons for it in writing.
 - b. Objections to any member of the Standing Appeals Panel hearing the appeal or any other procedural issues concerning the conditions under which the school's appeal is to be heard will be considered and ruled upon by the Executive Committee of the Commission. If it is not feasible to convene the Executive Committee, the Commission Chair may act upon the matter in question.

¹ An Appeals Panel Member may hold more than one designation – for example a member may be designated as the Chair of the Sitting Appeals Panel and as an administrative representative or a member may be designated as a public member and as an academic representative – but in no case will a member be designated as both an administrative and academic representative.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

E. Sitting Appeals Panel: Scope of Authority

1. The Sitting Appeals Panel can affirm, amend, reverse, or remand the adverse accreditation decision made by the Commission. The action taken must be approved by a majority of the Sitting Appeals Panel.
2. If the Sitting Appeals Panel affirms the decision of the Commission, the Commission's action becomes final. When a decision to deny initial accreditation or to withdraw accreditation is final, the school, if previously accredited, is removed from the Commission's list of accredited schools.
3. If the Sitting Appeals Panel remands the case to the Commission for further consideration, the Sitting Appeals Panel will identify specific issues that the Commission must address and implement in a manner consistent with the appeals panel's findings and decision. If the Commission takes a subsequent adverse action based upon grounds that have not been reviewed by an Appeals Panel, a school may appeal that action based only on those grounds not previously reviewed by an Appeals Panel. If the Commission, acting in a manner consistent with the appeals panel's decision, takes a subsequent adverse action based upon the grounds previously reviewed by an Appeals Panel, the adverse action will be final and the Commission will afford no additional appeal rights.
4. If the Sitting Appeals Panel amends the adverse accreditation decision, the Commission will carry out that action in a manner that is consistent with the Sitting Appeals Panel's decision.
5. If the Sitting Appeals Panel reverses the adverse accreditation decision, the Commission will carry out that action in a manner that is consistent with the Sitting Appeals Panel's decision. The Commission may, however, immediately begin a new investigation into the school's compliance with accreditation standards, which may result in a subsequent adverse accreditation decision. If such is the case, the school may appeal the subsequent adverse accreditation decision in accordance with this section of the *Rules*.

F. Appeal Hearing Procedures

1. The appeal hearing will commence with an opening statement by the Appeal Panel Chair, which describes the applicable standard of review and the procedures to be followed during the hearing.
2. The appealing school's representative or counsel may then offer an opening statement summarizing the grounds for appeal. Presentations of all aspects of the appeal are limited to 30 minutes.
3. The Sitting Appeals Panel members may ask questions related to the record on appeal.
4. The appealing school may offer a closing statement and the hearing will adjourn.
5. The Executive Director of ACCSC communicates in writing to the school the Sitting Appeals Panel's decision and the reasons for that decision.

G. Appeal Fees and Expenses

1. Each school appealing a Commission decision is required to pay the established appeal fee, in accordance with Commission requirements. This includes:
 - a. Any main school that is subject to an adverse action;
 - b. Any branch campus that is subject to an adverse action independent of its main school; and

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- c. Any branch campus that elects to be included in the appeal of a main school that is subject to an adverse action.
2. The expenses incurred in the development and presentation of an appeal, including the fee for the application to appeal, are borne by the school filing the appeal, as indicated in these *Rules*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION IX – REVISIONS TO AND WAIVERS OF THE *STANDARDS OF ACCREDITATION*

A. Authority

1. The Commission's criteria and standards are under continual review and changes are made as appropriate and required.
2. The Commission has the authority and responsibility to establish and promulgate criteria for the evaluation and accreditation of career schools and colleges. These criteria take the form of the *Standards of Accreditation – Rules of Process and Procedure*, *Substantive Standards*, and applicable *Appendices*.
3. The AACSC *Bylaws* are revised in the manner as described therein.

B. Publication of Proposed Changes to the *Standards of Accreditation*

1. ACCSC-accredited and applicant schools, persons, institutions, and organizations affected by or with an interest in the Commission's rules, policies, procedures, and standards are generally advised of proposed revisions through a notice sent by the Executive Director of ACCSC. The Commission may make changes to the *Rules of Process and Procedure* and adjust fees without seeking comment as allowed by the *Bylaws*.
2. The Commission will submit to the Secretary of the U.S. Department of Education any proposed change in the policies, procedures, or accreditation standards of ACCSC that might alter the Commission's scope of recognition or compliance with the criteria for recognition by the Secretary.

C. Opportunity for Comment

The Commission encourages all interested parties to submit written comments concerning proposed changes in the Commission's standards, requirements, policies, and procedures. Interested parties will have 30 days to submit such comments unless a longer comment period is specified by the Commission. The Commission is not required to consider comments received after the published comment deadline.

D. Publication of Final Changes

1. After evaluating and taking into account the comments submitted as well as all other available information, the Commission will prepare and publish in final form the change to the ACCSC standards.
2. The Commission can adopt standards as proposed, adopt with changes or modifications, defer action for further study and consideration, or reject proposed standards.
3. After adopting standards, the Commission announces the adopted standards and takes the action necessary for their implementation. The effective date and procedures for implementation, if required, are included in the announcement, providing a reasonable time for school compliance.
4. Information on new standards is published and disseminated to persons, institutions, and organizations affected by or with an interest in the standards. The documents of the Commission are revised to include the new standards.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

E. Waivers

1. Procedure for Submitting a Waiver Request: In limited and exceptional circumstances, the Commission will consider requests to waive the application of certain accreditation standards and/or procedures. Waiver requests must:
 - a. Be submitted to the Commission office in writing, using the form found on the Commission's website;
 - b. Identify the specific standard(s) and/or procedure(s) for which a waiver is sought; and
 - c. Provide sufficient rationale, justification, and information necessary for the Commission to render a decision.
2. Bases for a Waiver Request: The request must also explain in detail the basis for the request and provide relevant factual support, including appropriate documentation. The Commission may only grant a waiver if:
 - a. The normal application of the standard, process, or procedure will create an undue hardship;
 - b. The intent of the standard, process, or procedure will otherwise be met through the granting of the waiver; or
 - c. Other special and extenuating circumstances are present.

In all instances, a waiver may only be granted if the school demonstrates that educational quality will be promoted and the interests of students will be protected by the proposed waiver. Waiver requests that seek simply to excuse noncompliance with accrediting standards and procedures will be denied.

3. The decision whether to grant a waiver is made by the Commission and denials of waivers may not be appealed. The Commission may also impose such conditions as it deems appropriate on the scope or duration of any waiver that it may grant as it deems appropriate. Waiver requests that effectively seek to amend the *Standards of Accreditation* will not be granted. Instead, schools making such requests should offer proposals for changes to accrediting standards for the Commission's consideration.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION X – NOTIFICATION AND INFORMATION SHARING

A. Scope of Public Information

Revised July 1, 2016

1. The Commission will make available to the public and may publish in official ACCSC publications, including its website and Directory of Accredited Schools, the following information:
 - a. The *Standards of Accreditation* and the associated forms, applications, and reports;
 - b. Each accredited school's name, physical address, telephone number, email address, website, and director;
 - c. The accredited or non-accredited status of a school;
 - d. The date of a school's initial accreditation, renewal of accreditation, or previous term of accreditation;
 - e. The current term of a school's accreditation;
 - f. A list of a school's approved programs;
 - g. The graduation and graduate employment rates for each approved program as reported in the school's ACCSC Annual Report;
 - h. Information pertaining to actions taken by the Commission as described in these Rules; and
 - i. The date of a school's voluntary withdrawal of accreditation and status of the school's accreditation as of that date (e.g., operating under Reporting, a Warning, Probation Order, etc.).
2. Confidentiality of Records: Information obtained in the accreditation process and pertaining to the Commission's actions is confidential and is not shared with third parties, other ACCSC school members, the press, or the public, except as authorized by a school or as required by these *Rules*, government regulation, judicial or administrative process, and other legal requirements. The Commission will not release any records that may contain student personally identifiable information which would violate any state or federal law or regulation.

B. Notification of Commission Actions to Schools

1. The Commission will provide written notice to a school of a decision to grant initial or renewal of accreditation within 30 days of the decision.
2. The Commission will provide written notice to a school of all other non-adverse actions in a timely manner, generally within 30 days of the decision, except as indicated in number 3 below.
3. The Commission will provide written notice of a decision to place a school on Probation within 30 days of the decision.
4. The Commission will provide written notice to a school of an adverse accreditation decision.
5. The Commission will provide written notice to a school of a final decision to deny or withdraw accreditation within 30 days of the decision. A final decision to deny or withdraw accreditation is one reached after a school has exhausted the appeals process¹ provided for under *Section VIII*,

¹ "A final decision to deny or withdraw accreditation is one reached after a school has exhausted the appeals process" means the date upon which the Sitting Appeals Panel approves the content of the letter expressing the decision of the panel to uphold the Commission's decision to deny or withdraw accreditation, which shall be no later than 60 days from the date of the appeal hearing. This applies to all references to a final decision to deny or withdraw accreditation in these *Rules*.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

Rules of Process and Procedure, Standards of Accreditation or that becomes effective after a school has opted not to avail itself of its appeal rights within the prescribed time frame.

C. Notification of Commission Actions to Government Entities and Other Accrediting Agencies

Revised July 1, 2017

1. The Commission, no later than 30 days after making the decision, will provide written notice to the U.S. Department of Education, the appropriate state licensing agency, and other accrediting agencies of a decision by the Commission to grant initial accreditation or renewal of accreditation. The Commission will provide written notice to the U.S. Department of Education, the appropriate state licensing agency, and other accrediting agencies of other school actions in a timely manner as deemed appropriate.
2. The Commission, at the same time it notifies the school,² will provide notice and the reasons why a school is placed on Probation or Warning to the U.S. Department of Education, the appropriate state licensing agency, and other accrediting agencies.
3. The Commission, at the same time it notifies the school, will provide the same notice to the U.S. Department of Education, the appropriate state licensing agency, and other accrediting agencies, of an action subject to appeal along with the reasons for the Commission's action and information pertaining to the ACCSC appeal process.
4. The Commission, no later than 60 days after a final decision to deny or withdraw accreditation, will make available to the U.S. Department of Education, the appropriate state licensing agency, and other accrediting agencies the reasons for the Commission's decision and the comments, if any, that the affected school has submitted with regard to that decision. A final decision to deny or withdraw accreditation is one reached after a school has exhausted the appeals process provided for under *Section VIII, Rules of Process and Procedure, Standards of Accreditation* or that becomes effective after a school has opted not to avail itself of its appeal rights within the prescribed time frame.
5. The Commission, no later than 30 days after the Commission has received notice of a decision by a school to voluntarily withdraw its accreditation, will provide written notice to the U.S. Department of Education, the appropriate state licensing agency, and other accrediting agencies of such decision.
6. The Commission will notify the U.S. Department of Education of the name of any school accredited by ACCSC that the Commission, upon review of the Team Summary Report or other relevant information, has reason to believe is failing to meet its Title IV Higher Education Act program responsibilities or may be engaged in Title IV fraud or abuse. The Commission will provide the reason(s) for the concern(s) in this notification, will review the circumstances related to the notification and keep that notification confidential as the Commission deems necessary, and will keep the notification confidential upon a specific request by the U.S. Department of Education.

D. Disclosure of Commission Actions to the Public

Revised July 1, 2015 & July 1, 2017

1. The Commission, no later than 30 days after making the decision, will make public any final decision to grant initial accreditation or renewal of accreditation. The Commission will make public other school actions in a timely manner as deemed appropriate.

² As used throughout this section, "at the same time" means within 24 hours from when the Commission sends the notice to the school.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

2. The Commission, at the same time it notifies the school, will make public a decision to place a school on Probation or Warning and provide the reasons for the action.
3. The Commission, at the same time it notifies the school, will make public an action subject to appeal. The reasons for the Commission's action will also be made public along with information pertaining to the ACCSC appeal process.
4. The Commission, no later than 60 days after a final decision to deny or withdraw accreditation, will make public the reasons for the decision together with any comments submitted by the school. A decision to deny or withdraw accreditation becomes final when a school has exhausted the appeals process provided for under *Section VIII, Rules of Process and Procedure, Standards of Accreditation* or that becomes effective after a school has failed to avail itself of its appeal rights within the prescribed time frame.
5. The Commission, after receiving notice of a decision by a school to voluntarily withdraw its accreditation, will provide written notice to the public of such decision within 30 days of the date on which the school's accreditation lapses.

E. Information Sharing with Government Entities and Other Accrediting Agencies

1. ACCSC will grant all reasonable special requests for accreditation information made by other accreditation agencies and government entities. Requests for information from such entities must be in writing and state the name and address of the school for which the information is sought and the specific information requested.
2. Schools accredited by or seeking accreditation from ACCSC agree to the sharing of accreditation information between and amongst the Commission, other accrediting agencies, state licensing agencies, and other state and federal governmental entities.
3. ACCSC will notify the U.S. Department of Education, the appropriate State agency, and applicable accrediting agencies when the Commission approves an institutional teach-out plan or institutional teach-out agreement. ACCSC will notify applicable accrediting agencies when the Commission approves a programmatic teach-out plan or programmatic teach-out agreement.
4. If an institution accredited by ACCSC closes without a teach-out plan or agreement, the Commission will work with the Department, the appropriate State agency, and other applicable accrediting agencies, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.

F. Exception in the Event of Appropriate Legal Request

As a general rule, the Commission has no authority or duty to refuse to disclose information about a school when requested to do so pursuant to appropriate legal process. If the request is made by a party with the ability to obtain school records through a legal process, it will be within the discretion of the Commission whether to require that the formalities of the legal process be observed or to provide such information to the requester as if the legal process has been followed. The Commission will be under no obligation to inform a school that such a request has been made and complied with. Such notice may be furnished to the school if the Commission so decides and if such notices are determined to be in accordance with law.

G. Authorized Disclosure of Information

Revised July 1, 2016

A school may request specific accreditation information that is otherwise to be treated as confidential under this section of the *Rules*, to be released to third parties for appropriate purposes such as change

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

of ownership transactions. In such an instance, the director of the school or a school-designated official must provide a written release to the Commission stating the precise information sought to be released and the party or parties to whom the information is to be released. Regardless of a school's request, the Commission is under no obligation to release the records if the Commission deems the request to be unreasonable. The Commission will not release any records that may contain student personally identifiable information which would violate any state or federal law or regulation.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

SECTION XI – PILOT PROJECTS

Statement of Purpose

The Commission will consider suspension of certain accrediting standards and grant approval to a limited number of applicants that propose innovative pilot projects in career-orientated education and training. The proposed pilot projects must reasonably appear to contribute to such education and training, strengthen the school, and benefit students. The Commission may utilize the experience gained from such pilot projects to adjust and improve accrediting standards.

A. Eligibility

An applicant for a pilot project must be accredited by the Commission. An applicant for a pilot project cannot be operating under a Warning or Probation Order or subject to any form of reporting. The applicant school and its proposed pilot project must also be in compliance with federal, state, and local law.

B. Application

1. The Commission will consider an application for a pilot project in accordance with the following criteria:
 - a. The educational significance of the proposal;
 - b. The diversity of the application pool in regard to geography, school size, and student population; and
 - c. The potential for contribution to the development of career-oriented education and training and of accrediting standards.
2. A determination by the Commission not to accept an application for a pilot project will be without prejudice to its resubmission at a later time or to the school's current accredited status.
3. An applicant for a pilot project must submit the following to the Commission:
 - a. A narrative statement demonstrating the applicant's eligibility and describing the pilot project in detail, and setting forth the accrediting standards for which a waiver is requested. The narrative should include a description of the specific objectives sought to be accomplished and an explanation of how the pilot project will strengthen the school, contribute to the development of career-oriented education and training, and benefit students.
 - b. A statement of the length of time necessary to implement the pilot project proposal and to assess its effectiveness. This statement should explain the basis of the school's projections.
 - c. A demonstration that the faculty, instructional material, equipment, and facilities that will be used in conjunction with the pilot project are sufficient to meet the objectives of the proposal. This demonstration must include Staff and Faculty Personnel Reports for all persons who will act in an instructional or administrative capacity in the pilot program and a detailed description of the instructional materials, equipment, and facilities that may be used.
 - d. A description of the jobs that students completing the training can reasonably expect to obtain; a projection of the number of students expected to enroll, complete the training, and obtain such jobs; and the basis for the applicant's projections.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

- e. An explanation of how the applicant will recruit and admit students, ensure that students are fully and accurately informed about the training to be provided, and determine that students have the capability to benefit from and succeed at the training. The school must demonstrate that students' health, safety, and welfare will be protected.
 - f. A financial showing that describes the funding for the pilot program and demonstrates that the applicant is able to support and complete the pilot program.
 - g. A certification statement, signed by the applicant or its authorized representative, that the information included in the application for a pilot project is true and correct.
4. The Commission will establish an appropriate fee to cover the costs associated with each pilot accreditation program

C. Evaluation

Concurrent with the submission of the information set forth above, the applicant must nominate an independent third party, with expertise in trade and technical education and training, to prepare a plan to review the information submitted to the Commission; to visit the applicant and, if feasible, the facilities where the pilot program will be conducted; and to otherwise evaluate the pilot program proposal. The applicant must promptly notify the Commission of its nomination of such evaluator and submit the evaluator's plan to the Commission. The Commission will review the evaluator nominated by the applicant and the plan for evaluating the application. The Commission may approve, modify, or reject the applicant's nomination and the plan of evaluation, and the Commission may require the selection of another evaluator acceptable to the Commission. The Commission may also require a team visit to verify the information supplied to the Commission and to develop a further understanding of the proposal. The findings of the evaluator and any on-site evaluation team will be set forth in a report that will be provided to the applicant and the Commission. The applicant will have the opportunity to respond to the report.

D. Commission Review

1. Upon consideration of the information provided pursuant to *Section XI (B), Rules of Process and Procedure, Standards of Accreditation*, the findings and assessment described in *Section XI (C), Rules of Process and Procedure, Standards of Accreditation*, and the applicant's response thereto, the Commission may grant approval for the proposed pilot program if it finds that the program can be reasonably expected to advance trade and technical education and training, strengthen the school, and be of benefit to students. The Commission has the discretion to grant pilot approval even though an applicant has not demonstrated conformity with other provisions of the *Standards of Accreditation*. However, the Commission will not consider a waiver request for the disclosure obligations or tuition refund policy requirements set forth in the *Standards of Accreditation*.
2. The Commission reserves the right to limit the duration of the pilot accreditation and the number of students who will be allowed to participate.
3. Pilot programs may be implemented only as approved by the Commission. Approval granted under this section may not be assigned or transferred without the prior approval of the Commission based upon the assignee's or transferee's satisfaction of *Section XI (A-C), Rules of Process and Procedure, Standards of Accreditation*, and such other provisions of this section as may be applicable.
4. The Commission may establish such other terms and conditions upon any approval granted under this section of the *Rules* as the Commission deems appropriate.

ACCSC STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

E. Progress Report

After the grant of approval under this section, a progress report will be submitted to the Commission at the mid-point of the pilot program and at such other times as the Commission deems appropriate.

F. On-site Evaluation

Prior to the expiration of the term of the pilot program, an on-site evaluation team consisting of a member of the Commission or its designee and such other persons as the Commission determines appropriate will conduct an on-site evaluation of the pilot program. The on-site evaluation team will prepare a report to which the school will have an opportunity to respond.

G. Final Report

Within 180 days after completion of the term of the pilot program or such other time that the Commission sets, the school must submit a report to the Commission that describes the results of the pilot program. The report must state whether the objectives of the pilot program were achieved, explain the basis for assertions of success, analyze and explain why any objectives were not achieved, and provide recommendations for future efforts. The report must also state the number of students who enrolled, completed the training, and obtained employment and must include a detailed description of the positions in which students obtained employment. Proposals for amendment of accrediting standards, based upon the experience gained from the pilot program, may be made. The Commission may require supplementation of such report if additional time is needed to assess the results of the pilot program.

H. Renewal

Since the Commission will consider revisions to accrediting standards in response to successful pilot programs, approval granted under this section of the *Rules* will not be automatically renewed. Renewal of the pilot program may be granted by the Commission upon a showing that it was not feasible to complete the pilot program within its term or that a continuation of the pilot program is otherwise warranted. Such a showing must be submitted to the Commission at least 30 days prior to the completion of the term of the pilot program. The Commission will have the power to approve the request for renewal in accordance with these *Rules*.

I. Commission Decision

All Commission decisions related to a pilot project under this section of the *Rules* are final and are not subject to appeal.

ACCSC STANDARDS OF ACCREDITATION

CHAPTER 2

SUBSTANTIVE STANDARDS

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

SECTION I – OWNERSHIP, MANAGEMENT, AND ADMINISTRATION

STATEMENT OF PURPOSE

The purpose of this section is to ensure that accredited schools have the capability to meet and exceed accrediting standards on an ongoing basis. This section addresses the requirements schools must meet in regard to management and administrative capacity, qualifications of management and administrative personnel, financial stability, institutional assessment and improvement planning, and physical facilities. A school that lacks adequate management; sufficient administrative capacity; financial resources and physical facilities; or that fails to plan for future improvement cannot provide assurance that it will operate in compliance with accrediting standards, meet its objectives, and fulfill its obligations to students.

