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POLICIES

Policy III.01 – Administrative Services: Default Management Consultation Policy

An official cohort default rate in Title IV student financial assistance programs in excess of the threshold established by the U.S. Department of Education will “flag” an institution for monitoring by the Commission, in accordance with [Sections 8.11](#) (see page 107) and [8.15](#) (see page 110) of the NACCAS [Rules of Practice and Procedure](#) (see page 53).

An institution may have this monitoring waived in the following circumstances:

1. The institution submits a copy of its letter to the U.S. Department of Education formally withdrawing from participation in the Title IV Higher Education Opportunity Act (HEOA) loan program(s), together with the receipt indicating the letter was received by the Department;
2. The institution submits a letter from the U.S. Department of Education accepting the institution’s withdrawal from participation in the Family Federal Education Loan Program (FFEL);
3. The institution submits evidence that its official default rate has been below the congressional threshold for the past three years;
4. The institution is successful in obtaining a rescission of the show cause order under [Part 7](#) (see page 98) of the *Rules*;
5. The institution’s appeal of its official default rate is pending before the U.S. Department of Education; or
6. The institution has a default management plan that complies with the sample default management plan published by the United States Department of Education at GEN-01-08 in June 2001 (which follows).

SAMPLE DEFAULT MANAGEMENT PLAN

This sample default management plan describes measures that schools should find helpful in reducing defaults under the FFEL and Direct Loan programs. If schools are required to use a default management plan to participate in the Title IV programs under 34 CFR 668.14(b)(15), their implementation of all the measures in this sample plan will satisfy those requirements.

Other schools should strongly consider implementing some or all of these measures as well, and may find additional ideas about default prevention in the Department’s publication, “Ensuring Student Loan Repayment.” This publication is available as an electronic announcement, dated January 19, 2001, on the Department’s Information for Financial Aid Professionals web site (<http://ifap.ed.gov/>).

A school that implements this sample default management plan –

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1. Uses its resources efficiently.

- a. Establishes a default management team by engaging its chief executive officer and relevant senior executive officials and enlisting the support of representatives from offices other than the financial aid office.
- b. Identifies and allocates the personnel, administrative, and financial resources appropriate to implement the default management plan.
- c. Establishes a process to ensure the accuracy of data used to calculate its draft and official cohort default rates.
- d. Establishes a data collection system to track and analyze borrowers who default on their loans.
- e. Defines evaluation methods, sets default reduction targets, and conducts an annual comprehensive self-evaluation of its administration of the Title IV programs to identify institutional practices that should be modified to reduce defaults, and then implements those modifications.

2. Works to reduce its number of dropouts.

- a. Ensures that its admission policies and screening practices only admit students who have a reasonable expectation of succeeding in their program of study.
- b. Enhances the enrollment retention and academic persistence of borrowers through counseling and academic assistance, especially for academically high-risk students.
- c. Evaluates and improves, if necessary, its curricula, facilities, materials, equipment, qualifications and size of faculty, and other aspects of its educational program to ensure that borrowers remain in school and that they are employed after they complete their program of study.

3. Works to ensure that its borrowers can repay their loans.

- a. Assists borrowers who are experiencing difficulty in finding employment through career counseling, job placement assistance, and information about repayment options, including the availability of deferments and forbearances.
- b. If possible, identifies and implements alternative financial aid award policies and develops alternative financial resources to reduce the need for student borrowing in the first 2 years of study.

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4. Provides enhanced initial and exit counseling.

- a. In addition to requirements in 34 CFR 682.604 and 34 CFR 685.304, provides the information listed in the "Enhanced Initial and Exit Counseling" section, during initial and exit counseling.
- b. If possible, uses interactive electronic materials, audio-visual materials, and written tests during counseling to ensure that borrowers understand the terms and conditions of their loans.
- c. If borrowers demonstrate that they do not understand the terms and conditions of their loans (for example, by failing a written test), provides additional, more intensive counseling.

5. Keeps in touch with its borrowers.

- a. Frequently reviews borrowers' in-school status to ensure that it recognizes instances in which borrowers withdraw without notice.
- b. Contacts borrowers during their grace period to remind them of the importance of the repayment obligation and of the consequences of default. Tracks borrower's delinquency status by obtaining reports from the Department and from FFEL Program guaranty agencies and lenders.
- c. Keeps records updated regarding borrowers' addresses, telephone numbers, employers, and employers' addresses.
- d. If necessary, uses activities such as skip tracing and sending letters "Forwarding and Address Correction Requested" to maintain contact with borrowers who have moved.
- e. When implementing this sample plan, schools must also continue to comply with applicable state and federal laws (for example, the Fair Debt Collection Practices Act) and with the requirements of the cognizant accrediting body.

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ENHANCED INITIAL AND EXIT COUNSELING

In addition to meeting the requirements in 34 CFR 682.604 and 34 CFR 685.304, provide the following information to student borrowers during initial and exit counseling.