A. Ownership, Management, and Administrative Capacity

Revised July 1, 2016 & July 1, 2018

1. The school must have adequate management and administrative capacity in place that includes:
 - a. Full-time on-site supervision by an individual or team with the appropriate combination of education, experience, and demonstrated ability to lead and manage a post-secondary educational institution in compliance with accrediting standards;
 - b. Owners, board members,¹ members of school management, and administrative employees who are qualified for their particular roles and who possess the appropriate education, training, and experience commensurate with the level of their responsibilities;
 - c. A sufficient number of managers and administrative employees necessary to support the school's operations, student services, and educational programs; and
 - d. Appropriate administrative and operational policies and procedures to which the school adheres and reviews and updates as needed.
2. All owners, members of school management, and administrative employees must have past records that demonstrate a commitment to:
 - i. Providing quality education to students;
 - ii. Ethical, fair, and honest practice; and
 - iii. Compliance with accrediting standards and applicable federal, state, and local requirements.

The Commission will consider affiliation with a school that has lost or been denied accreditation, entered into bankruptcy, or closed; involvement in criminal proceedings and any pending or past action in a judicial, law enforcement, or administrative body; and any other information related to the performance of or commitment to providing quality education to students; ethical, fair and honest practice; and compliance with accrediting standards and applicable federal, state, and local requirements.

¹ If the school is part of/owned by a non-profit organization/corporation, an individual/entity/group (owner or manager) that has any financial interest in the non-profit organization/corporation may not serve as a board member, have a seat on the Board, or be a member of the corporation. Financial interest in this context means instances when an individual could receive financial benefit or harm from the school's operations (e.g., an individual to whom the school owes debt, an individual that has a business or contractual relationship with the school, etc.). Financial interest in this context does not refer to a board member fulfilling fiduciary duties and responsibilities on behalf of the non-profit organization.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

3. Members of school management and administrative employees must participate in ongoing development and training activities that support their particular roles in the school.
4. The school must ensure the continuity of management and administrative capacity through the reasonable retention of management and administrative staff.

B. Institutional Assessment, Improvement, and Planning

1. The school must demonstrate that it engages in ongoing institutional assessment and improvement activities and planning appropriate to the size and scale of the school's operations and that support the management and administration of the school as well as the quality of education provided. Institutional assessment and improvement activities should support and enhance the quality of the education provided using information obtained internally (e.g., staff and faculty development and planning, and student input and feedback) and externally (e.g., Program Advisory Committees, employers, community involvement, school graduates, etc.) to validate the school's educational and administrative practices and to document and improve student learning and achievement. Institutional assessment and improvement activities are expected to be significant and ongoing experiences in the school.
2. The school must demonstrate institutional assessment and improvement goal setting, benchmarking, and implementation activities appropriate to the size and scale of the school's operations in the areas of management; fiscal condition and budget; administrative policies and practices; student support services; faculty and staff development; educational program curricula; learning resources system, equipment, and supporting materials; facilities; and student achievement outcomes.

C. Financial Stability and Responsibility

1. The financial structure of the school is sound, with resources sufficient for the proper operation of the school and the discharge of obligations to its students. Financial statements must be prepared in accordance with generally acceptable accounting principles, the ACCSC Instructions for the Preparation and Submission of Financial Statements and Related Information, and all applicable federal, state, and local requirements.
2. The school prepares a financial budget for each fiscal year that allocates working capital for expenditures required to ensure the proper operation of the school and the discharge of its obligations to students as well as for institutional improvement and faculty development activities. The school monitors its budgetary projections in relation to actual income and expenses on a regular basis throughout the fiscal year.
3. The school has insurance to provide adequate protection to the school, employees, and students.

D. Tuition, Cancellation, and Refund Policies

Revised July 1, 2015

1. Tuition costs and charges, tuition discounts, and all costs incidental to training are disclosed to the prospective student before enrollment. Tuition discounts offered to prospective students must be bona fide (i.e., represent actual reductions in the tuition that would otherwise be charged) and must be fairly applied.
2. A scholarship is a bona fide financial grant-in-aid to a qualified student that is issued for recognized and acceptable purposes that include specified criteria that a student must meet in order to be eligible for and receive the scholarship.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

3. Tuition changes in programs are bona fide and effective on specific dates. Tuition for students currently in school is changed only if authorized in the enrollment agreement and only if reasonable advance notice is provided.
4. Cancellation Policies:
 - a. Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided.
 - b. All monies paid by an applicant must be refunded if requested within three days after signing an enrollment agreement and making an initial payment. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the school retain more than \$150.
5. Each school must have and apply a fair and equitable refund policy in compliance with state or third-party requirements, or in the absence of such requirements, in accordance with generally accepted practices.
 - a. In all instances, a school's refund policy must contain minimally the following elements:
 - i. How refunds are calculated (e.g., pro rata);
 - ii. The date from which refunds will be calculated; and
 - iii. The time frame within which refunds will be made.
 - b. Written notification of withdrawal from the student shall not be required for refund payment.
 - c. In no instance may a school make required refunds in excess of 90 days from the student's withdrawal or termination date.
 - d. In instances where state or third-party requirements and accrediting requirements conflict, the more stringent requirement shall apply.
6. The refund policy must be disclosed consistently in the catalog and enrollment agreement and the language in the catalog and the enrollment agreement shall not be in conflict.
7. If promissory notes or contracts for tuition are sold or discounted to third parties, either the student signing such note, or the financial sponsor who signed the note, must sign a statement authorizing such sales.
8. Methods used by a school in requesting or demanding payment are in good taste and follow sound and ethical business practices.
9. Schools are required to provide to the Commission, on an annual basis, required tuition, fees, and length for each recognized program.

E. Student Loan Repayment

Accredited schools have an obligation to encourage and facilitate repayment of financial obligations, including guaranteed loans, used to finance students' education and training. This has a potential impact upon the school's financial stability and, consequently, its educational effectiveness and accredited status. Accredited schools can address two major factors affecting student loan repayment:

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

willingness to pay and ability to pay. Schools can influence willingness to pay by providing information and advice and also develop an ability to pay by providing training and skills that enhance the value of their graduates to employers.

1. The school must engage in ongoing efforts to promote student loan repayment. To improve students' propensity to meet loan obligations, the school shall adopt a written comprehensive program, addressing such areas as student loan information, advising and monitoring, cooperation with lenders, and collection of information to facilitate location of borrowers. The school must document implementation of the program and conduct an annual evaluation of the effectiveness of the school's efforts.
2. The Commission will review the annual cohort student loan default rates of its accredited institutions to determine if those rates are at a high level or have increased significantly in relation to standards established by law or regulation. If it is found that a school's annual cohort student loan default rates are at a high level or have increased significantly in relation to standards established by law or regulation, the Commission will review available information to determine whether the school is in compliance with accrediting standards. If it is determined that the school has failed to devote satisfactory ongoing efforts to promote student loan repayment or is in violation of other accrediting standards, the Commission may require additional reporting by the school as deemed appropriate; may direct a fact finding team to include an ACCSC staff member and Team Leader to conduct an on-site evaluation to the school; or may issue a Warning to the school or take other appropriate action.

F. Institutional Name and Physical Facilities

Revised July 1, 2016

1. A school's name must be approved by the applicable state agency(ies) in which the school operates.
2. A school may use the term "University" in its name only when such use has been approved by the appropriate state authorities and upon approval by the Commission after the following elements have been demonstrated:
 - i. The school offers at least one graduate-level degree;
 - ii. The school offers diverse schools of study with a comprehensive learning resource system to support those fields;
 - iii. The school is comparable to other schools with university status; and
 - iv. The school has an established professoriate with a commitment to scholarship.
3. All facilities owned or controlled for administrative, instructional, and housing purposes must meet fire, safety, and sanitation standards required by appropriate regulatory authorities.
4. The school's physical facilities must be sufficient in size to create an effective and suitable learning environment.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

SECTION II – PROGRAM REQUIREMENTS

STATEMENT OF PURPOSE

This section identifies various program elements that enable a school to meet its objectives and, thus, achieve and maintain accreditation. Such elements include appropriate program length; comprehensive course outlines; learning objectives; instructional materials and equipment; the availability, accessibility and integration of adequate learning resource materials; and processes that prepare students for employment.

A. General Program Requirements

Revised July 1, 2016

The following requirements apply to all programs, irrespective of the credential offered.

1. Approval and Programmatic Accreditation

- a. Schools must have each program reviewed and approved by the Commission before the program is offered to students.
- b. Upon approval by the Commission, if specialty/programmatic accreditation of the program is a condition for employment or licensure,¹ the school must immediately apply with the appropriate specialty/programmatic accreditor. The school must obtain the specialty/programmatic accreditation within four years of the date of the Commission's approval.

2. Program Design and Development

The school has an established process for the design and development of appropriate education and training programs and ensures that appropriate elements are included in the program curriculum. To meet this standard, the institution must demonstrate that the school has an established process:

- a. To design and develop courses, course learning materials and resources, curricula, student learning outcomes and competencies, and student assessment for which the institution obtains input from appropriate internal and external resources;²
- b. To determine the need and viability of the educational program using external validation (e.g., local demand for training, local employment outlook, earning potential of graduates, other factors that might affect the continued success of the program, etc.);
- c. To support articulation opportunities with other academic and training programs, where appropriate;
- d. To address the instructional and teaching methods to be used in delivering the program content; and
- e. To involve administrative and instructional staff, students, and graduates when appropriate.

¹ This requirement applies if programmatic accreditation is a condition of employment or licensure in the state in which the school is located or in any state from which the school enrolls students in the specific program. See *Section IV (C)(4), Substantive Standards, Standards of Accreditation* for ACCSC's programmatic accreditation disclosure requirements.

² Examples of external resources include subject-matter specialists; the teaching and learning professional community; independent Program Advisory Committees; employers, technicians, and practitioners representing industry and the employment community; professional societies; and trade associations.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

3. Program Organization and Length

- a. For every program, there are detailed and organized instructional outlines and course syllabi showing a scope and sequence of subject matter sufficient to achieve the program objectives and to acquire the necessary knowledge, skills, and competencies. All course and program design and credit awards must conform to generally accepted practices in higher education.
- b. Programs are measured either in clock hours or credit hours (semester or quarter equivalents – refer to Appendix III), include the appropriate number of didactic hours and, as applicable, the appropriate number of supervised laboratory and/or other hours (e.g., outside work/preparation, externship, etc.) necessary to achieve the program objectives.
- c. For every program:
 - i. The program name accurately aligns with program objectives;
 - ii. The program is an appropriate length to enable students to achieve the program objectives and to acquire the knowledge, skills, and competencies necessary, minimally, for initial employment in the field for which training is provided;
 - iii. The program length is aligned with the program objectives and neither too short nor too long in relation to those objectives; and
 - iv. Where applicable, the program length conforms to regulatory requirements or state, federal, or national standards.
- d. Programs are comprised of an appropriate mix of the following types of courses:
 - i. Technical and Occupationally Related Courses:
 1. Technical and occupationally related courses are directly related and applicable to a specific occupation or occupational cluster. The course title and description should demonstrate that a course is technical and occupationally related in alignment with this definition.
 2. Technical and occupationally related courses provide education and training in the areas associated with theoretical knowledge, technical skills, occupationally related skills, and associated competencies necessary for a student to achieve the program objectives.
 - ii. Applied General Education Courses:
 1. Applied general education courses place an emphasis on practical applications of principles and theory associated with a particular occupation or occupational cluster. The course title and description should demonstrate that a course is applied general education in alignment with this definition.
 2. Applied general education courses are directly applicable to a specific occupation or occupational cluster in areas such as related written and oral communication; quantitative principles; natural and physical sciences; STEM (science, technology, engineering, and math); social and behavioral sciences; technology; and humanities and fine arts that enhance the ability of an individual to apply occupational skills in the workplace.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

- iii. Academic General Education Courses:
 - 1. Academic general education courses must place an emphasis on principles and theories not associated with a particular occupation or profession and are expected to develop critical thinking, problem solving and analytical skills; enable individuals to prepare for and advance in their professional lives; and contribute to lifelong learning. The course title and description should demonstrate that a course is academic general education in alignment with this definition.
 - 2. Academic general education courses are in areas such as written and oral communication; quantitative principles; natural and physical sciences; STEM (science, technology, engineering, and math); social and behavioral sciences; and humanities and fine arts that are designed to develop essential academic skills for enhanced and continued learning.
 - 3. Academic general education courses should generally be comprised of at least 15 hours of didactic learning and 30 hours of out-of-class work/preparation per semester credit hour or at least 10 hours of didactic learning and 20 hours of out-of-class work/preparation per quarter credit hour or an equivalent amount of in-class and out-of-class time and work that a school can justify and show as conforming to generally accepted practices in higher education.
- iv. The program may include other types of courses that support a student's educational experience such as orientation, career services, health and wellness, and life skills.
- e. Generally, the Commission measures program length based on clock hours and/or credit hours as follows:
 - i. A clock hour is defined as 50 minutes of instruction in a 60 minute period of time.
 - ii. A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as established by the institution comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and/or out-of-class work/preparation. See *Appendix III* for the Commission's specific measurements for a credit hour and a glossary of credit hour terms.
- f. Generally, in order for the Commission to recognize a program in credit hours, the program must be comprised of a majority³ of courses that require out-of-class work/preparation. Programs that do not have an out-of-class work/preparation component are considered clock-hour programs. A school must be able to justify the number of hours estimated and types of assignments for out-of-class work/preparation.
- g. The estimated number of hours (clock or credit) awarded per course must conform to generally accepted practice in higher education. Schools that have or apply for programs that appear to be significantly shorter or longer in clock or credit hours than comparable programs (i.e., within the same field of study) will be required to justify the appropriateness of the program length.

³ In calculating the "majority" of courses in a program, the Commission would exclude an externship course from the denominator.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

4. Program Evaluation

- a. The school has a systematic and evidence-based process to evaluate curriculum and course content (i.e., academic general education, applied general education, technical and occupational courses, electives, etc.), assess the appropriateness of that coursework in relation to program objectives, assess program viability, and to make revisions to the curriculum as deemed necessary.
- b. The school's program evaluation process is comprehensive, includes internal and external benchmarking, and is conducted by faculty and educational administrators and external resources.⁴
- c. The school's program evaluation process is ongoing with set intervals for evaluation and is included as part of its institutional assessment and improvement planning process and (see *Section I (B), Substantive Standards, Standards of Accreditation* for details regarding institutional assessment and improvement requirements).

5. Instructional Materials and Equipment

- a. Instructional materials are sufficiently comprehensive and reflect current occupational knowledge and practice.
- b. Instructional equipment is similar to that found in common occupational practice and includes teaching devices and supplemental instructional aids appropriate to the subject.
- c. Sufficient equipment and learning stations are provided to allow each student adequate scheduled time for practice.
- d. All machinery and equipment is properly maintained and provided with proper safety devices, which are in working order and used whenever the machinery and equipment is operated.

6. Program Advisory Committee

Each school has an independent Program Advisory Committee for each occupational program or each group of related occupational programs (referred to hereafter as "program area"). The purpose of the Program Advisory Committee is to review the established curricula of the program, instructional-related program materials, equipment and facilities, and student achievement outcomes as a means to provide the school with an external review of its programs. Program Advisory Committees must be comprised of appropriately qualified representatives external to the institution (i.e., non-school employees) who can provide a meaningful review of the school's programs and supporting resources and materials.⁵

- a. For each non-degree and undergraduate degree program area, the school must have a diverse Program Advisory Committee that includes representatives from the employment community, practitioners, and others from the field of education, regulators, etc. as appropriate. In all instances, Program Advisory Committee meetings must include at least three members in attendance that represent the employment community and/or practitioners from the program area.

⁴ Examples of external resources include subject-matter specialists; the teaching and learning professional community; independent Program Advisory Committees; employers, technicians, and practitioners representing industry and the employment community; professional societies; and trade associations.

⁵ Programs and courses with distance education approval have additional Program Advisory Committee requirements. See *Section IX (D)(6), Substantive Standards, Standards of Accreditation*.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

- b. For each master's degree program area, the school must have a diverse Program Advisory Committee that includes qualified representatives from the employment community, practitioners, and other individuals with graduate level education experience who are not employed by the institution such as graduate students, alumni, graduate faculty from other institutions, etc. as appropriate. In all instances, Program Advisory Committee meetings must include at least three members in attendance that represent the employment community and/or practitioners for the program area and at least two individuals with graduate level education experience qualified to review and comment on the school's graduate level education.
- c. At least two regularly scheduled meetings must be conducted annually, one of which must be held at the school. Written and detailed minutes of each meeting must be maintained and include a description of all members in attendance (i.e., titles and affiliations); the date, time, and location of the meeting; and a comprehensive and clear description of the review of and commentary made by the school representatives and the Program Advisory Committee members.
- d. Program Advisory Committee review and comment activities must include:
 - i. Review, at least annually, the established curriculum of the program and comment as to the appropriateness and adequacy of the program objectives, program length, curriculum content (including academic general education or applied general education as appropriate), learning resources, and the adequacy of facilities and equipment.
 - ii. Review and comment, at least annually, on student graduation, graduate employment, and where required, state licensing examination outcomes of each program.
 - iii. Review and comment on the appropriateness of curriculum objectives, program length, and curriculum content of all new programs prior to submission for Commission approval.
- e. The school must provide evidence that it gives consideration to Program Advisory Committee input.⁶
- f. Multiple affiliated schools may use a single Program Advisory Committee to review the same established curricula of a program area and student achievement outcomes across the system of schools, however, the physical review of a school's learning resources, facilities, and equipment must be fulfilled via an on-site review at each individual campus.⁷

7. Learning Resource System

A learning resource system includes all materials that support a student's educational experience and enhance a school's educational program such as libraries; texts; electronic resources; learning resource laboratories and centers; library consortia and interlibrary loan agreements; computers; internet access; research databases; and other similar resources and equipment. The learning resource system can be centralized or decentralized in organization but resources must be easily and readily accessible to students and faculty during and beyond classroom hours, regardless of

⁶ Evidence in this regard can take many forms, one such being the disclosure of the school's consideration recorded in Program Advisory Committee meeting minutes, whereby a school describes whether recommendations were implemented or not and explains the school's decisions.

⁷ For example, a school may use a non-local Program Advisory Committee for all affiliated schools to review the curriculum of a program area and use a local Program Advisory Committee for the physical review of the school's learning resources, facilities, and equipment.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

location or means of delivery. Other necessary elements of a school's learning resource system follow.

- a. A school's learning resource system must include materials commensurate with the level of education provided and appropriate to the courses of study in sufficient quantity and scope to meet the educational objectives of each program and include such elements as: relevant and current texts and periodicals; research journals and databases; standard works of reference; multi-media and/or electronic resources; electronic library resource technologies; and other resource materials necessary to adequately serve the student body.
- b. Use of the learning resource system materials must be integrated into a school's curriculum and program requirements as a mechanism to enhance the educational process and to facilitate positive learning outcomes for students.
- c. A school's learning resource system must be managed by qualified school personnel with sufficient experience to provide oversight and supervision. Schools that offer a baccalaureate degree or higher must have a learning resource system coordinated by an individual holding a Master's degree in either the library science or information specialist fields.
- d. Qualified school personnel orient, train, and assist students and faculty in the use of the learning resource system in a manner that supports learning objectives.
- e. A school must have written policies and procedures for the ongoing development of its learning resource system as part of its institutional improvement program. A school must demonstrate sufficient support and budgetary allocations for the learning resource system.
- f. In any case, it remains the responsibility of the school to ensure that its student body is adequately served and has ready access to sufficient and appropriate learning resource materials in compliance with these standards.

8. Externships

- a. An externship is a component of a program that is offered in a bona fide occupational setting for which training and education are provided. This standard applies to externships, internships and other similar occupational activities for which educational credit is awarded. When used, an externship may occur throughout the course of a program or as a capstone requirement. The objectives and goals of an externship must be to allow students to apply practically the knowledge and skills taught in didactic and supervised laboratory settings of instruction.
- b. Externships must be based on a written training plan that specifies the goals, educational objectives, and specific experiences and applications to be accomplished. The written training plan must identify required educational resources, established timelines for the externship, and the evaluation process, and criteria to be used that appropriately and fairly measure demonstrated competency and skill attainment.
- c. Individual student externships must be supervised by a designated school employee who has the appropriate practical work experience qualifications for instructors as follows:
 - i. For externships in a non-degree or in an occupational associate degree program, instructor practical work experience means three years of related practical work experience in the occupational field associated with the training provided.
 - ii. For externships in an academic degree program, instructor practical work experience means four years of related practical work experience in the occupational field associated

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

with the training provided and an earned related degree at least at the same degree level as the program for which the externship is a component.

- d. The training plan must designate an on-site supervisor from the occupational setting who will guide and oversee the student learning experience and participate in student evaluations. School personnel must orient the on-site supervisor to evaluation processes and criteria in order to ensure the appropriate and fair measurement of demonstrated competency and skill attainment.
- e. Schools are expected to maintain an appropriate balance among didactic, supervised laboratory, outside work/preparation, and externship activities as applicable within the program, as evidenced by the course outline. Any externship that is greater than one-third of the total length of the program requires review and approval by the Commission.
- f. If an externship is part of the program completion requirements, students may not be considered as graduates or issued a graduation credential until the requirements of the externship have been satisfactorily completed.

9. Consortium, Partnership, or Contractual Arrangements

- a. In any instance where a portion of a program is offered by an entity other than the ACCSC-accredited institution via any consortium, partnership, or contractual arrangement the school must submit documentation that demonstrates that the program portion is approved by another United States Department of Education recognized accrediting agency. In lieu of this documentation, the school must submit the Consortium/Partnership Report.

In all instances, the school must submit a copy of consortium, partnership, or contractual arrangement to the Commission. Additionally, the school must submit a statement indicating that it retains responsibility for the quality of the courses of study and programs offered as well as the achievement of expected and acceptable outcomes irrespective of any contractual arrangement, partnership, or consortium entered into with third parties for the provision of components of a program or course of study.

- b. A school that allows a portion of a program to be offered by an entity other than the ACCSC-accredited institution via consortium, partnership, or contractual arrangement using a distance education delivery method, may be required to receive an on-site evaluation in accordance with prescribed accrediting policies and procedures.
- c. Regardless of any consortium, partnership, or contractual arrangements, at a minimum, 25% of the required curriculum must be completed at the school awarding the credential upon graduation, with the exception of an approved teach-out plan or agreement.

10. Independent Study

- a. Independent study necessitates a high level of self-directed learning and should therefore require students to read, conduct research, complete written examinations, reports, research papers, portfolios, or similar assignments that are designed to measure the student's achieved competency relative to the required subject matter objectives. Independent study may only be offered within a credit hour program and must include comprehensive educational objectives and a written outline of the competencies to be achieved through independent study. Schools must demonstrate that the independent study is relevant and appropriate to program objectives and that students engaged in independent study meet regularly with the qualified independent study faculty.
- b. Schools must utilize thoroughly developed credit hour award rationales for independent study

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

in alignment with the expectations set forth in ACCSC's Definition of a Credit Hour – Appendix III and must demonstrate that the credit hours awarded for independent study are appropriate to the credential offered (degree, diploma, or certificate). The school may accomplish this by demonstrating that students engaged in independent study have acquired the knowledge, skills, and/or competencies that are at least equivalent to those acquired by students enrolled in traditional courses (i.e., didactic, supervised lab, and externship).

The number of allowable independent study credits awarded in a program should be limited and the school must maintain an appropriate balance amongst didactic, supervised lab, externship, and independent study.

- c. A school may not allow more than 10% of any program to be offered via independent study. Students who transfer 75% of the required credits into the school awarding the completion credential may not be awarded credit for independent study in the remaining 25% of the curriculum.

11. Transfer of Credit

- a. At its discretion, a school may accept transfer credit⁸ for a postsecondary course completed at another institution when comparable in scope and content to the school's own coursework.
- b. In evaluating credit earned by students for transfer, a school must adhere to the following principles and practices:
 - i. A school has established appropriate criteria (in areas such as comparability, applicability, source, and age of the previously earned credit; academic preparedness of the student at the time of credit transfer; grade earned for the credit to be transferred; etc.) and applies a systematic, consistent process for determining whether to accept credit earned at other institutions for transfer.
 - ii. A school publishes its transfer-of-credit policy in its catalog and clearly communicates the criteria and process for evaluating and accepting credit earned at other institutions for transfer.
 - iii. The acceptance of credit for transfer is primarily based on the competencies achieved by the student in previously completed coursework and whether the competencies reasonably align with the coursework and the program into which the credit is to be transferred.
 - iv. Accreditation of the institution or program from which the student is seeking to transfer credits is a consideration for credit transfer decisions; however, the source of accreditation of the institution or program from which the student is seeking to transfer credits is not the sole basis for accepting or denying credit for transfer.
- c. The school must document in the student record from what school and on what basis transfer credit was accepted.
- d. At a minimum, 25% of the credits required for non-degree and undergraduate degree programs must be completed at the school awarding the degree, with the exception of an approved teach-out plan or agreement.
- e. The majority of the credits required for a graduate degree program must be completed at the school awarding the degree.

⁸ Includes credit hours and clock hours.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

B. Non-Degree Programs

Revised July 1, 2016

1. Non-degree programs must be designed and offered in a way that appropriately balances distinct methods of education and training and includes a comprehensive curriculum with appropriate coursework to achieve the program objectives.
2. Non-degree programs are generally expected to be comprised of at least 80% technical and occupationally related courses. The remainder of the courses may be a combination of applied general education, general education, or other courses as appropriate and necessary to achieve the program objectives.

C. Degree Programs

Revised July 1, 2016

Degree programs represent a significant, additional educational commitment by a school and must be consistent with the school's mission. Schools offering degree programs must meet the requirements set forth in this section and demonstrate the ability to meet this educational commitment and award degrees that represent sufficient breadth and depth of study in the field and only to eligible students who, within the appropriate time-frame, successfully complete the program requirements and demonstrate the required proficiencies, competencies, and skills. In addition, schools offering degree programs must comply with all other applicable accrediting standards, including faculty, admissions, facilities, advertising, and student services standards.

1. General Requirements

- a. Degree programs are measured only in semester credit hours or the equivalent quarter hours (refer to *Appendix III*), include the appropriate number of didactic hours and, as applicable, the appropriate number of supervised laboratory, outside work/preparation, and/or externship hours necessary to achieve the program objectives.
- b. Degree programs must be comprised of courses with content that is appropriate to the academic level and type of degree awarded.
- c. Degree programs must use a course numbering system that differentiates between lower level courses required at the associate degree level (e.g., 100 and 200 level courses); upper level courses required at the baccalaureate degree level (e.g., 300 and 400 level courses); and graduate level courses at the master's degree level (e.g., 500 level courses and above). Remedial courses should be numbered below the 100 level and cannot be applied toward the credit hours required for the completion of a degree program.
- d. Students enrolled in a non-degree program at the time at which a school receives approval to award a degree for that program may transfer appropriate and equivalent credit into the new degree program provided that all admissions criteria are met and that the student completes a minimum of 15 semester hours or the equivalent in the new degree program.

2. Associate Degrees

- a. The Commission has two classifications of associate degree programs – occupational and academic. Associate degree programs must be designed and offered in a way that appropriately balances distinct types of education and training and includes a comprehensive curriculum with appropriate coursework to achieve the program objectives.
- b. An associate degree program must be a minimum of 60 semester hours or 90 quarter hours. Associate degree programs may not exceed by more than 50% the minimum number of credit hours required to confer the degree by the appropriate regulatory agency in the state(s) in

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

- which the school operates. If such minimums have not been established, then generally accepted practices in higher education shall apply.
- c. Occupational Associate Degrees
 - i. An occupational associate degree program must include a minimum of 9 semester hours or 13.5 quarter hours in academic general education courses or applied general education courses that support the program objectives.
 - ii. An occupational associate degree program must include a minimum of 45 semester hours or 67.5 quarter hours in technical and occupationally related courses that are directly associated with the field for which the degree is offered.
 - iii. The title of the degree program, the name of the degree, the credential issued, the program description in the school's catalog, and all advertising, promotional materials, and literature make clear that the degree is occupational not academic.
 - d. Academic Associate Degrees
 - i. An academic associate degree program must include a minimum of 15 semester hours or 22.5 quarter hours in academic general education courses. An academic associate degree program must include academic general education courses in written communication, oral communication, and quantitative principles. The remainder of the required academic general education courses must provide an appropriate balance of natural and physical sciences; social and behavioral sciences; and humanities and fine arts that are designed to develop essential academic skills for enhanced and continued learning.
 - ii. An academic associate degree program must include a minimum of 30 semester hours or 45 quarter hours in the technical field for which the degree is awarded.
3. Baccalaureate Degrees
- a. A baccalaureate degree program must be designed and offered in a way that appropriately balances distinct types of education and training (i.e., technical and occupationally related courses and academic general education courses) and distinct levels of education and training (i.e., lower level and upper level courses), and must include a comprehensive curriculum with appropriate coursework to achieve the program objectives.
 - b. A baccalaureate degree program must be a minimum of 120 semester hours or 180 quarter hours. Baccalaureate degree programs may not exceed by more than 50% the minimum number of credit hours required to confer the degree by the appropriate regulatory agency in the state(s) in which the school operates. If such minimums have not been established, then generally accepted practices in higher education shall apply.
 - c. A baccalaureate degree program shall include a minimum of 30 semester hours or 45 quarter hours in academic general education courses. A baccalaureate degree program must include academic general education courses in written communication, oral communication, and quantitative principles. The remainder of the required academic general education courses must provide an appropriate balance of natural and physical sciences; social and behavioral sciences; and humanities and fine arts that are designed to develop essential academic skills for enhanced and continued learning.
 - d. A baccalaureate degree program shall include a minimum of 60 semester credit hours or 90 quarter credit hours that represent courses in the occupational field for which the degree is awarded. Within those occupationally related courses, a school may offer one or more

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

concentrations, which provide a focused area of training and establish specialized learning experiences beyond the generalist level. Concentrations must consist of 18-24 semester credit hours (27-36 quarter credit hours) of occupationally specialized course work of which, at a minimum, nine semester credit hours (13.5 quarter credit hours) represent upper level coursework.

- e. A school may offer a baccalaureate degree completion program where only upper level courses (i.e., 300 and 400 level) are required. A baccalaureate degree completion program must be comprised of a minimum of 60 semester hours or 90 quarter hours of upper level coursework. In order to have a baccalaureate degree completion program approved, the school must require a student to have an earned associate, or higher level, degree from an accredited postsecondary educational institution that is related to the educational program objectives of the baccalaureate degree completion program and that the school considers appropriate to prepare students for matriculation into the upper level courses. Additionally, the school must maintain compliance with the general education and technical education requirements under *Section II (A) & (C), Substantive Standards, Standards of Accreditation*. Advertising of this type of degree program must make clear that it is a baccalaureate degree completion program.

4. Master's Degrees

Revised July 1, 2018

a. General Requirements

- i. The institution's curricular offerings must be consistent with the goals, objectives, and mission of the institution. Master's degree-granting institutions must place emphasis on higher-level course work, including research and analytical skills, and independent and critical thinking skills. The master's degree must evidence contribution to the field of study undertaken and that graduates are able to acquire the necessary competencies and skills for employment in the field of study undertaken.
- ii. Only institutions that are approved by the Commission to award baccalaureate degrees or that solely offer Master's degree programs and that have received approval from applicable oversight agencies may apply for master's degree approval.
- iii. An institution seeking approval to add a master's degree program will receive an on-site evaluation to review compliance with accrediting standards in accordance with the Commission's processes and procedures.

b. Program Requirements

- i. The length of a master's degree must be appropriate to enable students to achieve the required competencies and skills for employment or advancement in the field for which training is provided.
- ii. A master's degree program must be designed and offered in a way that provides for a distinct level of education and fosters independent learning and an understanding of research methods appropriate to the academic discipline. Graduate level courses must be based on appropriate pre-requisites and learning outcomes and expectations must be clearly stated to students.
- iii. Master's degree programs must include a minimum of 30 semester hours or 45 quarter hours. At least 24 semester hours or 36 quarter hours must be in the technical field for which the degree is awarded. Within the master's degree, a school may offer one or more concentrations, which provide a focused area of training and establish specialized

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

learning experiences beyond the generalist level. Concentrations must consist of 6-12 semester credit hours (9-15 quarter credit hours) of occupationally specialized course work.

- iv. In a master's degree program, the curriculum must include an applied, integrated, or culminating experience required for program completion (e.g., capstone experience, comprehensive examination, research project, or thesis).
- c. Graduation Requirements
 - i. Graduation from a master's degree program requires a 3.0 grade point average or better (assuming the traditional 4.0 grade point scale) and is based upon the student's satisfactory achievement and demonstration of the required knowledge and skills.
 - ii. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation.

D. Secondary Educational Objectives

- 1. Continuing Education Courses and Avocational Courses
 - a. In order for a continuing education course or avocational course to be included in a school's scope of institutional accreditation, that course must be less than 300 clock hours and related to an ACCSC-approved vocational career-oriented program for that school.
 - b. A school may not advertise secondary educational objectives in a manner that would represent those courses as within the scope of the school's ACCSC institutional accreditation unless and until the school has applied for and received Commission approval for such courses to be included within that scope.
 - c. A school must ensure that an approved continuing education course or avocational course is offered in a manner that delivers the education as promised to students, is of a quality nature consistent with the expectations for an ACCSC approved vocational program, and is included in the school's institutional improvement planning activities.
 - d. A school provides written disclosures to students prior to enrollment in accordance with the requirements set forth in the ACCSC Catalog Checklist.
 - e. A school uses an enrollment agreement in accordance with the requirements set forth in the ACCSC Enrollment Agreement Checklist.
 - f. A school makes its complaint process and procedure available to students enrolled in a continuing education course or avocational course.
 - g. A school is not required to track student achievement outcomes for continuing education courses or avocational courses required by *Section VII, Substantive Standards, Standards of Accreditation*; however, a school must track and maintain documentation of enrollment as a means to demonstrate that continuing education courses and avocational courses represent secondary educational objectives.
 - h. A school keeps records related to enrollment, payment, and course completion for continuing education courses and avocational courses for a minimum of five years.
- 2. English as a Second Language
 - a. English as a Second Language (ESL) courses must be successfully articulated with and support the school's career-oriented vocational program(s), have objectives related to

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

occupational training and concepts, and provide students with adequate linguistic proficiency for obtaining employment in the field for which they are or will be trained. ESL courses are secondary objectives of the school.

A school may seek recognition for only the following types of ESL courses to be included in an approved career-oriented vocational program:

- i. Front-loaded courses in which the student completes ESL training prior to the career-oriented vocational courses.
 - ii. Integrated courses in which the student takes ESL training concurrently and in conjunction with the career-oriented vocational courses.
- b. Criteria for Recognition
- i. The objective of the ESL courses must be to aid in the employability of the student. Front-loaded and integrated ESL courses must be articulated in conjunction with the school's career-oriented vocational courses either at the school or with another accredited school.
 - ii. Instruction must be conducted primarily in English and must include a variety of teaching methods and materials.
 - iii. Curricula for ESL courses must include several levels of instruction, allowing for individual differences and needs, and must include reading comprehension, oral communication, and writing skills.
 - iv. All students enrolled in ESL courses must be tested in English proficiency prior to the start of the program and upon conclusion of the program. A qualified, independent third party must administer the test. The test scores must be measured against stated exit goals (e.g., a specific grade level). Schools must use nationally recognized tests with established norms (e.g., Test of English as a Foreign Language (TOEFL); Test of Written English (TWE); or Test of Spoken English (TSE) or any other test acceptable to the Commission).
 - v. An ESL course of study must be comprised of courses totaling minimally 600 clock hours or the equivalent credit hours. A school must provide a justification to the Commission for an ESL course of study comprised of courses totaling greater than 900 clock hours.
 - vi. All students enrolling in ESL courses must have available to them the same student services offered to all non-ESL students enrolled at the school, including employment assistance.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

SECTION III – EDUCATIONAL ADMINISTRATION AND FACULTY QUALIFICATIONS

STATEMENT OF PURPOSE

The success of a school is directly related to the quality of its faculty. This section addresses the requirements a school must meet in regard to its faculty. The purpose of this section is to require schools to retain a strong and experienced faculty that is continually attentive to the needs of the students, interested in strengthening the curricula, and obligated to continued self-improvement. A school must ensure that its faculty are appropriate, suitable, and sufficient in number for the instructional programs offered by the school. By hiring and retaining qualified faculty, a school is able to strengthen the quality of its training program.

A. Educational Administration

1. The school must have sufficient educational administration to support the program(s) offered as follows:
 - a. The school must have educational administrative staff and operational policies necessary to adequately support educational programs and faculty.
 - b. At least one on-site person at the school, usually a director of education, must have appropriate educational administration experience and competence necessary to lead and manage the school's instructional program(s) and overall educational experience in such areas as: curriculum development; educational effectiveness assessment and improvement; and faculty development and performance appraisals.
 - i. For non-degree granting institutions, the director of education must have an educational background equal to or exceeding the maximum credential offered by the school.
 - ii. For degree granting institutions, the director of education must have an earned degree at least one level higher than the highest degree offered by the school.
 - c. Each distinct occupational area that leads to an occupational or academic degree must have a program head on-site at the school (e.g., lead faculty, department chair, dean, etc.) who possesses an educational background equal to or exceeding the maximum credential offered in that program area, the requisite qualifications for technical faculty teaching in a degree program, and an ability to administer the occupational components of the program. For schools that only offer a program or group of programs in one distinct occupational area, a single individual may fulfill both the director of education and the program head requirements as long as the individual possesses the requisite qualifications for each position.
 - d. Graduate level education offered by an institution must be appropriately supervised and coordinated by an individual with an earned doctorate degree. The school must demonstrate that the director of graduate level education has the experience and competence to manage the instructional program.
 - e. Each master's degree program must be appropriately managed by an individual with a minimum of a graduate degree in the same field for which training is provided.
2. The school must demonstrate that its faculty and educational administrators engage in ongoing faculty assessment and professional development activities that: are appropriate to the size and scope of the school's educational programs; support the quality of education provided; and enhance student learning and achievement. These professional development activities should include elements such as continuing education in the subject area(s) taught; teaching skill

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

development; instructional methodology development; membership in trade and professional organizations as appropriate; and other elements appropriate for the ongoing professional development of faculty. The school is required to document the implementation of these professional development activities for its faculty.

3. The school must ensure the continuity of instruction by the reasonable retention of the educational administrative staff and faculty.
4. The school must verify prior work experience and maintain documentation of academic credentials of all faculty members and administrators, as required, to demonstrate compliance with applicable *Standards of Accreditation*.¹

B. Faculty Qualifications²

Revised July 1, 2016

1. The faculty must be sufficient in number to serve the number of students enrolled and must maintain a satisfactory working relationship with students.
2. Faculty members must be certified or licensed where required by law.
3. Faculty members must have appropriate qualifications and be able to teach in a manner that permits announced educational objectives to be achieved. All faculty must be able to demonstrate a command of theory and practice, contemporary knowledge, and continuing study in their field.
4. Faculty members must have received training in instructional methods and teaching skills or be experienced teachers. Should a school hire a faculty member without prior training or experience, the school must provide training before the faculty member assumes primary instructional responsibilities in any classroom, curriculum, laboratory, or program related training. A school's faculty must engage in ongoing development of teaching skills as part of its plan for faculty improvement.

The school may provide its own faculty training using in-house resources or utilize resources outside the institution. In either case, teacher training shall include such elements as: formal education; workshops/seminars presented by an appropriate individual focusing on areas related to instructional methods and teaching skill development; or formal in-house mentoring programs with appropriately qualified and experienced faculty.

5. Faculty teaching technical and occupationally related courses in either non-degree or occupational associate degree programs must have a minimum of three years of related practical work experience in the subject area(s) taught.
6. Applied General Education Courses:
 - a. Faculty teaching applied general education courses in an occupational associate degree program must have a baccalaureate degree with appropriate coursework and preparation in the subject area(s) taught or eight years related practical work experience and college-level coursework in the subject area(s) taught.
 - b. Faculty teaching applied general education courses in a non-degree program must have three years prior relevant work experience or college-level coursework in the subject area(s) taught or an appropriate mix thereof that aligns with the curriculum content being taught.

¹ See the Glossary of Terms at the end of this section for Interpretative Guidance.

² See the Glossary of Terms at the end of this section for Interpretative Guidance.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

7. Faculty teaching technical and occupationally related courses in an academic associate or baccalaureate degree program must have a minimum of four years of related practical work experience in the subject area(s) taught and possess a related degree at least at the same level of the course the faculty member is teaching. In exceptional cases, outstanding professional experience and contributions to the occupational field of study may be substituted for a formal degree. In such instances, the faculty member must possess a minimum of eight years of related practical work experience and the school must justify and document on an individual basis the outstanding professional experience and contributions to the occupational field.
8. Faculty teaching academic general education courses in a degree program or in a non-degree program that articulates to a degree program must have, at a minimum, a master's degree with appropriate academic coursework and preparation in the subject area(s) taught. Faculty teaching academic general education courses in a terminal non-degree program must have, at a minimum, a baccalaureate degree with appropriate academic coursework and preparation in the subject area(s) taught.
9. Faculty teaching other courses (e.g., electives, orientation, career services, health and wellness, and life skills, etc.) must be appropriately qualified based upon the type of course content offered and upon criteria established by the school that relies upon necessary experience and/or educational background requirements.
10. Graduate Degree Faculty Requirements
 - a. At a minimum, at least 50% of graduate level courses included in a master's degree program must be taught by faculty members who possess a minimum of four years of related practical work experience and an earned doctorate degree or other terminal degree in a related field of study. The remaining 50% of the courses may be taught by faculty who possess a minimum of four years of related practical work experience and a master's degree in a related field of study or a master's degree in an unrelated field of study with 18 semester credit hours or 27 quarter credit hours of graduate level education in the subject area taught.
 - b. In exceptional cases, outstanding professional experience and contributions to the occupational field of study may be substituted for a formal degree. In such instances, the faculty member must possess a minimum of eight years of related practical work experience and the school must justify and document, on an individual basis, the outstanding professional experience and contributions to the occupational field.
 - c. Graduate faculty and other appropriate school personnel participate in the development, ongoing review, and improvement of graduate level curriculum.
11. Faculty teaching ESL courses must have appropriate experience and educational background including state or equivalent credentials in Teaching of English to Speakers of Other Languages (TESOL).

Glossary of Terms:

The Commission has determined that “appropriate coursework and preparation,” “college-level coursework,” and “appropriate academic coursework and preparation” as used in *Section III (B)* means a minimum of 15 semester credit hours (or the equivalent) in related subject areas that support the curriculum content.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

The terms “verify prior work experience” and “maintain documentation of academic credentials” of all faculty members and administrators in *Section III (A)(4), Substantive Standards, Standards of Accreditation* means that the school has a documented process to demonstrate that the school:

- a. Has secured from previous employers written or verbal verification of prior work experience when prior work experience is a qualification requirement and/or
- b. Has secured and keeps on file academic transcripts when an academic credential is a qualification requirement.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

SECTION IV – STUDENT RECRUITMENT, ADVERTISING, AND DISCLOSURES

STATEMENT OF PURPOSE

The purpose of this section is to require schools to describe themselves to prospective students fully and accurately and to follow practices that permit prospective students to make informed and considered enrollment decisions without undue pressure. The school's recruitment efforts must attract students who are qualified and likely to complete and benefit from the education and training provided by the school and not simply to obtain enrollments. Recruitment means engaging in activities or using promotional materials or presentations to attract and enroll students. These standards apply to school personnel primarily involved in any way in those activities.

A. Recruitment

Revised July 1, 2015

Schools must observe ethical practices and procedures in the recruitment of students and must, at a minimum, adhere to the standards of recruitment to follow:

1. A school's recruitment efforts focus on attracting students who are qualified and likely to complete and benefit from the education and training provided by the school and not simply obtaining enrollments.
2. A school's recruitment efforts describe the school to prospective students fully and accurately and follow practices that permit prospective students to make informed and considered enrollment decisions without undue pressure.
3. A school only uses its own employees to conduct student recruiting activities and is prohibited from engaging employment agencies to recruit prospective students. Schools under common ownership may employ a single recruiter.
4. A school is responsible to its students and prospective students for the actions and representations of its recruiters and representatives and, therefore, selects these individuals with the utmost care and provides adequate training and proper supervision. A school has and enforces an acceptable code of conduct for all school personnel whose primary responsibilities are to engage in recruiting and admissions functions prior to and during admission and matriculation. The school's code of conduct is in writing, includes, minimally, all elements set forth in *Appendix IV, Substantive Standards, Standards of Accreditation*, is signed and dated by the individual employee, and a copy of which is maintained in the individual's personnel file.
5. A school's personnel are trained and qualified to engage in recruiting activities and may only use a title that accurately represents the individual's primary duties.
6. A school complies with applicable federal and state laws and regulations pertaining to student recruitment.
7. A school approves all promotional materials used by school personnel in advance and accepts full responsibility for the materials used.
8. A school has in place policies and procedures and takes reasonable steps to ensure that its personnel do not make false, exaggerated, or misleading statements about the school, its personnel, its training, its services, or its accredited status and to ensure that its personnel do not make explicit or implicit promises of employment or salary prospects to prospective students.
9. A school internally reviews and evaluates its recruiting policies and procedures and the performance of personnel involved in recruiting activities for compliance with accrediting

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

standards and applicable law and regulation at least once annually, and maintains documentation of the review and evaluation. The Commission, at its discretion, may require a school to audit its recruiting activities for compliance with accreditation standards or applicable law and regulation using a qualified independent third-party that is approved by the Commission prior to the verification review being conducted.

10. A school shall not permit its personnel to engage in recruiting activities in settings where prospective students cannot reasonably be expected to make informed and considered enrollment decisions such as in or near welfare offices, unemployment lines, food stamp centers, homeless shelters, or other similar settings. A school may, however, engage in recruiting activities at employment opportunity centers operated under government auspices, provided that the school has permission to do so and that all other recruitment and admissions requirements are met.
11. A school shall not permit the payment of cash or other similar consideration to any prospective student as an inducement to enroll.
12. A school shall not permit its personnel whose primary responsibilities include recruiting and admissions activities to assist prospective students in completing application forms for financial aid.
13. A school shall not permit personnel whose primary responsibilities include recruiting and admissions activities to become involved in admission testing or admission decisions, including signing and accepting the enrollment agreement.
14. A school clearly identifies itself in all advertising, promotional materials, and contacts made with prospective students.
15. A school provides the applicant with a receipt for any money collected.
16. School personnel do not discredit other schools or influence any student to leave another school by: falsely imputing to another school dishonorable conduct, inability to perform contracts, or questionable credit standing; making other false representations; falsely disparaging the character, nature, quality, value, or scope of another school's program of instruction or services; or demeaning another school's students.

B. Advertising, Promotion, Statements, and Claims

Revised July 1, 2016

Schools must observe ethical practices and procedures with regard to advertising, promotion, statements, and claims and must, at a minimum, adhere to the standards of advertising, promotion, statements, and claims to follow:

1. All advertising, promotional materials, statements, and claims are truthful and accurate and avoid leaving any false, misleading, misrepresenting, or exaggerated impressions with respect to the school, its location, its name, its personnel, its training, its services, or its accredited status.
2. All advertising and promotional materials clearly indicate that education, and not employment, is being offered. No overt or implied claim or guarantee of individual employment is made at any time and any references to employment or salary prospects must be accurate and sourced.
3. A school may not use the Employment or Help Wanted classifieds for any form of student recruitment.
4. A school may only use endorsements in school catalogs, literature, or advertising with the written consent of the authors, which is kept on file and subject to inspection. Any such endorsement is to be a bona fide expression of the author's opinions, strictly factual, and a portrayal of currently

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

correct conditions or facts. Under no circumstances may currently enrolled students provide endorsements on behalf of a school.

5. School personnel, advertisements, and promotional materials may only provide information pertaining to potential salary that accurately portrays the normal range and starting salaries in the occupation for which training is provided. Salary information must also include the source of the information, which is valid.
6. A school may only use the term “accredited” if it indicates by what agency or organization it is accredited. Publication of accreditation must comply with the Instructions for Disclosure and Advertising of Accredited Status form.
7. Advertising of financial aid and scholarships¹ includes an eligibility phrase (e.g., financial aid available for those who qualify).
8. A school may not describe in its catalog, advertise, or promote new programs, substantive changes, or degree programs prior to receiving written Commission approval.

C. Disclosures

Revised July 1, 2015

Schools must make accurate disclosures to students as follows:

1. Catalog
 - a. A school publishes a catalog that accurately portrays the school; its educational programs, resources and facilities; and policies and procedures and that includes, at a minimum, all items listed on the ACCSC Catalog Checklist. (See also *Section I (D)(6), Substantive Standards, Standards of Accreditation.*)
 - b. A school’s catalog is designed and written in such a manner so as to convey an accurate, comprehensive, and dignified impression of the school. The catalog’s narrative and any illustrations and photos pertain directly to the school and sources of illustrations and photos are clearly identified.
 - c. A school provides each applicant with a current and complete catalog and an opportunity to review the catalog prior to signing the enrollment agreement so that each potential student may make an informed decision relative to the school’s educational programs, institutional policies, and procedures. A school may provide either a printed and bound copy of the catalog or a read-only format electronic copy that cannot be altered (e.g., portable document format (PDF), etc.). In either case, all versions of the catalog are identical and students that receive an electronic copy of the catalog are able to receive a printed and bound copy of the catalog upon request.
2. Enrollment Agreement
 - a. A school utilizes an enrollment agreement that includes, at a minimum, all required items listed on the ACCSC Enrollment Agreement Checklist and that clearly states the obligations of both the student and school. (See also *Section I (D)(6), Substantive Standards, Standards of Accreditation.*)
 - b. A school executes an enrollment agreement for all enrolled students.

¹ As defined in *Section I (D)(2), Substantive Standards, Standards of Accreditation.*

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

- c. A school ensures that each applicant has an opportunity to review the enrollment agreement and is fully informed of the rights, responsibilities, and obligations of both the student and the school under the enrollment agreement before it is signed by the applicant.
- d. A school furnishes a copy of the enrollment agreement to the applicant at the time the applicant signs. A school must furnish to the student prior to the student starting class a final copy of the enrollment agreement signed by both parties.
- e. No enrollment agreement is binding until it has been signed by the student and accepted by the appropriate school official.

3. Student Achievement Rates

A school discloses, minimally, the graduation and graduate employment rate for each program offered as last reported to the Commission. The disclosure for each program's graduation and graduate employment rate must be accurate, not intended to mislead, and includes the program population base and time frame upon which each rate is based.

4. Accreditation and Approval

- a. A school discloses its ACCSC institutional accreditation and the Commission's contact information (i.e., address, phone number, and website address).
- b. In accordance with *Section VII (L)(7), Rules of Process and Procedure*, a school subject to a Probation Order informs current and prospective students that the school has been placed on Probation and that additional information regarding that action can be obtained from the Commission's website.
- c. Where a program requires accreditation (institutional or programmatic) and/or approval by a third-party regulatory agency (e.g., state agency, licensing agency, oversight board, national certification entity, etc.), for the purpose of licensure, certification, or employment, a school discloses to students whether or not such accreditation and/or third-party recognition has been achieved and is in good standing. Any claims regarding any type of accreditation or approval by an oversight entity must be truthful and accurate.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

SECTION V – ADMISSIONS POLICIES AND PRACTICES

STATEMENT OF PURPOSE

The purpose of this section is to ensure that schools only admit those students who are capable of successfully completing the training offered. Admission decisions must be based on fair, effective, and consistently applied criteria that enable the school to make an informed judgment as to an applicant's ability to achieve the program's objectives.

A. General Requirements

1. A school develops admissions criteria that are designed to admit only those students who are reasonably capable of successfully completing and benefiting from the training offered.
2. A school publishes in its catalog and informs, prior to admission, each applicant for enrollment of the program's admission requirements, process, and procedures; the nature of the training and education provided; and the program's responsibilities and demands. (See also *Section IV (C), Substantive Standards, Standards of Accreditation*.)
3. A school consistently and fairly applies its admission requirements.
4. Prior to enrollment a school:
 - a. Determines that an applicant meets the school's admissions requirements;
 - b. Secures documentation to demonstrate that each applicant meets all admission requirements; and¹
 - c. Documents that applicants rejected did not meet admissions requirements;
5. A school maintains documentation covering the last five years that demonstrates that admission requirements have been met or that explains the basis for any denial of admission.
6. A school neither denies admission nor discriminates against students enrolled at the school on the basis of race, religion, color, gender, sexual orientation, genetic information, age, disability, or national origin. Schools must reasonably accommodate applicants and students with disabilities to the extent required by applicable law.
7. A school may not enroll or admit any person of compulsory school age or any person attending a school at the secondary level, unless the school has established through contact with properly responsible parties that pursuit of the training will not be detrimental to the student's regular school work.
8. The Commission, at its discretion, may require a school to conduct a study to document the effectiveness of its admission requirements for all students.

B. Non-Degree Programs

If the school enrolls a person who does not possess a high school diploma or recognized equivalency certificate (non-degree programs only):

1. The determination of the applicant's ability to benefit from the training offered must be confirmed by documentation of the applicant's achievement of an approved score on a test or tests that have

¹ See also *Appendix V, Substantive Standards, Standards of Accreditation*.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

been reviewed by a qualified, independent third party for appropriateness of the instrument and specific score levels required for admission.

2. The acceptable score ensures that students will benefit from the training provided and that a substantial number of students will complete the training and be employed in the field for which training was provided.

C. Degree Programs-Undergraduate

The school must use appropriate techniques to assess whether applicants have the skills and competencies to benefit from the training provided at the undergraduate level. Students admitted to associate or baccalaureate degree programs must have earned at least a high school diploma or recognized equivalency certificate prior to starting class.

D. Degree Programs-Graduate

1. The school must use appropriate techniques to assess whether applicants have the skills and competencies to benefit from the training provided at the graduate level. A student admitted to a master's degree program must possess an earned baccalaureate degree from a recognized higher-education institution (e.g., accredited by an agency recognized by the U.S. Department of Education or the equivalent). All admission criteria, to include evidence of an earned baccalaureate degree, must be met prior to matriculation.
2. For graduate level courses or master's degree programs, standardized or national examinations may be required (e.g., GRE or GMAT). The school may utilize other entrance tests that have been reviewed by a qualified, independent third party for appropriateness of the instrument and specific score levels required for admission. In any case, the school must disclose the type and nature of examination and the acceptable score and/or range of scores applicants must receive to be admitted.

E. ESL Courses

1. Students enrolled in ESL courses must meet all other admission requirements applicable to students enrolled in the school's career or occupational programs, which may be established through testing in the student's native language. During the enrollment process, adequate translation resources must be available to assist students in their comprehension of the process and all program requirements.
2. The school must demonstrate that, with appropriate teaching, the students enrolled in front-loaded and integrated ESL courses can qualify for specialized training or continue their occupational education.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

SECTION VI – STUDENT SERVICES

STATEMENT OF PURPOSE

The purpose of this section is to ensure that schools are attentive to their students' educational and other needs as a means to support student retention. This section requires that schools meet minimum requirements in regard to advising and counseling, record maintenance, graduate employment assistance, and procedures for handling student complaints.

A. Advising and Counseling

Revised July 1, 2018

1. The school is attentive to its students' educational and other needs as a means to support retention, maintains written policies and procedures addressing student services, and makes students aware of such services.
2. The school maintains adequate student services and resources that support its students in maintaining satisfactory progress, achieving successful educational and student achievement outcomes (i.e., knowledge and skill attainment, retention, graduation, and employment), and making informed decisions concerning training and employment.
3. The school maintains a student services program that takes into account the number of programs, and size and mix of the student body and that responds to individual student needs.
 - a. The student services program must be coordinated by an individual with appropriate professional and educational qualifications.
 - b. The student services program must minimally encompass relevant coping skills (e.g., life, career development, budget, and personal financial planning skills); general development appropriate to higher education students; student retention strategies suited to the school's programs; academic advising; testing and tutoring services; supervision and monitoring of attendance records and leaves of absence; graduate employment assistance; and information concerning housing, transportation, and child care.
 - c. Schools must have counseling services available to students when warranted and necessary based on the student population and circumstances.
 - i. An individual providing counseling services must have an appropriate license, credential, or training and work experience in the area of counseling.
 - ii. A school may contract with or refer students to an individual or service that is able to provide such counseling services as may be needed. Unless so qualified, an advisor may not perform the functions of a counselor and may not be referred to as a counselor.
4. The school maintains comprehensive documentation of student advising sessions.
5. The school continually monitors and addresses the students' needs for services as a means to assist students achieve successful educational and student achievement outcomes.

B. Student Records

1. The school maintains a permanent educational record for all currently enrolled students that consists of all admissions, academic, and financial records and information upon which a student's enrollment is based. These records (physical or electronic) must be securely maintained and protected against damage or loss (e.g., fire, water, theft, tampering, etc.).

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

2. The school maintains an official transcript for all formerly enrolled students (i.e., graduates and terminated or withdrawn students). The transcript must include, at a minimum, the program of study; the date of program entry; the date of graduation, termination or withdrawal; and the clock or credit hours and grades earned. An official transcript must be made available to students upon request and in accordance with the school's policies. This transcript (physical or electronic) must be securely maintained indefinitely and protected against damage or loss (e.g., fire, water, theft, tampering, etc.).
3. The school maintains student financial records related to financial aid, tuition and fee payments, and tuition refunds for a minimum of five years. (State or federal regulation or law may require these records to be maintained for a longer period of time.)

C. Graduate Employment Assistance and Records

1. The school makes graduate employment assistance available to students and the extent and nature of employment assistance services provided aligns with any claims made by the school with regard to those services.
2. The school maintains verifiable records of each graduate's initial employment for five years. Any statement regarding the percentage of graduate employment, e.g., annual employment rates of graduates, must be based upon these verifiable records.

D. Student Complaints

1. The school utilizes a policy and procedure for handling student complaints and inform students in writing of the policy and procedure. The school's complaint policy and procedure must be published in the school's catalog and include a reference to the school official(s) responsible for the complaint policy and procedure.
2. The school publishes in its catalog the ACCSC Student Complaint/Grievance Procedure contained in the ACCSC Complaint Review Process Form.
3. The school maintains a complete record of all written student complaints for at least the last five years.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

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

STATEMENT OF PURPOSE

A school must establish processes, policies, and procedures in the areas of student assessment and achievement and demonstrate that a high proportion of its students attend class, successfully progress through and complete their program of study, and obtain employment in the field for which trained. A school must establish and consistently apply criteria that provide an objective evaluation of the student's learning and progress toward attaining the program's specific educational objectives. Assessment of a school's performance in these areas requires a broad consideration of all circumstances that affect student learning, satisfactory progress, and student achievement.

A. Student Learning, Assessment, and Satisfactory Progress

Revised July 1, 2017

1. Student Learning
 - a. Student learning outcomes for each program are consistent with the program objectives defined by the institution's program design and development process and meet any relevant academic, occupational, or regulatory requirements.
 - b. Student learning outcomes for each program are aligned with the program's objectives, the occupational area of study, and with the level of education intended (e.g., non-degree, degree, degree level).
 - c. Student learning outcomes for each program reflect the necessary occupational and academic knowledge, skills, and competencies as applicable.
2. Student Assessment
 - a. The school has a developed and structured process to assess and evaluate the defined student learning outcomes of the education and training and established competencies (e.g., the application of knowledge and skills to the standard of performance articulated in the program objectives and as expected in the workplace). This process may include a variety and combination of methods such as grading, portfolio assessment, and criterion referenced testing based on developed and appropriate rubrics.
 - b. Student assessment approaches must be documented for each course or program offered and are designed and implemented in a valid, reliable, fair and, where relevant, flexible¹manner and included as part of the institution's institutional assessment and improvement planning process (see *Section I (B), Substantive Standards, Standards of Accreditation* for details regarding institutional assessment and improvement requirements).
 - c. The school establishes criteria to assess a student's academic progress through the program. At a minimum, the school reports academic progress to students at regular intervals (e.g., phase, module, mid-term, term, quarter, semester, etc.) and evaluates the minimum grade point average that students must attain at those intervals.
 - d. The school provides students with learning outcomes for each course and publishes in its catalog a written policy for assessing satisfactory student progress through the program. The school measures grades, projects, portfolios, externships, or other assessments against stated educational objectives that the school explains clearly to students. This policy must address performance standards and grading and be applied consistently.

¹ See the Glossary of Assessment Terms at the end of this section for more information related to these terms.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

3. Student Satisfactory Progress

- a. The school establishes a policy and process to assess student academic progress throughout the program and to inform students of their academic progress at established and specific intervals.
 - i. The school establishes cumulative grade point average requirements at specific intervals through the program and requires that students attain minimally a cumulative grade point average of 2.0 in order to be eligible for graduation. At each interval specified, the school determines the likelihood that the student will be able to attain the minimum cumulative grade point average required for graduation.
 - ii. In those instances when the school determines that a student has not met minimum cumulative grade point average requirements, the school places the student on academic probation or terminates the student, based on the school's established policies.
 - iii. If the school uses a grading scale other than the traditional 4.0 scale (e.g., letter grades, percentages, pass/fail) the school establishes comparable progress standards and publishes the grade conversion scale in its catalog.
- b. The school publishes in its catalog and enforces a policy of acceptable student attendance. The policy must promote sufficient levels of student attendance such that the required knowledge, skills, and competencies can be reasonably achieved.
- c. Leave of Absence
 - i. If the school allows students to take a leave of absence, the school defines and publishes in its catalog the leave of absence policy to include the process to have a leave of absence approved, the reason(s) why a student can request a leave of absence, the allowable leave of absence period, and the consequences of a student's failure to return from an approved leave of absence. The period of the leave of absence may not begin until the student has submitted and the school has approved a written and signed request for an approved leave of absence except in those cases where unforeseen circumstances would prevent a student from submitting a request in advance.²
 - ii. A leave of absence period may not exceed 180 days within any 12-month period. A school may grant more than one leave of absence in the event that unforeseen circumstances arise, such as medical reasons affecting the student or a member of student's immediate family, military service requirements, or jury duty, provided that the combined leaves of absence do not exceed 180 days within the 12-month period.
 - iii. If the student does not return following the leave of absence, the school must terminate the student and apply the school's refund policy in accordance with applicable and published requirements.
- d. The school publishes in its catalog the normal duration of each program based on regular and required course loads and schedules, the maximum timeframe within which a student is expected to complete the program, and the implications when a student does not complete the program within the maximum timeframe (e.g., loss of financial aid eligibility and program

² In cases where a school grants a leave of absence to a student who could not provide a request prior to the leave of absence period due to unforeseen circumstances, the school must secure at a later date the request and the reason(s) for the leave of absence along with documentation to show that the leave of absence could not have been requested and approved in advance. In these cases, the beginning date of the leave of absence period can be no earlier than the date that the circumstances prevented the student from attending school.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

enrollment termination). For a clock hour program, the maximum time frame shall not exceed 1.5 times the normal duration of the program. For a credit hour program, the credit hours attempted cannot exceed 1.5 times the credit hours required to complete the program. The school is not required to terminate the enrollment of a student who is unable to complete the program within the maximum timeframe unless the school has determined that the student has failed to meet school policies that would otherwise warrant termination (e.g., academic progress or attendance policies). For the purposes of reporting student achievement, the school may not classify students who do not complete the program within the maximum timeframe as graduates.

- e. The school has probation and termination policies that are defined and published in its catalog. These policies must include specific warning procedures to notify the student in writing that continued unsatisfactory academic progress or a failure to meet attendance requirements will result in termination. The school shows that the student receives the notification or in the case of absenteeism that the school made an attempt to notify the student that continued failure to attend classes will result in termination. The school maintains documentation of the notification and the terms of the probation or termination in the student's file.
- f. The school terminates any student who does not satisfactorily acquire the minimum knowledge, skills, and competencies required by the program objectives based on the school's assessment criteria and satisfactory progress policy. The school publishes its policies and procedures for a student to request reinstatement after being terminated.
- g. The school publishes policies that define the effect of course incompleteness, course withdrawal, course repetitions, and, if offered, policies that define the requirements for non-credit remedial courses.
- h. A student may only earn credits when, based on the school's assessment methods, the student has demonstrated that the required educational objectives have been met at an acceptable level. Successful program completion is based upon satisfactory achievement of the knowledge, skills, and competencies required by the program objectives and is confirmed by an appropriate credential (e.g., certificate, diploma, degree).
- i. The credential document identifies the school's name, location, program of study, and date of graduation in an accurate manner.

B. Student Achievement

Revised July 1, 2016

1. Student Achievement

- a. The school demonstrates successful student achievement by documenting through its assessment practices that students are acquiring the knowledge, skills, and competencies intended by the program objectives.
- b. The school demonstrates successful student achievement by maintaining acceptable rates of student graduation and employment in the career field for which the school provided education as well as acceptable pass rates on licensure/certification exams where required by governmental entities to work in a particular career field. The school supports student achievement rates through student transcripts, the school's verifiable records and

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

documentation of initial employment of its graduates, and exam pass rate data obtained from the requiring entity.³

- i. The Commission will review student achievement for each program offered at an institution and will consider not only the rates at which students graduate from a training program, attain employment in a training related field, and pass licensure/certification exams required for employment,⁴ but also other factors that are reasonably related to student achievement as a measure of educational quality and institutional effectiveness.
- ii. The Commission establishes and publishes the benchmark graduation and employment rates from information submitted in the Annual Reports of accredited schools.⁵ The Graduation and Employment Chart is the Commission's mechanism for collecting student achievement data and schools must provide this information in accordance with the prescribed requirements and instructions that accompany this chart. A school demonstrates an acceptable level of successful student achievement when graduation and employment rates meet or exceed the established benchmarks.
- iii. For those programs where a governmental entity requires the attainment of a passing score on a licensure/certification exam in order to work in a particular field, the Commission determines a program's licensure/certification exam pass rate to be acceptable when at least 70% of the students that take the exam attain a passing score.⁶
- iv. For any program that has a graduation, employment, or licensure/certification exam pass rate that is lower than the Commission's established benchmark rates, a school may still demonstrate with supporting documentation the successful achievement of its students in that program by providing other reliable indicators of successful student learning and by showing that factors such as economic conditions, state and national trends, location, student population served, length of program, students who withdraw from training but still obtain employment, state requirements, or other external or mitigating factors reasonably related to student achievement are adversely impacting the school's ability to meet the Commission's established benchmark rates.
- v. Upon presentation by a school, the Commission may consider an aggregated institutional rate of graduation or employment attainment in determining whether to take a programmatic or institutional action related to student achievement.

2. Student Achievement Outcomes Monitoring and Reporting

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

- a. Heightened monitoring will require, at a minimum, detailed annual review of a program's graduation and/or employment rate(s) and may require the submission of additional student

³ See *Appendix VII* for the Commission's Guidelines for Employment Classification.

⁴ This includes any exam that is required by a governmental entity for employment in a field, regardless of the exam's title or whether passing the exam results in a license, certification, or any other validation credential.

⁵ See *Appendix VI* for the Commission's current established benchmark rates for acceptable student achievement.

⁶ If another entity or agency requires a higher examination pass rate, the higher standard shall apply and the Commission will take into consideration any action taken by another entity or agency with regard to a school's failure to meet an examination pass rate requirement (see *Section I (B)(1)(e)(iii), Rules of Process and Procedure, Standards of Accreditation*). See also *Appendix VI*.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

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

Glossary of Assessment Terms:

“Valid” means an assessment process that is sound and assesses that which is claimed (e.g., assessment against the program outcomes that covers the broad range of skills and knowledge that are essential to competent performance in the workplace).

“Reliable” means that evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes.

“Fair” means that assessment processes are equitable, reasonable, consistently applied, and that instructional staff clearly communicate the assessment process to students.

“Flexible” means that, where relevant, assessment reflects the individual student’s needs; provides for recognition of skills and program outcomes achieved prior to undertaking the program; and draws on a range of methods appropriate to the context, program outcomes concerned, and the student.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

SECTION VIII – SEPARATE FACILITIES

STATEMENT OF PURPOSE

Separate facilities are created by and related to a main school or branch campus. These criteria are in addition to those set forth elsewhere in the *Standards of Accreditation*.

A. Classification

There are three types of separate facilities: branch campus, satellite location, and distance education facility. See *Section IV (E)(5), Rules of Process and Procedure, Standards of Accreditation* for separate facility eligibility and application requirements.

1. Branch Campus

A branch campus is a separate facility established by a main school that is geographically apart from the main school. The branch campus must be permanent in nature, offer courses in educational programs leading to a degree, a certificate, or other recognized educational credential, have its own faculty and administrative or supervisory organization, and must provide for all required educational resources and student services (e.g., advising, testing, library resources, financial aid, employment assistance, etc.). A branch campus must be adequately managed in accordance with the requirements set forth in *Section I, Substantive Standards, Standards of Accreditation*. The management and supervision oversight of the branch campus must be carried out by the same ownership and management that controls the main school.

2. Satellite Location

A satellite location is a classroom extension of a main school or branch campus. A satellite location must be within a reasonable and commutable distance from its main school or branch campus oversight entity. It is the responsibility of the school seeking to establish a satellite location to demonstrate with documentation the reasonableness of the commuting distance. A school seeking to establish a satellite location must be able to assure its proper management, control, and supervision through qualified administrative staff and faculty. All educational and student services available at the school seeking to establish a satellite location must be provided and readily available to students attending the satellite location (e.g., advising, testing, learning resources, financial aid, employment assistance, etc.) A satellite location that provides more than 50% of any one program will be required to submit segregated student achievement data for that program.

3. Distance Education Facility

A distance education facility is a separate facility housing the functions associated with distance education delivery operations. The facility is an extension of a main school or branch campus that has distance education within the school's scope of accreditation.¹ A distance education facility must be licensed by the appropriate state regulatory agency with oversight responsibilities of the school. A distance education facility must be under the same ownership as the main school or branch campus, and must demonstrate proper management, control, and supervision of the distance education facility.

¹ A school will be exempt from obtaining distance education facility approval if the distance education facility is within a reasonable, commutable distance from the main school or branch with distance education approval.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

B. Responsibility

1. A main school or branch campus is responsible and accountable to the Commission for its separate facilities and is responsible and accountable for compliance with accrediting standards by its separate facilities. The main school bears ultimate responsibility for compliance with accrediting standards by its separate facilities (e.g., the main school bears ultimate responsibility of the compliance of its branch campus's satellite location).
2. The management and supervision oversight of a branch campus must be carried out by the same ownership and management that controls the main school.
3. Accredited status of the branch campus is dependent upon the continued accreditation of the main school. Recognition of a satellite location or distance education facility is dependent upon the continued accreditation of the recognized facility's main school or branch campus.
4. The accredited status of a distance education facility is dependent upon the continued approval of distance education at the main school or branch campus.
5. Accreditation of the main school requires adherence to accrediting standards by its separate facilities.
6. A main school or branch campus may not have a separate facility that is not accredited or recognized by the Commission when that facility has students who receive benefits due to the accredited status of the school or students who are recruited using the name or accredited status of the school.

C. Ownership

The ownership of the branch campus, satellite location, or distance education facility must be identical to that of the main school; all ownership interests (including beneficial and non-voting interests and options) must be reported to the Commission. If the ownership of the separate facility proves to be different from that of the main school, then the main school and all of its separate facilities shall be removed from the list of accredited schools.

D. Name, Relationship, Disclosure, and Advertising

Revised July 1, 2015

1. A branch campus may bear a different name from the main school provided that all applicable state requirements have been met. A satellite location or distance education facility must bear the same name as its main school or branch campus except that the name of the satellite location or distance education facility may also refer to its geographic location or type of training.
2. Each school's catalog and enrollment agreement must clearly disclose and define the relationship between a branch campus and its main school. All advertising and publications (e.g., catalog, enrollment agreement, recruiting literature, public notices, etc.) must identify the relationship between a satellite location and its branch campus or main school oversight entity.
3. A branch campus may advertise and disclose its relationship to the main school only after the approval of the Application for a Branch Campus-Part I. A satellite location may disclose in advertising and promotional materials its recognized status and relationship to the main school only after it has been granted recognition by the Commission.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

E. Programs

1. Separate facilities may offer programs with other than trade, occupational or technical objectives provided that (1) any program with other than a trade, occupational or technical objective is also offered at the main school, and is so approved by the Commission and (2) the predominant program offerings and scope of the facility remain trade, occupational, or technical.
2. See *Section IV (E)(5)(a)(viii), Rules of Process and Procedure, Standards of Accreditation* regarding branch campus program approval rules and requirements.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

SECTION IX – DISTANCE EDUCATION

STATEMENT OF PURPOSE

Revised July 1, 2018

This section provides specific requirements for the delivery of distance education. Distance education, as defined by the Commission, is a formal process in which instruction within a program or course of study occurs when the student and instructor are not in the same location at the same time. Distance education employs telecommunication or other technologies (e.g., learning management system) for the delivery of instruction, and may be synchronous or asynchronous in nature including documented activities.¹

A. General Distance Education Requirements

Revised July 1, 2018

The following requirements apply to all programs, irrespective of the credential offered.

1. Schools offering programs or courses using hybrid or blended approaches or offering 100% of a program using distance education technologies are responsible for demonstrating compliance with accrediting standards as prescribed by this section, and elsewhere in the *Standards of Accreditation*.
2. Schools must ensure that only appropriate programs or courses of study are taught using distance education methodologies (the delivery of educational materials via technology); that assessment measures are in place for admissions, student progress, and student achievement; and that appropriate resources and services are available to support student success.
3. State Authorization: A school must obtain all necessary authorizations or approval(s) as required by applicable state oversight agencies where the school has enrollments or intends to enroll. If a state does not require approval, the school must be able to provide evidence to that effect.

B. Management and Administrative Operations

Revised July 1, 2018

1. The school must have adequate distance education management and administrative capacity in place that includes:
 - a. A qualified distance education administrator or team of administrators with the appropriate combination of distance education experience and/or training to effectively oversee the school's distance education programs or courses of study, and to ensure that those programs and courses meet the objectives and the mission of the school.
 - b. The distance education administrator or team of administrators must participate in ongoing distance education development and training activities. When new members of the distance education management and administrative team are hired by the school, the school must provide distance education related development and training activities.
 - c. Appropriate management, administrative capacity, and infrastructure to support the growth in a distance education program. The Commission will monitor student enrollment data for distance education programs on an annual basis to determine if the enrollments in an approved distance education program have experienced significant growth and to ensure that the school has maintained its ability to successfully administer, support, and manage its distance education activities.
 - d. Appropriate distance education administrative and operational policies and procedures to which the school adheres and reviews and updates as needed.

¹ See the Glossary of Distance Education Terms at the end of this section for more information.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

2. The school retains responsibility for the quality of the programs and courses of study offered through distance education methods and the achievement of expected and acceptable outcomes, irrespective of any contractual arrangements, partnership agreements, or consortia agreements entered into with third parties for the provision of components of a distance education program or course of study.
3. Institutional Assessment and Improvement
 - a. The school's institutional assessment and improvement activities must ensure that sufficient facilities, equipment, technology, and other resources and infrastructure associated with distance education are appropriate to the subject matter of the program or courses of study, and are integrated in the long-term institutional assessment and improvement plan and budget of the school.
 - b. The school must directly review and is responsible for the currency and quality of all distance education components as part of its institutional assessment and improvement activities. The school's institutional assessment and improvement activities must meet all necessary requirements outlined in *Section I (B), Substantive Standards, Standards of Accreditation*.
4. The school establishes authentication policies and processes regarding student verification in a distance education course or program as follows:
 - a. The school verifies that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit and verifies 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.
 - b. The school establishes processes that protect student privacy and notifies students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

C. Objectives and Student Achievement

1. The objectives of distance education programs and courses of study must be consistent with the mission of the school and its educational and training objectives, and must be readily available for student consideration.
2. Programs and courses of study must be appropriate for delivery through distance education methods and facilitate delivery of course content such that students may reasonably be expected to achieve the learning outcomes.
3. Observable, measurable, and achievable student performance outcomes must be identified so that programs or courses of study offered through distance education methods can be compared to programs or courses of study with similar subject matter and objectives, whether offered by distance education methods or residential means.
4. The school must specify the expected knowledge, skills, and competency levels that students will achieve in a distance education program or course of study, and such knowledge, skills and

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

competency levels are equivalent to those expected from comparable programs or courses of study.

5. Graduation, employment and, where applicable, state licensing examination pass rates must be assessed in accordance with *Section VII (B), Substantive Standards, Standards of Accreditation*.

D. Programs, Curricula, and Resources

Revised July 1, 2018

1. The length of the distance education programs and courses of study must meet all necessary requirements outlined in *Section II, Substantive Standards, Standards of Accreditation*.
2. The school must demonstrate that the content and length of a distance education program or course of study are comparable to residential programs. The school must justify and provide validation for any deviation from established clock-to-credit hour conversions, if applicable.
3. The school must ensure that materials, programs, and courses of study are current and comprehensive, and undergo periodic review as part of the school's institutional assessment and improvement plan.
4. The programs and courses of study must provide for timely and meaningful interaction between students and faculty, and among students.
5. The school's learning resource system must meet all necessary requirements outlined in *Section II (A)(7), Substantive Standards, Standards of Accreditation* and be available in an online format.
6. Program Advisory Committees for programs or courses of study that include content delivered via distance education must include at least one additional individual with experience in the delivery of distance education programs who is qualified to review and comment on the school's distance education platform, methods, processes, procedures, and infrastructure in the context of the program/course content and objectives.
7. The school must establish and adhere to clear policies on ownership of instructional materials and protection of copyright.

E. Catalog and Advertising

1. The catalog and other publications must clearly describe distance education programs or courses of study, including the school's expectations of distance education students, admissions requirements, the prerequisites for participation, expected learning outcomes, graduation requirements, access to the learning resource system, student services, technology requirements, and any other requirements.
2. The catalog must meet all necessary requirements outlined in *Section IV (C)(1), Substantive Standards, Standards of Accreditation*.
3. All advertisements and promotional materials must meet all necessary requirements outlined in *Section IV (B), Substantive Standards, Standards of Accreditation* and the ACCSC Advertising of Accredited Status Form.

F. Admissions Requirements and Enrollment

Revised July 1, 2018

1. The school must demonstrate compliance with *Section V, Substantive Standards, Standards of Accreditation* and must be able to document that students admitted into distance education programs or courses of study met the school's admissions criteria.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

2. The school must establish an admissions process for distance education programs and courses of study that includes the following:
 - a. An assessment of the student's technical skills, competencies, and access to technology necessary to succeed in a distance education environment prior to their enrollment in the program or course of study.
 - b. An assessment of the student's capability to benefit from enrolling in a distance education program prior to enrollment. The school must utilize an assessment tool (e.g., test, preparation/ orientation course, etc.) to determine if the student's learning style is conducive to online learning.
3. The school must demonstrate the validity and reliability of the assessment tools used to assess a student's readiness for distance education online learning minimally using engagement surveys, academic progress, and student achievement data.

G. Faculty

1. The school must employ faculty who have the qualifications and the experience to teach using distance education methods. Faculty teaching in distance education programs must meet the appropriate requirements set forth in *Section III (B), Substantive Standards, Standards of Accreditation*.
2. The school must provide orientation and training for faculty in accordance with *Section III (B)(4), Substantive Standards, Standards of Accreditation*, which specifically addresses teaching skills and instructional methods in a distance education environment.
3. The institution must have clear, consistent policies, measures, and procedures to evaluate the performance and needs of faculty members, and to assess faculty effectiveness in distance education programs or courses of study.
4. The school must ensure that faculty provide opportunities and means for timely and meaningful interaction with students appropriate to the learning environment.
5. The school must develop policies addressing teaching load (inclusive of residential and distance education), class size, time needed for course development, and the sharing of instructional responsibilities that allow for effective teaching in a distance education environment.

H. Student Services

1. Student services must be made available to students enrolled in distance education programs or courses of study in accordance with *Section VI, Substantive Standards, Standards of Accreditation*. The school must ensure that there is adequate supervision of its student services for students enrolled in a distance education program or course of study.
2. The school must provide orientation to the distance education environment for students enrolled in distance education programs or courses of study.
3. The school must ensure that faculty and staff respond in a timely manner to student questions and concerns, both academic and administrative.

ACCSC STANDARDS OF ACCREDITATION

SUBSTANTIVE STANDARDS

I. Distance Education Facility²

Revised July 1, 2018

1. A distance education facility must be, where required, licensed by the appropriate state regulatory agency with oversight responsibilities of the school.
2. A distance education facility must be under the same ownership as the main school or branch campus, and the oversight school³ must demonstrate its proper management, control, and supervision of the distance education Facility.
3. A distance education facility must meet all necessary requirements outlined in *Section VIII, Substantive Standards, Standards of Accreditation*.

Glossary of Distance Education Terms:

Revised July 1, 2018

“Hybrid” or “Blended” means courses or programs in which some portion of on-campus instruction is replaced by online learning activities.

“Distance Education Program” means a program in which all courses are delivered online, without the need for any on-campus classes. Programs may be delivered synchronously or asynchronously.

“Synchronous” means courses where all students are required to participate at the same time; however, students and instructor are in separate locations. These courses may be delivered by video conferencing, web conferencing, audio conferencing, etc.

“Asynchronous” means courses where students are not required to participate in any online sessions at the same time.

² See *Section VIII (A)(3), Substantive Standards, Standards of Accreditation* for the definition of a distance education facility.

³ The school that possesses the locus of distance education approval.

ACCSC
STANDARDS OF ACCREDITATION
APPENDICES

ACCSC STANDARDS OF ACCREDITATION

APPENDIX I – ACCREDITATION FEES

ACCREDITATION FEES

Revised July 1, 2016, July 1, 2017, & July 1, 2018

Sustaining Fees (from Section 3.01 of the AACSC Bylaws):

Members of the Corporation shall pay dues annually in accordance with the following:

- i. If the gross tuition of the member is \$1,000,000 or less, the dues shall be \$1,500 plus .00286 times gross tuition over \$200,000;
- ii. If the gross tuition of the member is greater than \$1,000,000 but not more than \$3,000,000, dues shall be \$3,500 plus .0011 times gross tuition over \$1,000,000; and
- iii. If the gross tuition of the member is greater than \$3,000,000, dues shall be \$5,500 plus .000165 times gross tuition over \$3,000,000.

Sustaining Fees are due within six months of a school's fiscal year end along with the school's audited financial statements and Sustaining Fee Calculation Worksheet.

Application and Report Fees:

<u>Activity / Application / Report</u>	<u>Fee</u>
Accreditation Workshops	
• Member Rates	
• 1 st Member.....	\$550
• Each Subsequent Member.....	\$500
• Non-member	
• 1 st Non-Member.....	\$650
• Each Subsequent Non-Member.....	\$550
• Consultants.....	\$1,200
Annual Report Processing Fee ¹	\$150
Appeals Transcript.....	Actual Cost
Application for Appeal of Commission Decision.....	\$6,000
Application for Approval of a Degree Program.....	\$1,500
Application for Approval of a Degree Program-Affiliated Schools	
• 1 st School.....	\$1,500
• Each Affiliated School.....	\$750
Application for a Branch Campus	
• Part I.....	\$1,250
• Part II.....	\$2,000
Application for a Branch Realignment	
• Part I.....	\$1,250
• Part II.....	\$2,000
Application for a Change of Control	
• Part I Transactions \$5 million or Less	
• Main School.....	\$4,000
• Branch Campus.....	\$2,500
Application for a Change of Location	
• Part I.....	\$750
• Part II.....	OSE Fee
Application for a Change of Mission or Educational Objectives.....	\$1,000
Application for a Change of Name	
• Part I.....	\$250

¹ To be paid with a school's Sustaining Fee.

ACCSC STANDARDS OF ACCREDITATION

APPENDIX I – ACCREDITATION FEES

• Part II	No Fee
• Part I Transactions Greater than \$5 million	
• Main School	\$6,000
• Branch Campus	\$2,500
• Part II	OSE Fee
Application for Clock Hour to Credit Hour Conversion	\$500
Application for Clock Hour to Credit Hour Conversion-Affiliated Schools	\$500*
Application for Continuing Education and Avocational Courses	\$500
Application for a Distance Education Facility	\$1,500
Application for Initial Accreditation	
• Part I	\$750
• Part II	\$2,250
Application for Initial Distance Education Approval	\$1500
• Application for Expansion of Distance Education Approval	\$500
Application for a New Non-Degree Program	
• Related Program	\$1,250
• Unrelated Program	\$1,250
Application for a New Non-Degree Program-Affiliated Schools	
• Related Program	
• 1 st School	\$1,250
• Each Affiliated School	\$750
• Unrelated Program	
• 1 st School	\$1,250
• Each Affiliated School	\$750
Application for Recognition of English as a Second Language Courses	\$500
Application for Renewal of Accreditation	\$2,250
Application for a Satellite Location	\$1,500
Application for a Substantive Program Modification	\$750
Application for a Substantive Program Modification-Addition of a Concentration	\$750
Application for a Substantive Program Modification-Affiliated Schools	\$750*
Change of Ownership Report	\$250
Consortium/Partnership Report	\$500
Distance Education Consortium/Partnership Report	\$250
Facility Expansion Report	\$500
Late Fee	\$750
Program Modification Report for Non-Substantive Changes	\$250
Program Modification Report for Non-Substantive Changes-Affiliated Schools	\$250*
Request for Good Cause Showing	\$250
Request for a Waiver of a Standard or Policy	\$250

*Each School/Each Program

Fees Related to Commission Actions:

At the Commission's discretion, the fees set forth below will be assessed for the processing of the following types of Commission actions:

Probation	\$1,000
Warning	\$500
Reporting	\$250

ACCSC STANDARDS OF ACCREDITATION

APPENDIX I – ACCREDITATION FEES

Fees Related to On-site Evaluations:

On-Site Evaluation Fees:

The Commission assesses a fee for required on-site evaluations as follows:

- Team Leader, Education Specialist, and Commission Representative: \$1,500 per evaluator for the first day and \$450 per evaluator for each day thereafter.
- Occupation/Subject Matter Specialist:
 - Local: \$200 per day.
 - Non-local: \$1,500 for the first day and \$450 per day thereafter.

Unannounced On-site Evaluation Fees:

The Commission assesses a fee for an unannounced on-site evaluation as follows:

- Regular Unannounced: \$2,500.00 for the first day and \$450.00 for each day thereafter.
- Commission Directed Unannounced:
 - First Assigned Evaluator: \$2,500.00 for the first day and \$450.00 for each day thereafter.
 - Each Subsequent Assigned Evaluator: \$1,500 per evaluator for the first day and \$450 per evaluator for each day thereafter.

International On-site Evaluation Fees:

On-site evaluation fees for schools outside of North America and the Caribbean will be assessed on a direct cost basis if the cost of the evaluation exceeds the fees collected as described above. Additional fees may also be assessed to schools outside of the United States or its territories to accommodate language translation needs.

Pass-Through Fees:

The Commission applies a pass-through fee for stipends to be paid to Education Specialists and Occupation/Subject Matter Specialists. The following fees are applied:

- Education Specialist: \$175 per day/review.
- Occupation/Subject Matter Specialist: \$100 per day/review.

Late Fees:

Late fees will apply to all reports and applications, responses to on-site evaluation reports, and any other Commission directed report or response that has a specific deadline. The \$750 late processing fee is assessed and due the day following the due date of a report, application or response. A late fee may be reduced to \$350 if the school requested and received an extension grant prior to the due date. A list of schools which have not paid fees in accordance with established requirements will be reported to the Commission at each regularly scheduled meeting and may constitute reason for a Warning to be issued.

Other Fees and Obligations:

The AACSC *Bylaws* describe other fees and obligations required of Members of Corporation under Section 3.02.

ACCSC STANDARDS OF ACCREDITATION

APPENDIX II – APPLICATIONS, REPORTS, FORMS, & INSTRUCTIONS

APPLICATIONS, REPORTS, FORMS, AND INSTRUCTIONS

Below are the applications, reports, and forms that schools must submit to inform the Commission of any changes that affect the educational purposes, programs, administrative functions, or management of the school as well as instructions as to how the school is to engage in a particular function. These applications, reports, forms, and instructions are considered part of the *Standards of Accreditation* and are critical to the Commission's ability to determine compliance with accrediting standards. A school is responsible through these applications, reports, forms, and instructions for demonstrating continuing compliance with accrediting standards. A school is responsible for monitoring when appropriate applications, reports, and forms need to be filed and for ensuring that applicable instructions are followed. Applications, reports, and forms submitted for Commission review must be complete, accurate, signed by the school's chief executive officer, and filed in a timely manner. Applicable fees must accompany the application, report, or form. At its discretion, the Commission may prescribe a specific time frame that is different from the customary period for the submission of school applications or reports. ***The applications, reports, forms, and instructions are available on the Commission's website – www.accsc.org***

- Allocation of Hours for Clock-Hour Programs
- Annual Report
- Application for Appeal of a Commission Decision
- Application for Approval of a Degree Program
 - Occupational Associate Degree
 - Academic Associate Degree
 - Baccalaureate Degree
 - Master's Degree
 - Affiliated Schools
- Application for a Branch Campus-Part I
- Application for a Branch Campus-Part II
- Application for a Branch Realignment-Part I
- Application for a Branch Realignment-Part II
- Application for a Change of Control-Part I
- Application for a Change of Control-Part II
- Application for a Change of Location-Part I
- Application for a Change of Location-Part II
- Application for a Change of Mission or Educational Objectives
- Application for a Change of Name-Part I
- Application for a Change of Name-Part II
- Application for Clock Hour to Credit Hour Conversion
- Application for Clock Hour to Credit Hour Conversion-Affiliated Schools
- Application for Continuing Education and Avocational Courses
- Application for a Distance Education Facility
- Application for Expansion of Distance Education Approval
- Application for Initial Accreditation-Part I
- Application for Initial Accreditation-Part II
- Application for Initial Distance Education Approval
- Application for a New Non-Degree Program
 - Affiliated Schools
- Application for Recognition of English as a Second Language Courses
- Application for Renewal of Accreditation
- Application for a Satellite Location
- Application for a Substantive Program Modification
- Application for a Substantive Program Modification-Affiliated Schools
- Application for a Substantive Program Modification-Addition of a Concentration
- Catalog Checklist
- Complaint Review Process Form
- Complaint Form
- Graduation and Employment Chart
- Change of Ownership Report
- Consortium/Partnership Report
- Distance Education Consortium/Partnership Report
- Enrollment Agreement Checklist
- Facility Expansion Report
- Faculty Personnel Report
- Instructions for Arbitration
- Instructions for Disclosure and Advertising of Accredited Status
- Instructions for the Preparation and Submission of Financial Statements and Related Information
- Instructions for Electronic Submission
- Outline of a Non-Degree Program
- Outline of a Degree Program
- Pre-Workshop Application for Initial Applicant Schools
- Program Chart
- Program Modification Report for Non-Substantive Changes
- Program Modification Report for Non-Substantive Changes-Affiliated Schools
- Retention Chart
- Request for a Waiver of an Accrediting Standard or Policy
- Request to Show Good Cause
- Self-Evaluation Report
- Staff Personnel Report
- Sustaining Fees Calculation Worksheet
- Teach-Out Forms
 - Institutional Teach-Out Plan Approval Form
 - Notice of Discontinued Programs
 - Programmatic Teach-Out Plan Approval Form
 - Teach-Out Agreement Approval Form

ACCSC STANDARDS OF ACCREDITATION

APPENDIX III – DEFINITION OF A CREDIT HOUR

In accordance with *Section II (A)(3)(b), Substantive Standards, Standards of Accreditation*, this appendix sets forth criteria for establishing credit hour measures.

A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as established by the institution comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and out-of-class work/preparation. The following are the measures of these units for establishing credit hour awards:

Credit Hour:

One semester credit hour equals 45 units (and one quarter credit hour equals 30 units) comprised of the following academic activities:

- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives = 0.5 unit

Glossary of Terms:

- A “didactic learning environment” is one which is led by a qualified faculty member for the intention of teaching and learning and can be in a classroom or laboratory setting of instruction.
- A “supervised laboratory setting of instruction” is one where students engage in discussion and/or the practical application of information presented in the didactic portion of the program or discovered through out-of-class work/preparation (e.g., practical application settings, clinical settings, etc.) under the supervision of a qualified school faculty member.
- “Out-of-class work/preparation” is that which students engage in as a means to prepare for the didactic learning environment or supervised laboratory setting of instruction and must be articulated through a course syllabus. An institution must be able to justify the number of hours estimated for that outside-of-class work. The student's work outside of class must be consistent with course educational goals and objectives; documented, assessed/graded; and serve as an integral part of the structured, sequenced educational program as described in the syllabus.
- An “externship” is a component of a program that meets the Commission's externship standards and is offered in a bona fide occupational setting for which training and education are provided, the externship component may occur throughout the course of a program or as a capstone requirement. The objectives and goals of an externship must be to allow students to apply practically the knowledge and skills taught in didactic and laboratory settings of instruction.

ACCSC STANDARDS OF ACCREDITATION

APPENDIX IV – RECRUITMENT AND ADMISSIONS PERSONNEL CODE OF CONDUCT

RECRUITMENT AND ADMISSIONS PERSONNEL CODE OF CONDUCT

This appendix sets forth the items that, at a minimum, are to be included in the Code of Conduct required by *Section IV (A)(4), Substantive Standards, Standards of Accreditation*. The school may choose the specific language to be used in its Code of Conduct so long as the language conforms to the spirit and intent of the items below. The school may also include other elements to the Code of Conduct as it deems appropriate. The Code of Conduct must be in writing and signed, minimally, by all school personnel whose primary duties include student recruitment and admissions functions.

1. Student recruitment, enrollment, and admissions duties will be conducted in an ethical and professional manner and in keeping with organizational policies and procedures as well as relevant accreditation requirements.
2. Student recruitment, enrollment, and admissions duties will be geared toward the enrollment of qualified applicants who are likely to complete and benefit from the training provided by the school and not geared toward enrolling students simply to obtain enrollments.
3. Student recruitment and admissions personnel will only provide truthful and accurate statements, descriptions, and explanations regarding the school and its personnel, training, facilities, equipment, services, and accredited status.
4. Student recruitment and admissions personnel will work to ensure that students are fully informed and able to make considered enrollment decisions without undue pressure.
5. Student recruitment and admissions personnel will only assist prospective students in the areas that fall within the purview of their position and will not assist prospective students in admissions testing or alter or falsify any enrollment documents or required test scores.
6. Student recruitment and admissions personnel will not make explicit or implicit promises of employment or exaggerated statements regarding employment or salary prospects to prospective students.
7. Student recruitment and admissions personnel will participate in relevant training provided by the school to enhance their skills as school representatives.
8. Student recruitment and admissions personnel will not assist prospective students in providing false or misleading information on any application.
9. Student recruitment and admissions personnel will not recruit prospective students in or near welfare offices, unemployment lines, food stamp centers, homeless shelters, or other circumstances or settings where such persons cannot reasonably be expected to make informed and considered enrollment decisions.
10. Student recruitment and admissions personnel will not discredit other schools or influence any student to leave another school by: falsely imputing to another school dishonorable conduct, inability to perform contracts, or questionable credit standing; making other false representations; falsely disparaging the character, nature, quality, value, or scope of another school's program of instruction or services; or demeaning another school's students.
11. Student recruitment and admissions personnel acknowledge having received a copy of the ACCSC *Standards of Accreditation* and having read the sections pertaining to recruitment, advertising, and admissions.

ACCSC STANDARDS OF ACCREDITATION

APPENDIX V – ADMISSIONS DOCUMENTATION

ADMISSIONS DOCUMENTATION

Section V (A)(4)(b), Substantive Standards, Standards of Accreditation requires that a school “secures documentation to demonstrate that each applicant meets all admission requirements” prior to enrollment. Because of the importance of admissions requirements and the role those requirements play in allowing schools to make informed admissions decisions, the Commission believes that a school’s diligence in requiring documentation is a key component to institutional success. Therefore, the Commission does not consider a self-certification by a student that he or she has a high school diploma or equivalent to be “documentation” that the student has met this admissions requirement. The standard contemplates that a school will support its admissions decisions with independent documentation such as transcripts and copies of diplomas or other documentation of equivalency. Admissions documentation for students from foreign countries is to be translated and certified to be at least equivalent to the credential required by the school in its admissions criteria (e.g., a U.S. high school diploma). In all cases, it is the responsibility of the school to determine whether the credential is appropriate and meets the school’s admissions criteria.

Moreover, the Commission believes that it is the responsibility of each school to make a determination that a student meets the school’s admissions criteria prior to that student beginning a program of study as a means to ensure that the student can perform the level of work required by the program curricula. The fundamental rationale is that admissions criteria are a key and front-line indicator of a potential student’s ability to be successful in a program and as such a school should not admit students to a program of study until the potential students can show that those qualifications have been met. The Commission also concluded that requiring admissions documentation prior to enrollment aligns with *Section V, Statement of Purpose, Substantive Standards, Standards of Accreditation* which states:

The purpose of this section is to ensure that schools only admit those students who are capable of successfully completing the training offered. Admission decisions must be based on fair, effective, and consistently applied criteria that enable the school to make an informed judgment as to an applicant’s ability to achieve the program’s objectives.

As such, the Commission has interpreted that “prior to enrollment” in the context of *Section V (A)(4)(a-b)* means prior to the acceptance of the student through the full execution of the enrollment agreement (e.g., signed by the accepting school official) and before allowing a student to start classes. As a practical matter, the Commission concluded that a student may sign an enrollment agreement and a school may communicate conditional or provisional acceptance of a student prior to receipt of documentation that admissions criteria have been met. However, a school may not consider a student fully enrolled and may not allow a student to start classes without the requisite documentation. Thus, each school must have a policy and procedure for ensuring that admission documentation is secured prior to fully executing the enrollment agreement and allowing the student to start class. The Commission also concluded that this interpretation applies equally to “conditional” or “trial” periods of enrollment.

For those ACCSC-accredited institutions that require that an applicant must possess a high school diploma or its equivalent for admission, the Commission recognizes that in rare instances students may not be able to provide documentation required by a school’s admissions criteria due to issues beyond their control (e.g., loss of records due to fire or flood, inability to obtain records, home schooled students, etc.). In these rare cases, a school may use an admissions test in lieu of documentation of a high school diploma or its equivalent. Under these circumstances, the student must sign a statement attesting that he or she in fact obtained a high school diploma or its equivalent and state the reason(s) why documentation of the earned credential cannot be provided. The admissions test used under these circumstances must be reviewed by a qualified, independent, third party and certified as to the appropriateness of the instrument

ACCSC STANDARDS OF ACCREDITATION

APPENDIX V – ADMISSIONS DOCUMENTATION

and required score levels (i.e., equivalent to a high school diploma). If a school chooses to use such a test for these unusual circumstances, this should be stated in the school's admissions policies.

The Commission understands that other regulatory agencies may have different requirements. Please be advised that in instances where these differences exist, the more stringent requirements shall apply (*Section I (D)(3), Rules of Process and Procedure, Standards of Accreditation*).

ACCSC STANDARDS OF ACCREDITATION

APPENDIX VI – STUDENT ACHIEVEMENT RATES

STUDENT ACHIEVEMENT RATES – GRADUATION AND EMPLOYMENT

Revised July 1, 2016

The Commission determines the established benchmark rates of student graduation and graduate employment for its accredited schools from information collected in Annual Report submissions.¹ Schools should set goals to exceed not only the benchmark rates, but also the average rates of graduation and employment.

The following student achievement rates are in effect for all Graduation and Employment Charts that use a Report Date of July 1, 2016 and later. These rates remain in effect until further notice.

Established Benchmark Graduation Rates			
Program Length in Months	Average Rates of Graduation	Standard Deviation	Established Benchmark Graduation Rates*
1-3	92%	8%	84%
4-6	84%	11%	73%
7-9	72%	12%	60%
10-12	69%	14%	55%
13-15	64%	14%	50%
16-18	62%	15%	47%
19-23	61%	18%	43%
24+	53%	13%	40%

* If a school reports a lower graduation rate for a program, that program will be subject to additional monitoring or reporting as deemed appropriate. Prolonged failure to meet a benchmark rate will result in a programmatic or institutional action as deemed appropriate by the Commission (see *Section VII (B)(2)(a-c), Substantive Standards, Standards of Accreditation*).

Established Benchmark Employment Rate			
	Average Rate of Employment	Standard Deviation	Established Benchmark Employment Rate*
All Programs	78%	8%	70%

* If a school reports a lower employment rate for a program, that program will be subject to additional monitoring or reporting as deemed appropriate. Prolonged failure to meet a benchmark rate will result in a programmatic or institutional action as deemed appropriate by the Commission (see *Section VII (B)(2)(a-c), Substantive Standards, Standards of Accreditation*).

STUDENT ACHIEVEMENT RATE – LICENSURE/CERTIFICATION EXAM PASS RATE

For those programs where a governmental entity requires the attainment of a passing score on a licensure/certification exam in order to work in a particular field, the Commission determines a program's licensure/certification exam pass rate to be acceptable when at least **70%** of the students that take the exam attain a passing score.²

¹ Generally, the Commission establishes the benchmark rate at one standard deviation below the average (mean) aggregated graduation and employment rate data collected in the Annual Report.

² If another entity or agency requires a higher examination pass rate, the higher standard shall apply and the Commission will take into consideration any action taken by another entity or agency with regard to a school's failure to meet an examination pass rate requirement (see *Section I (D)(3), Rules of Process and Procedure, Standards of Accreditation*).

ACCSC STANDARDS OF ACCREDITATION

APPENDIX VII – GUIDELINES FOR EMPLOYMENT CLASSIFICATION

GUIDELINES FOR EMPLOYMENT CLASSIFICATION

The school must be able to justify the classification of each graduate as employed in a training related field and maintain verifiable employment records using the following guidelines. In accordance with *Section I (A)(1)(d) Substantive Standards, Standards of Accreditation*, the school should have and adhere to policies or protocols in regard to these guidelines (reasonable time period, sustainability, relatedness, etc.).

1. The employment classification is appropriate and reasonable based on the educational objectives of the program.
2. The employment is for a reasonable period of time, is based on program objectives, and can be considered sustainable (e.g., not a single day of employment).
3. The employment is directly related to the program from which the individual graduated, aligns with a majority of the educational and training objectives of the program, and is a paid position.
4. The employment classification is verified by the school (and verifiable by third parties such as the Commission) as follows:
 - a. Regular Employment:
 - i. The school secures written documentation from the employer verifying the employment and that the employment is related to the student's program of study at the school; or
 - ii. The school secures written documentation from the graduate verifying the employment and that the employment is related to the student's program of study at the school; or
 - iii. In cases where a school can show diligent efforts have been made to secure such written documentation without success, the school maintains employment verification records that include:
 1. The graduate's and employer's name and contact information;
 2. A signature of school staff attesting to verbal employment verification with the employer and the date of verification; and
 3. A signature of school staff attesting to verbal employment verification with the graduate and the date of verification.

- b. Self-Employment:

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

- The graduate's name and contact information;
- An attestation that the self-employment is aligned with the individual's employment goals, is vocational, and is based on and related to the education and training received;
- An attestation that the graduate is earning training-related income; and
- In cases where licensure is required for employment, an attestation that such licensure has been achieved.

ACCSC STANDARDS OF ACCREDITATION

APPENDIX VII – GUIDELINES FOR EMPLOYMENT CLASSIFICATION

c. Career Advancement:

Students that are already employed in the field of study at the time of graduation¹ can be considered employed when completing the program of study as follows:

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

5. A verifiable employment record includes the following information:

- Graduate Name and Contact Information (e.g., home phone number, mobile phone number, e-mail address, etc.);
- Date of Initial Employment;
- Place of Employment;
- Employer Address;
- Employer Contact Person/Supervisor and direct contact information (e.g., phone number, e-mail address, etc.); and
- Descriptive Job Title and Duties.

In addition to these guidelines, the Commission expects that schools will regularly gather information from employers as a means to assess the preparedness of graduates for employment and make program modifications as may be necessary based on that feedback.

¹ The intent of this provision does not apply in cases where a student secures employment toward the end of the program but prior to graduation, where the employment is based on the near anticipated completion of the program (e.g., externship to hire prior to graduation).

ACCSC STANDARDS OF ACCREDITATION

APPENDIX VIII – STATEMENT FOR WORKING WITH EXTERNAL CONSULTANTS IN THE ACCREDITATION PROCESS

ACCSC STATEMENT FOR SCHOOLS WORKING WITH EXTERNAL CONSULTANTS IN THE ACCREDITATION PROCESS

The following statement is provided to assist an institution undergoing the process of accreditation to understand the perspective of the Commission regarding the utilization of external consultants in the accreditation process.

A cornerstone of the accreditation process is self-evaluation. Self-evaluation aids the staff and faculty of an institution in analyzing and verifying that it is effectively accomplishing its stated objectives according to its established policies and procedures as well as the established policies and procedures of federal and state agencies and of an accrediting body. The process helps the staff and faculty to develop the knowledge and skills that enable the institution to continuously monitor and maintain quality throughout its organization.

It is important to recognize that an institution must demonstrate to the Commission that it is capable of offering programs and services of quality to its students and that the institution has the internal infrastructure, management and administrative capacity, and educational staff and faculty to provide and sustain those efforts.

ACCSC does not take a position with regard to whether institutions should seek the assistance of an external consultant while undergoing any part of the accreditation process, particularly the self-evaluation process. Furthermore, ACCSC does not recommend specific individuals or consulting firms to any institution seeking external assistance.

If an institution chooses to use an external consultant in the accreditation process, the external consultant may not be present at the institution during any part of an on-site evaluation. The on-site evaluation team will expect to communicate directly with management and employees of the institution and not with a consultant employed solely for the purpose of completing the accreditation process.

**ACCREDITATION ALLIANCE OF
CAREER SCHOOLS AND
COLLEGES**

**ARTICLES OF INCORPORATION
AND BYLAWS**

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES (AACSC)

THE UNDERSIGNED, for the purpose of forming a nonstock corporation pursuant to the Virginia Nonstock Corporation Act, certifies:

FIRST: The name of the corporation is Accreditation Alliance of Career Schools and Colleges.

SECOND: The corporation shall have one class of voting members. The members of the corporation shall consist of institutions of higher education which provide career training and education and which have been accredited by the board of directors of the corporation. These articles of corporation shall be amended only upon at least a two-thirds (2/3) vote of the board of directors to propose an amendment to the members of the corporation and an affirmative vote by mail ballot of at least two-thirds (2/3) of the votes cast by the members of the corporation. The Corporation may sell, lease, exchange or otherwise dispose of all or substantially all of its assets, merge into another corporation, or permit another corporation to merge into the corporation only upon at least a two-thirds (2/3) vote of the board of directors to recommend such transaction or merger to the members of the corporation and an affirmative vote of at least two-thirds (2/3) of all of the votes cast by the members of the corporation. The qualifications and rights of the members, including the voting rights of the members, shall otherwise be as set forth in the bylaws of the corporation.

THIRD: The board of directors of the corporation shall be elected and hold office as set forth in the bylaws of the corporation. Directors who are representatives of the public shall be elected by the board of directors. Except as otherwise provided by law or in the bylaws of the corporation, the business of the corporation shall be managed by and all of the powers of the corporation shall be exercised by the board of directors.

FOURTH: The address of the initial registered office of the corporation is 200 West Grace Street, Richmond, Virginia 23220. The name of the initial registered agent of the corporation at that address is Calvin F. Major, a resident of Virginia and a member of the Virginia State Bar.¹

FIFTH: The names and addresses of the individuals who are to serve as the initial directors until the first annual meeting or until their successors are elected and qualify are:

Name and Address	Name and Address
Robert E. Taylor HCR 88061, 35 McMillen Road, Silver City, NM 88061	George L. Pry 4825 Mooreridge Dr., Pittsburgh, PA 15227
Gerald A. Murphy 39 W070 Cranston Road, St. Charles, IL 60715	Timothy T. Schutz 68 Fife Court, San Ramon, CA 94583
Richard J. Armbruster 522 Little John Hill, Sherwood Forest MD 21405	William M. Slonaker 609 Lamont Drive, Kettering, Ohio 45429
Frances M. Carter 77 South Rolling Road, Springfield, PA 19064	Darrell L. Ward 4840 Orchard Heights Rd., N.W., Salem, OR 97304
Charles S. Collins 5104 N. 32nd Street #240, Phoenix, AZ 85018	

¹ The Commission's registered agent as of July 1, 2003 is Commonwealth Legal Services Corporation 4701 Cox Road Suite 301, Glen Allen, Virginia 23060

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – ARTICLES OF INCORPORATION

SIXTH: The corporation is organized and shall be operated exclusively for educational purposes. These purposes are as follows:

- To be a reliable authority as to the quality of education and training offered by institutions of career education;
- To establish and foster high educational standards and ethical practices among such institutions;
- To promulgate standards for the accreditation and evaluation of such institutions;
- To receive applications for accreditation from such institutions;
- To adopt and apply processes and procedures for the evaluation and accreditation of such institutions;
- To issue a list of accredited institutions and disseminate information on the corporation's accrediting standards, procedures and activities; and
- To sponsor and conduct other activities related to accreditation which further and enhance the purposes of the Corporation.

In furtherance of the aforesaid purposes, the corporation may appoint and employ such persons as may be necessary; accept charitable contributions and grants; acquire, hold and dispose of property, both real and personal; exercise such incidental powers as are reasonable and necessary; and have and exercise all of the powers conferred upon nonstock corporations organized pursuant to Title 13.1 of the Code of Virginia as now in effect or as may hereafter be amended.

SEVENTH: No part of the net earnings of the corporation shall inure to the benefit of, or be distributed to, its members, directors, officers, or other private persons, except that the corporation shall be authorized to pay reasonable compensation as set forth in the bylaws of the corporation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Sixth hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

EIGHTH: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

NINTH: To the fullest extent permitted by the Virginia Nonstock Corporation Act, as now in effect or as may hereafter be amended, no officer or director of the corporation shall be personally liable for any damages in any proceeding brought by or in the right of the corporation or brought by or on behalf of the members of the corporation, or in connection with any claim, action, suit or proceeding to which he or she may be or is made a party by reason of being or having been an officer or director of the corporation.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

BYLAWS

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES (AACSC)

ARTICLE I – BOARD OF DIRECTORS, ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES

Section 1.01 – Definitions

- a. Accrediting Commission of Career Schools and Colleges (ACCSC). The Board of Directors of the Corporation, also hereinafter referred to as the "Accrediting Commission" or the "Commission."
- b. Affiliated.
 - i. An ownership interest in one or more members of the Corporation;
 - ii. Governing board-level responsibilities for one or more members of the Corporation;
 - iii. Employment by (to include contractual responsibilities or obligations) with one or more members of the Corporation; or
 - iv. Employment (to include contractual responsibilities or obligations) with any ownership entity of one or more members of the Corporation.

Ownership of or employment by (to include contractual responsibilities or obligations) one member of the Corporation means also affiliation with any other member of the Corporation under the same ownership or ownership structure where any of the same parties are involved.

- c. Public Commissioner. A person who:
 - i. Has experience in industry, government, education (e.g., accreditation, postsecondary, public, private, adult or vocational/career-oriented), or in similar or allied fields;
 - ii. Is not an employee, member of the governing board, owner, shareholder, or consultant of an institution that is accredited by the Commission, has applied for accreditation by the Commission, or is affiliated with a School Commissioner or any institution or entity which is also affiliated with a School Commissioner;
 - iii. Is not a member of any trade association or membership organization related to, affiliated with, or associated with ACCSC;
 - iv. Is not a spouse, parent, child, or sibling of an individual identified in paragraph (ii) or (iii) of this definition; and
 - v. Has been appointed to serve on the Commission pursuant to Section 1.05 hereof.
- d. School Commissioner. A person who:
 - i. Is an experienced proprietor, owner, or bona fide executive of a member of the Corporation as described in Section 2.01 hereof that has been accredited by ACCSC for at least five years without the issuance of a Warning or Probation¹ at the time of or during the five years preceding the individual's nomination to serve as a School Commissioner;

¹ Applies to any member amongst a group of members with which an individual is affiliated.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

- ii. Is active in school operations;
- iii. Has a past record demonstrating:
 - 1. A commitment to providing quality education to students;
 - 2. A commitment to ethical, fair, and honest practice; and
 - 3. Compliance with accrediting standards and applicable federal, state, and local requirements; and
- iv. Has been elected or appointed to serve on the Commission pursuant to Section 1.04 hereof.

The Commission shall not have among its membership more than one (1) School Commissioner affiliated with a single member of the Corporation or multiple members of the Corporation under common ownership and control.

- e. Members of the Corporation (also referred to as “member”). Postsecondary higher education institutions that provide career training and education and which meet the Commission’s eligibility requirements and have been accredited by the Commission.
- f. The Standards of Accreditation. The document that establishes the Commission’s rules of process and procedure and substantive standards with which institutions seeking accreditation and accredited institutions must comply.

Section 1.02 – Powers and Duties

Except as otherwise provided by law or in these *Bylaws*, the Accrediting Commission shall have the exclusive right and responsibility to manage and direct the affairs and exercise the powers of the Corporation. Without limiting the foregoing or the rights, responsibilities or powers set forth in the Articles of Incorporation or elsewhere in these *Bylaws*, the Accrediting Commission shall have the right to promulgate, after notice to and comment from the members of the Corporation, standards of accreditation. The Commission shall also have the right to adopt and apply processes and procedures for accreditation, receive applications for accreditation, monitor compliance with the standards of accreditation of members of the Corporation, issue a list of accredited institutions, disseminate information on the Commission’s standards of accreditation, procedures and activities, and exercise other powers and duties incidental to the foregoing.

Section 1.03 – Composition

The Commission shall be composed of an odd number of not less than nine (9) members and not more than seventeen (17) members. The number of Public Commissioners shall be at least 30% but less than a majority of the total number of Commissioners. The remainder of the Commission shall be composed of School Commissioners. The number of Commissioners may be changed within the foregoing limits by a vote of at least two-thirds of the Commission. The number and composition of the Commission may otherwise be changed only by amendment of the Bylaws pursuant to Section 4.04 hereof.

At least 30% of the Commissioners will be designated as an Academic – an individual currently or recently directly engaged in a significant manner in postsecondary education, training, teaching, or research – and at least 30% of the Commissioners will be designated as an Administrator – an individual currently or recently directly engaged in a significant manner in postsecondary program or institutional administration.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

Section 1.04 – Election and Appointment of School Commissioners

- a. Election. School Commissioners shall be chosen by vote of the members of the Corporation from among the nominees designated by the Nominating Committee established by the Commission pursuant to Section 1.09.b hereof. For School Commissioner positions subject to election, the candidates receiving the greatest number of votes shall be elected.
- b. Appointment. For the term commencing July 1, 2012 and biennially thereafter, the Commission shall appoint one School Commissioner to a four year term, from among the nominees for such position designated by the Nominating Committee pursuant to Section 1.09.b hereof. The Commission will afford the members of the Corporation the opportunity to comment on the nominee(s) and will take into consideration any comments received prior to making an appointment.

Section 1.05 – Appointment of Public Commissioners

Public Commissioners shall be appointed by the Accrediting Commission, after affording the members of the Corporation the opportunity to comment, from among the nominees designated by the Nominating Committee established by the Commission pursuant to Section 1.09.b hereof.

Section 1.06 – Term

Members of the Commission shall serve for a term of four (4) years except as provided by Section 1.08 (a-b). Upon completion of a Commissioner's term, the Commissioner shall not be eligible for election or appointment to another term until four (4) years have elapsed. A Commissioner's term shall commence on the first day of the Corporation's fiscal year.

Section 1.07 – Removal

Upon a finding on a majority vote by the Commission that a School Commissioner no longer meets the requirements of Section 1.01.d or a Public Commissioner no longer meets the requirements of Section 1.01.c, such Commissioner shall be removed from office. A School Commissioner shall also be removed upon a determination by the Commission on a majority vote that one or more of the following circumstances have occurred:

- a. A final action to deny or withdraw/revoke the accreditation at any institution with which the Commissioner is affiliated;
- b. The involuntary loss of state authority to operate any institution with which the Commissioner is affiliated;
- c. The cessation or announced cessation of operations at an institution such that the Commissioner ceases to be eligible to serve pursuant to Section 1.01;
- d. The filing for reorganization or bankruptcy by any institution or its parent corporation which the Commissioner is affiliated;
- e. A final finding by a state or federal agency or authority that the Commissioner engaged in fraudulent activities such that state or federal laws were violated;
- f. The debarment of the Commissioner by the U.S. Department of Education from employment at any institution participating in federal student funding programs;
- g. The failure of any institution with which the Commissioner is affiliated to meet its financial obligations to the Corporation which results in loss of membership; and

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

- h. A change of control or ownership at the institution with which the Commissioner is affiliated or change of employment by the Commissioner to another institution such that the eligibility requirements of Section 1.01 (b) would not be met.

The Commission may also remove a Commissioner on a majority vote because of conviction of a felony or a crime of moral turpitude, a final determination by the Commission of a violation of the Code of Conduct adopted by the Commission, or any adverse decision rendered by a federal, state, or accrediting agency. The effective date of removal pursuant to this section shall be the date of the Commission's vote.

Section 1.08 – Vacancies

- a. In the event of a vacancy on the Commission by reason of resignation, health, removal or otherwise, the Executive Committee of the Commission established pursuant to Section 1.09.a hereof shall nominate candidates to fill such vacancy from among former Commissioners, irrespective of the date that their terms ended. Notwithstanding the foregoing, the Executive Committee may nominate only one candidate to fill a vacancy if it is not practicable to nominate multiple candidates. Based upon a review of the nominations presented by the Executive Committee, the Commission shall fill such vacancy only upon a majority vote. If a majority vote cannot be secured for a nominee, the Commission shall request new nominations from the Executive Committee, and the vacancy shall not be filled until a nominee is appointed by the Commission upon a majority vote. A Commissioner selected to fill such vacancy shall serve until the end of the fiscal year in which the Commissioner is selected.
- b. The Nominating Committee established pursuant to Section 1.09.b hereof shall nominate candidates for election to serve the remainder of the term of the position in which the vacancy occurred either when it normally convenes to nominate candidates to fill vacancies on the Commission for Commissioners whose terms are expiring or at another time if the normal nominating process has been completed. A Commissioner elected to serve the remainder of a term shall thereafter be eligible to run for election to serve for a subsequent full term without having to wait four (4) years as set forth in Section 1.06 hereof, provided that 50% or less of the term of the position in which the vacancy occurred remains to be served. If more than one-half of such term remains to be served, the Commissioner selected to fill the vacancy shall be ineligible to serve for another full term in the same manner under Section 1.06 hereof as Commissioners who have completed a term of four (4) years.

Section 1.09 – Committees

The Commission may create such standing or special committees as it may deem necessary or desirable and define their duties and responsibilities. Except as provided below, appointments to such committees shall be made by the Chair of the Commission as such office is defined in Section 1.11.a.i hereof and confirmed by the Commission. In addition to any standing or special committees created in accordance with the foregoing, the following shall constitute standing committees of the Commission:

- a. Executive Committee: The membership of the Executive Committee shall consist of the Chair, Vice Chair, Secretary and Treasurer of the Corporation, as such offices are defined in Section 1.11 hereof. Between meetings of the Commission, the Executive Committee is empowered to act upon matters requiring immediate action and to issue a Warning to accredited institutions, but the Executive Committee may not change or waive standards of accreditation or grant, renew, deny or withdraw accreditation. The Executive Committee may also perform such other functions as the Commission may direct. The Executive Committee shall convene, only in person or by telephone or video conference call, whenever the Chair or, in the Chair's absence, any two (2) members of the Executive Committee are made aware of a matter requiring Executive Committee consideration or action

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

hereunder. At any meeting of the Executive Committee, three (3) members shall constitute a quorum. All actions of the Executive Committee shall be taken by majority vote. Accurate minutes of Executive Committee meetings shall be kept by the Executive Director and staff of the Commission under the direction of the Secretary, and final minutes approved by the Executive Committee shall be promptly circulated to the members of the Commission.

b. Nominating Committee:

i. The Nominating Committee shall consist of five (5) persons as follows:

1. The Chair and Vice Chair of the Commission;
2. One (1) person appointed by the Chair and confirmed by the Commission from among the following categories: a current member of the Standing Appeals Panel established by the Commission under the *Standards of Accreditation*, a person who has served as a leader of visiting teams used by the Commission for site visits to accredited institutions, a former School Commissioner or Public Commissioner as defined in Section 1.01, or a representative of the public with special knowledge, interest and expertise in career education and training; and
3. Two (2) representatives of the members of the Corporation with each one (1) nominated and elected by the members biennially in alternate years in accordance with the voting and election procedures provided in Section 2.07 hereof.

ii. The Commission shall inform the members of the Corporation and other interested parties of the vacancies on the Nominating Committee and request the submission of nominations to fill those vacancies. The Commission will review the Nominating Committee nominations received, select those deemed most appropriate to serve, and will put forth for election minimally two nominations for each vacancy to be filled on the Nominating Committee, unless the Commission does not receive a sufficient number of nominations to fulfill this requirement in which case the Commission will put forth as many nominations that are deemed appropriate and as are available.

iii. The Nominating Committee shall nominate at least a greater number of candidates than there are vacancies on the Commission and shall report its nominations to the Commission and the members of the Corporation, except as provided in Section 1.08 hereof.

iv. The Nominating Committee in nominating candidates, and the Commission in appointing Commissioners pursuant to Section 1.04, 1.05, and 1.08 hereof, shall, minimally, give consideration to:

1. A nominee's:
 - a. Background, level of experience, and knowledge regarding accreditation, postsecondary education, industry, and Board governance;
 - b. Affiliation with any school that has lost or been denied accreditation by any accrediting agency, been issued a Warning or Probation Order by any accrediting agency, entered into bankruptcy, or closed;
 - c. Involvement in criminal proceedings and any pending or past action (e.g., investigation, inquiry, etc.) in a judicial, law enforcement, or administrative body; and
 - d. Performance and commitment with respect to:
 - i. Providing quality education to students;
 - ii. Ethical, fair, and honest practice; and
 - iii. Compliance with accrediting standards and applicable federal, state, and local

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

requirements;

2. Any comments provided by the Executive Director; and
 3. The Commission's goal to achieve a diversity of backgrounds, experiences, and perspectives in order to achieve the purposes of the Corporation.
- c. Audit Committee: The Audit Committee shall consist of the Treasurer of the Corporation, two (2) Public Commissioners and one (1) School Commissioner. The Public Commissioners and School Commissioners shall be appointed by the Chair of the Commission and confirmed by the Commission, and the Treasurer shall serve in a non-voting capacity. The Audit Committee, with assistance from the Executive Director, shall:
- i. Recommend to the Commission the selection of an independent auditor to review the accounts and financial affairs of the Commission;
 - ii. Consult with the independent auditor with regard to the plan of audit;
 - iii. Review and evaluate such audit and the financial reports submitted to the Commission by the Treasurer;
 - iv. Consult with the independent auditor on the adequacy of internal financial controls;
 - v. Direct staff to ensure the availability of the Commission's audited financial statements to Commissioners, members of the Corporation, and the public as required by applicable law; and
 - vi. Ensure the annual report on the finances of the Corporation is provided to the members of the Corporation by the Treasurer.

Section 1.10 – Meetings

The Commission shall convene at the annual meeting of the Corporation and a minimum three (3) times each fiscal year for regular meetings at such times and places as may be fixed by the Commission for the transaction of business. The Commission may also convene, only in person or by telephone or video conference call, for special meetings whenever called by the Chair, the Executive Committee, or at least two-thirds (2/3) of the Commission in writing. At any meeting of the Commission, a majority of the Commission shall constitute a quorum. Except as otherwise provided by law or in these *Bylaws*, all matters properly before the Commission for consideration and action shall be resolved by majority vote of those Commissioners present and voting. Proxy voting shall not be allowed. The Commission may, at its discretion, provide for a portion of the meeting where the members of the Corporation may attend and express their views on matters pertinent to the business of the Commission, with the exception of specific school actions. Meetings of the Commission shall otherwise not be open to attendance by members of the Corporation or the public. Accurate minutes of meetings shall be kept by the Executive Director and staff of the Commission under the direction of the Secretary, and draft minutes shall be promptly circulated to the Commissioners for review. Final minutes shall be adopted no later than the next regular meeting of the Commission. The Commission shall establish procedures for making available to the members of the Corporation the accreditation actions taken after each meeting of the Commission. In addition to the foregoing, the Commission may adopt such procedures as it deems necessary for the conduct of its business, including meetings in executive session. In the absence of an established procedure, Roberts Rules of Order shall apply.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

Section 1.11 – Officers

- a. The officers of the Corporation shall consist of the following:
 - i. Chair: The Chair shall preside over all Commission and Executive Committee meetings and carry out the policies established and the actions taken by the Commission. The Chair may represent the Commission in its dealings with governmental bodies, the press and the public, and may sign or approve correspondence and other instruments of the Commission. The Chair shall oversee the activities and performance of the Executive Director on behalf of the Commission. The Chair shall also perform such other duties as are assigned by the Commission and are incidental to the office of Chair.
 - ii. Vice Chair: The Vice Chair of the Commission is the Vice President of the Corporation and shall act in the place of the Chair in the event of the Chair's absence or inability to carry out the duties described in Section 1.11.a.i hereof. The Vice Chair shall also perform such duties as may be assigned by the Chair or the Commission.
 - iii. Secretary: The Secretary shall be responsible for preparing and maintaining custody of minutes of all meetings of the members of the Corporation and of all meetings of the Commission, for authenticating the records of the Corporation, for giving all notices required by these *Bylaws*, and for performing all duties customary to the office of Secretary. The Secretary shall also have custody of the corporate seal of the Corporation and authority to affix the seal to any instrument requiring it.
 - iv. Treasurer: The Treasurer shall have custody of, and be responsible for, all funds and securities of the Corporation. The Treasurer shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation and shall deposit all monies and other valuable property of the Corporation in such banks or depositories as the Commission may designate. The Treasurer shall perform all duties incident to the office of Treasurer, subject to the supervision of the Commission, and shall regularly report to the Commission on the financial affairs of the Corporation.
- b. The officers of the Commission shall be elected by the Commission at the conclusion of the last regular Commission meeting of the fiscal year and shall serve for a term of one year commencing the first date of the ensuing fiscal year. Officers shall be elected by a majority vote via a secret ballot conducted by the Secretary of the Corporation. Proxy voting shall not be permitted. Any member of the Commission shall be eligible to serve as an officer; provided that if the Chair is a Public Commissioner, the Vice Chair shall be a School Commissioner, and if the Chair is a School Commissioner, the Vice Chair shall be a Public Commissioner. An officer may serve for as many years, consecutively or otherwise, as he or she is a member of the Commission provided that no member of the Commission may simultaneously hold more than one office. Vacancies shall be filled by a vote of the Commission at the first meeting of the Commission immediately following the occurrence of the vacancy. A Commissioner elected to fill such a vacancy shall serve until the next regularly scheduled election of officers.

Section 1.12 – Compensation

School Commissioners shall serve on the Commission without compensation. Public Commissioners may receive honoraria for their service on the Commission. Upon presentation of appropriate documentation to the Treasurer, Commissioners shall be reimbursed for expenses incurred in the performance of Commission duties. The Commission shall annually establish and disclose to the members of the Corporation the amount of honoraria that may be paid.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

Section 1.13 – Agents and Employees

- a. Executive Director: The Commission shall engage an Executive Director who shall be the Commission's Chief Executive Officer. The Executive Director shall have charge of and responsibility for the administration of the Commission's affairs and for management of the staff of the Commission. The Executive Director shall represent the Commission in its dealings with governmental bodies, the press and the public, and sign or approve correspondence and other instruments of the Commission. The Executive Director shall be answerable to the Commission, but the Chair acting on behalf of the Commission shall oversee the Executive Director's performance of his or her duties. Except when the Commission is in executive session to discuss and review the Executive Director's compensation or the performance of his or her duties, the Executive Director shall attend all meetings of the Commission and the Executive Committee and participate in its deliberations in a non-voting capacity.
- b. Other Agents and Employees: The Commission may engage such other agents and employees who shall have such authority and perform such duties as the Commission may prescribe.
- c. Compensation: The Corporation shall pay compensation to the Executive Director and other agents and employees of the Commission in amounts established by the Commission. The Executive Committee shall serve as a Compensation Committee for the purpose of recommending the compensation of the Executive Director to the full Commission.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

ARTICLE II – MEMBERS

Section 2.01 – Qualifications

The Members of the Corporation (also “member”) shall consist of institutions of higher education which provide career training and education and which have been accredited by the Commission. The members shall include main schools and branch campuses as described in the *Standards of Accreditation* of the Accrediting Commission.

Section 2.02 – Term

The term of membership shall be the period of accreditation by the Commission. Any member which ceases to be accredited by the Commission shall automatically, and without the necessity for further action, be deemed removed from membership. Any member may also resign by so notifying the Secretary of the Corporation in writing. Resignation results in the removal of accreditation by the Commission. All obligations owed to the Corporation, including the payment of dues and fees, shall be fulfilled prior to resignation. Each member agrees to consent to entry of judgment in a court of competent jurisdiction for the amount of all unpaid dues and fees, including all costs incurred by the Accrediting Commission in seeking recovery of the fees and dues.

Section 2.03 – Annual Meeting

The Accrediting Commission shall hold a meeting of the members annually at a date and a place to be determined by the Accrediting Commission. The purpose of such meeting shall be the delivery of a report on the budget and finances of the Corporation and its activities and affairs, approval or disapproval of dues and assessments pursuant to Article III hereof, if necessary, and the transaction of other business as specified by the Accrediting Commission.

Section 2.04 – Special Meetings

Special meetings of the members may be called at any time by the Accrediting Commission or by a request submitted in writing to the Secretary of the Corporation by a number of members that equals or exceeds the quorum set forth in Section 2.06 hereof. The Accrediting Commission shall specify a date and a place for such meetings. Only business within the purpose or purposes described in the meeting notice may be conducted at a special meeting.

Section 2.05 – Notice

Notice of the time, place, and purpose of meetings of the members shall be mailed to the last recorded address (physical or electronic) of each member at least thirty (30) days before the date appointed for the meeting. A member may waive any notice required by law or these *Bylaws* before or after the date and time of the meeting that is the subject of such notice. The waiver shall be in writing, signed by an authorized representative of the member, and delivered to the Secretary of the Corporation. A member that attends a meeting (1) waives objection to lack of notice or defective notice of the meeting unless the member at the beginning of the meeting objects to holding the meeting or transacting business at the meeting and (2) except in the case of a special meeting, waives objection to consideration of a particular matter at the meeting that is not within the purpose or purposes described in the meeting notice unless the member objects to considering the matter when it is presented.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

Section 2.06 – Quorum

One-tenth of the members entitled to cast votes shall constitute a quorum at a meeting of the members for the transaction of any business. If a meeting cannot be organized because a quorum is not present, then those present may adjourn the meeting for a maximum of seven (7) days from the date of the meeting as originally scheduled without notice other than announcement at the meeting, until a quorum is present or represented. At such adjourned meeting at which a quorum is presented or represented, any business may be transacted that might have been transacted at the meeting as originally called.

Section 2.07 – Voting

- a. Manner: Each member shall have one vote, except that a group of affiliated schools – i.e., schools under common ownership – may have no more than five total votes regardless of the number of members in the group. Such vote shall be cast by an individual affiliated with and duly appointed by the member to vote (hereinafter referred to as the “Designated Delegate”). Proxies shall not be permitted on any vote, and no person may be the Designated Delegate for more than one member; however, a Designated Delegate may serve as such for up to five (5) members under common ownership and control. Election of School Commissioners, members of the Nominating Committee, and approval or disapproval of amendments to the Articles of Incorporation and the *Bylaws* shall occur through mail or electronic ballots in accordance with procedures established by the Accrediting Commission. All other matters subject to a vote under these *Bylaws* may be determined by mail or electronic ballots, voting in person at a meeting of the members, or both in accordance with procedures established by the Accrediting Commission. Election and voting procedures shall be subject to such conditions and limitations as the Accrediting Commission may establish to provide for an orderly and considered decision by members of the Corporation. Upon accreditation by the Commission, each member shall notify the Secretary of the Corporation in writing of its Designated Delegate. Changes in a member’s Designated Delegate shall be made in writing to the Secretary at least fifteen (15) days prior to the date of any scheduled meeting of the members. The record date for determining eligibility to vote shall be the date that the vote is taken.
- b. Rights: In addition to amendment of the Articles of Incorporation and approval of a merger and other transactions as set forth therein, members shall have the right to vote upon the election of School Commissioners pursuant to Section 1.04a hereof, upon dues and assessments as set forth in Section 3.01 hereof, upon the selection of representatives of the members for the Nominating Committee pursuant to Section 1.09.b.iii hereof, amendment of the *Bylaws* of the Corporation pursuant to Section 4.04 hereof, and upon such other matters as the Accrediting Commission shall determine to submit to the members for a vote.

Section 2.08 – Members’ List

The Secretary of the Corporation shall maintain a complete list of members with the address of each. Such list shall be subject to inspection by any member at any time during the usual business hours of the Corporation.

Section 2.09 – Liability

No member shall be liable for the debts of the Corporation in any amount except to the extent of the dues, assessments, and fees required of such member pursuant to Article III hereof. Notwithstanding the foregoing, a member of the Corporation shall pay all litigation costs and expenses incurred by the Commission in defending (i) any suit, claim or proceeding filed by such member against the Corporation, Commission, or any officer, director, Commissioner, member of a committee, agent or employee acting

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

on behalf of the Corporation or Commission if any such defendant substantially prevails in any such suit, claim or proceeding or (ii) any suit, claim or proceeding brought by a third party against a member if the Corporation, Commission, or any officer, director, Commissioner, member of a committee, agent or employee acting on behalf of the Corporation or Commission are named as a defendant or defendants and substantially prevail.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

ARTICLE III – DUES AND FEES

Section 3.01 – Dues

- a. Amount: Effective July 1, 2017, members of the Corporation shall pay dues annually in accordance with the following:
- If the gross tuition of the member is \$1,000,000 or less, the dues shall be \$1,500 plus .00286 times gross tuition over \$200,000;
 - If the gross tuition of the member is greater than \$1,000,000 but not more than \$3,000,000, dues shall be \$3,500 plus .0011 times gross tuition over \$1,000,000; and
 - If the gross tuition of the member is greater than \$3,000,000, dues shall be \$5,500 plus .000165 times gross tuition over \$3,000,000.

Starting July 1, 2017, the Accrediting Commission may on a triennial basis increase the base fee, the multiplier, or both up to 3% without a required vote by the members of the Corporation. Additional increases in dues shall be proposed by the Accrediting Commission and submitted to the members for approval or disapproval on a majority vote of the votes cast at the annual meeting of the Corporation.

- b. Assessments: The Accrediting Commission, upon a two-thirds (2/3) vote, may propose an assessment in addition to the annual dues established pursuant to Section 3.01.a hereof where there has occurred or is impending an emergency which may impair the ability of the Corporation to achieve its purposes and the amount of annual dues is insufficient to meet the Corporation's requirements. The proposed assessment shall be submitted to the members of the Corporation for approval or disapproval on a majority vote of the votes cast.
- c. Payment: Dues and assessments are payable annually at the office of the Corporation thirty (30) days after the beginning of the fiscal year of the Corporation or pursuant to a payment schedule established by the Accrediting Commission. Dues and assessments shall be considered delinquent if not paid within ten (10) days of the due date. The Accrediting Commission may establish and charge a late fee upon the initial delinquency and monthly thereafter.
- d. Proration: An institution which becomes a member during the first quarter of the fiscal year shall pay the full amount of applicable annual dues and assessments. An institution which becomes a member during any succeeding quarter shall pay a proportional amount of the applicable dues and assessments determined by the number of quarters remaining in the fiscal year after becoming a member including the quarter in which the institution became a member.

Section 3.02 – Fees

In addition to dues and assessments established pursuant to Section 3.01 hereof, the Accrediting Commission may establish fees for applications, reports, evaluations, visits, appeals, and other accreditation activities to defray the costs of such activities. The Accrediting Commission may also establish late charges to be assessed for delinquent payment of any such fee. Such fees shall be set forth in the *Standards of Accreditation* of the Accrediting Commission. The Accrediting Commission may change such fees after notifying the members of the Corporation of proposed changes and inviting and considering comments thereon. The schedule of fees shall be published in the Commission's *Standards of Accreditation*.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

Section 3.03 – Budget

The Accrediting Commission shall establish a budget for each fiscal year. A summary of such budget shall be provided to the members of the Corporation together with the notice of the annual meeting of the Corporation. The Treasurer shall report on the Corporation's budget and finances at the annual meeting.

Section 3.04 – Fiscal Year

The fiscal year of the Corporation shall be July 1 through June 30.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

ARTICLE IV – MISCELLANEOUS

Section 4.01 – Corporate Seal

The corporate seal shall be in such form as may be approved by the Accrediting Commission.

Section 4.02 – Checks, Notes, and Contracts

The Accrediting Commission shall determine the persons from amongst the Executive Committee, Executive Director, and Director-level staff who shall be authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money, to sign acceptances, notes or other evidences of indebtedness, and contracts, or to execute and deliver other documents and instruments. The signatures of the Chair or the Treasurer of the Commission and the Executive Director are required for any check in the amount of \$10,000 or greater. The Accrediting Commission may require officers, agents, employees and other persons so authorized pursuant to this section to give security for the faithful performance of their duties.

Section 4.03 – Books and Records

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

Section 4.04 – Amendment of *Bylaws*

The *Bylaws* of the Corporation may be amended only upon at least a two-thirds (2/3) vote of the Accrediting Commission to propose an amendment to the members of the Corporation and an affirmative vote by mail or electronic ballot of at least two-thirds (2/3) of the votes cast by the members of the Corporation.

Section 4.05 – Indemnification and Insurance

The Corporation shall indemnify and hold harmless each director, officer, Commissioner, member of an Appeals Panel, member of a visiting team, agent, employee or other person acting on behalf of the Corporation or Commission against and from all loss, cost, and expense reasonably incurred by such person in the payment, defense, or settlement of any claim, suit or proceeding brought against such person because he or she acted on behalf of the Corporation or Commission as a director, officer, Commissioner, member of an Appeals Panel, member of a visiting team, agent or employee. The rights specified in this section shall apply whether or not such persons continue to act in such a capacity at the time the loss, cost, or expense is incurred. Such rights shall not apply in relation to any matters as to which any such person shall be finally adjudged in such claim, suit or proceeding to be liable for willful misconduct. The Accrediting Commission may also authorize the purchase and maintenance of insurance on behalf of such persons and the Corporation against any liability which arises from their actions in such capacities.

Section 4.06 – Arbitration, Jurisdiction, and Venue

- a. By applying for accreditation with the Accrediting Commission, the member agrees to exhaust all appeal opportunities and to submit fully and faithfully to final, binding arbitration proceedings as set

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

forth in the *Standards of Accreditation*² before filing any suit, claim or proceeding relating to membership, accreditation or accredited status, whether a claim for damages or injunctive or declaratory relief, brought by a member, former member, or applicant for accreditation, against the Corporation or the Commission, or a Commissioner, member of an Appeals Panel, member of a visiting team, or other agent or employee of the Corporation or the Commission because he or she acted on behalf of the Corporation or Commission.

- b. Jurisdiction and venue of any suit, claim, or proceeding not subject to final, binding arbitration shall only be in the U.S. District Court for the Eastern District of Virginia or, if the Commission's main office is not located in such district, in the federal district court for the district in which the main office of the Commission is located.

² See the Instructions for Arbitration (*Appendix II – Applications, Reports, Forms, and Instructions, Substantive Standards, Standards of Accreditation*).

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

LIST OF AMENDMENTS TO THE *BYLAWS*

Unless otherwise noted, the following amendments to the *Bylaws* of the Accreditation Alliance of Career Schools and Colleges were approved in accordance with Section 4.04 or Section 3.01.a. of the *Bylaws*:

April 19, 1995:

- Section 2.01 (conforming revision – add “additional locations”)

June 4, 1996:

- Section 1.08
- Section 1.10
- Section 3.01.a

January 22, 2001:

- Section 4.06

September 7, 2001:

- Section 1.06
- Section 1.08
- Section 1.11

August 1, 2003:

- Section 2.01 (conforming revision – remove “additional locations”)
- Section 1.03
- Section 1.04
- Section 1.06
- Section 1.08
- Section 1.09.b
- Section 1.11.a
- Section 1.11.d
- Section 1.1.3.a

September 1, 2009:

- Section 1.08
- Section 1.09
- Section 2.03
- Section 2.05
- Section 2.07
- Section 4.04

March 1, 2013:

- Section 1.01.b
- Section 1.01.c
- Section 1.01.d
- Section 1.01.e
- Section 1.01.f
- Section 1.03
- Section 1.06
- Section 1.07.a-h
- Section 1.08.a
- Section 1.09.a-c
- Section 1.10
- Section 1.11.a-b
- Section 1.12
- Section 1.13.a&c
- Section 2.01
- Section 2.02
- Section 2.03
- Section 2.05
- Section 2.06
- Section 2.08
- Section 3.01.c
- Section 3.02
- Section 4.02
- Section 4.06

July 1, 2017:

- Section 1.01
- Section 1.03
- Section 1.09
- Section 2.07
- Section 3.01

APPLICATION FOR A SUBSTANTIVE PROGRAM MODIFICATION – AFFILIATED SCHOOLS

Accrediting Commission of Career Schools and Colleges (ACCSC)

To be submitted for a substantial increase or decrease (a cumulative modification of 25 percent or more from the original date of program recognition or the most recent accreditation review) in the clock hours or credit hours of an existing approved program to be implemented at all identified affiliated schools. See *Section IV (E)(6)(a)(i), Rules of Process and Procedure, Standards of Accreditation*. This application must be submitted in accordance with ACCSC's [Instructions for Electronic Submission](#).

School #	Name of School	Main or Branch	City	State

Contact Person:	Phone:	Email:
-----------------	--------	--------

1. Type of Substantive Program Modification (Please Check All That Apply):

- ☐ Change in Clock Hours
- ☐ Change in Credit Hours
- ☐ Change in Type of Credit Hours
- ☐ Substantive Change in the Type of Credential Awarded (e.g., occupational to academic associate degree)

2. Program Information **Prior** to the Modification:

PROGRAM	INSTRUCTIONAL CLOCK HOURS	TOTAL CREDIT HOURS	TYPE OF CREDIT HOURS	CREDENTIAL
			<input type="checkbox"/> Semester <input type="checkbox"/> Quarter	

3. Program Information **After** the Modification:

PROGRAM	INSTRUCTIONAL CLOCK HOURS	TOTAL CREDIT HOURS	TYPE OF CREDIT HOURS	CREDENTIAL
			<input type="checkbox"/> Semester <input type="checkbox"/> Quarter	

I certify that the information herein and attached hereto is correct and that these substantive changes have not been described in the catalog, advertised, or implemented.

Name: _____ Title: _____

Signature: _____ Date: _____

Attachments to this application:

1. Processing fee of \$500 for each school.
2. Program approval from the state (or applicable regulatory agency) for each school with the title and approved clock or credit hours. If the state (or applicable regulatory agency) does not require approval, documentation from the agency to that effect must be submitted.
3. Justify the implementation of the proposed related program:
 - a. Explain fully the reason or basis for the program modification, including a side-by-side comparison between the existing curriculum and the proposed curriculum. This comparison should include the number

APPLICATION FOR A SUBSTANTIVE PROGRAM MODIFICATION – AFFILIATED SCHOOLS

Accrediting Commission of Career Schools and Colleges (ACCSC)

of clock hours in each course and highlight the proposed substantive modifications to this program.

- b. Program Advisory Committee minutes demonstrating review and comment on the proposed modification.
4. For Non-Degree Programs: A Non-Degree Profile of Clock Hour to Credit Hour Conversion or Allocation of Hours for Clock-Hour Programs, as applicable, must be submitted. If state or licensure requirements require a school to establish a curriculum that is somewhat different from other affiliated schools, please submit a separate Non-Degree Profile of Clock Hour to Credit Hour Conversion Chart(s)/ Allocation of Hours for Clock-Hour Programs, as applicable, for that institution and describe the difference.
5. For Degree Programs: An Outline of a Degree Program form if the school proposes to make substantive modifications to a degree program. If state or licensure requirements require a school to establish a curriculum that is somewhat different from other affiliated schools, please submit a separate Outline of a Degree Program for that institution and describe the difference.
6. If the school proposes to include an externship/internship for this program, please submit the following (*Section II (A)(7), Substantive Standards, Standards of Accreditation*):
 - a. Provide a written training plan or course syllabus that specifies the goals, educational objectives, and specific experiences and applications to be accomplished during the externship.
 - b. Submit documentation to demonstrate external validation if the proposed program includes any externship greater than one-third of the total length of the program (*Section II (A)(7)(e), Substantive Standards, Standards of Accreditation*).
 - c. The on-site evaluation criteria which will be utilized at an externship site to assist in grading the students' attainment of the training objectives.
 - d. List the faculty or staff member designated as the school employee who will supervise or coordinate the externship and demonstrate that they have, at a minimum, three years of related practical work experience in the occupational field associated with the training provided by completing the following chart. *If this information is not available, submit the specific hiring criteria to be used for the selection of the faculty or staff member and the timeline for when the position will be filled.*

Technical/Occupational Faculty					
Instructor Name	Course(s) taught	Degree Earned/Year	Work Experience		
			Job Title and Description of Work Experience	From (m/y)	To (m/y)

7. If the school proposes to change an occupational associate degree to an academic associate degree program, please submit the following (*Section III (B), Substantive Standards, Standards of Accreditation*):
 - a. List the faculty (by school) teaching technical and occupationally related courses in the academic associate degree program and demonstrate that they have a minimum of four years related practical work experience in the subject area(s) taught and that they possess a related degree at least at the same level of the course the faculty member is teaching by completing the following chart. *If this information is not available, submit the specific hiring criteria and timelines when faculty will be hired. (See Section III (B), Substantive Standards, Standards of Accreditation).*

APPLICATION FOR A SUBSTANTIVE PROGRAM MODIFICATION – AFFILIATED SCHOOLS

Accrediting Commission of Career Schools and Colleges (ACCSC)

School Number/School Name					
Technical/Occupational Faculty					
Instructor Name	Course(s) taught	Degree Earned/Year	Work Experience		
			Job Title and Description of Work Experience	From (m/y)	To (m/y)

- b. List the faculty (by school) teaching general education courses in the academic associate degree program and demonstrate that they have, at minimum, a master's degree with a minimum of 15 semester credit hours (or the equivalent) in related subject areas which support the curriculum content by completing the following chart. *If this information is not available, submit the specific hiring criteria and timelines when faculty will be hired.* (See Section III (B), Substantive Standards, Standards of Accreditation).

School Number/School Name						
General Education Faculty						
Instructor Name	Course(s) taught	Degree Earned/Year	Related Subject Matter Credits			
			Course	Credits	Type (U/G)	Year

SUBMIT TO: Executive Director
 Accrediting Commission of Career Schools and Colleges
 2101 Wilson Boulevard / Suite 302
 Arlington, Virginia 22201



Wednesday, August 8, 2018

Dental Hygiene Committee of California

Teleconference Agenda Item 5

Future Agenda Items



Wednesday, August 8, 2018

Dental Hygiene Committee of California

Teleconference Agenda Item 6

**Adjournment of the August 8, 2018 DHCC
Teleconference Meeting**