1. Repaying the loan.

- a. Estimated balance of the borrower's loan(s) when the borrower completes the program.
- b. Interest rate on the borrower's loan(s).
- c. The name, address, and telephone number for the borrower's lender.
- d. Estimated average amount of the borrower's required monthly payments on the loan's balance. (During exit counseling, provide a sample loan repayment schedule based on the borrower's total loan indebtedness.)
- e. Estimated monthly income that the borrower can reasonably expect to receive in his or her first year of employment based on the education received at the school.
- f. Estimated date of the borrower's first scheduled payment.

2. Personal financial management and Title IV loans.

- a. Dissatisfaction with, or non-receipt of, the educational services being offered by the school does not excuse borrowers from repayment of their FFEL or Direct Loans.
- b. Borrowers must inform their lenders immediately of any change in name, address, telephone number, or Social Security number.
- c. If a borrower is unable to make a scheduled payment, he or she should contact the lender before the payment's due date to discuss his or her other repayment options.
- d. General information about budgeting of living expenses and other aspects of personal financial management;
 - i. Deferment, forbearance, cancellation, consolidation, and other repayment options, including procedures for obtaining these benefits; and

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- ii. The sale of loans by lenders and the use of lenders by outside contractors to service loans.

3. Information about delinquency and default.

- a. A description of the charges imposed for failure by a borrower to pay all or part of a scheduled payment when it is due.
- b. The consequences of a borrower's failure to repay a loan, including:
 - i. A damaged credit rating for at least 7 years;
 - ii. Loss of generous repayment schedule and deferment options;
 - iii. Possible seizure of federal and state income tax refunds due;
 - iv. Exposure to civil suit;
 - v. Referral of the account to a collection agency;
 - vi. Liability for collection costs and attorney's fees;
 - vii. Garnishment of wages; and
 - viii. Loss of eligibility for further federal Title IV student assistance.

4. Requesting borrower information.

- a. During initial counseling, obtain information from the borrower regarding references and family members beyond those provided on the loan application.
- b. During exit counseling, obtain updated information from the borrower regarding the borrower's address, the addresses of the borrower's references and family members, and the name and address of the borrower's expected employer.

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Policy III.02 – Administrative Services: Policy on Advertising

The National Accrediting Commission of Career Arts & Sciences, recognizing the desire of schools to make known their special offerings and resources, encourages schools to hold to a high standard of truthfulness in advertising and requires schools, at a minimum, to meet the standards set out in this policy on advertising. All institutions are required to be in compliance with applicable local, state, and federal oversight agencies with respect to advertising the institution, attracting prospective students, or promoting the institution for any reason whether using written copy, web-based information, or any other media format.

Schools applying for, denied, or in candidacy status shall not use the candidacy or application for candidacy in any way to imply, either publicly or privately, that the institution has the approval or accreditation of the institution or its programs by the Commission. A school that has never been accredited, has voluntarily relinquished accreditation by NACCAS, or has had its accreditation withdrawn by the NACCAS Board of Commissioners, may not advertise itself as accredited by NACCAS. An institution that has been granted “candidate status” may use the phrase “candidate for accreditation” in its advertising.

1. Advertising materials and any public statements and disclosures shall clearly distinguish the institution as a school. When advertising its accredited status, or the accredited status of its programs, an institution shall accurately describe such status by:
 - a. Using the name under which accreditation was granted;¹
 - b. Specifying the status of any and all of its separate facilities;
 - c. Representing as accredited only those programs and courses that were evaluated and approved during the institutional accreditation process or subsequently reviewed and approved by the Commission;
 - d. Each year, a school may advertise a maximum of one pilot program or course that does not yet have NACCAS approval in order to determine if a market exists for it. All advertising must clearly indicate that the pilot program or course is not yet accredited.

¹When an institution submits its application for accreditation, if any other names are used, a list of these must be attached to the application. The Commission allows use of a shortened version of the school name in certain instances where the school is clearly identifiable as the same institution.

Example: International Academy of Hair Design, Inc. has “International Academy” on its exterior sign.

Example: Charles and Alice Beauty School, A Partnership, uses “C&A Beauty School” in its advertising.

An expanded campus facility that offers different programs than the main facility may be identified as a separate department of the main campus. Example: Charles and Alice Beauty School – Department of Massage. The main campus’ name must be clearly identified on any expanded campus facility.

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- e. Off-site advertising (not on the premises of the school) must include the approved name of the school; and
 - f. Words such as “salon” or “spa” may be used in the school’s name, so long as the institution is clearly identified as an educational institution (academy, college, institute, school, etc.).
2. When advertising its accredited status in advertising, promotional literature or letterhead, the school shall do so by using the NACCAS emblem alone and/or by using any one of the following descriptions:
- a. Accredited by the National Accrediting Commission of Career Arts & Sciences, Inc.;
 - b. Nationally accredited by the National Accrediting Commission of Career Arts & Sciences, Inc.; or
 - c. Accredited by NACCAS.

Either statement above may be followed by “The National Accrediting Commission of Career Arts & Sciences is recognized by the United States Department of Education as a national accrediting agency for postsecondary schools and programs of cosmetology arts and sciences, electrology, and massage.” If other wording is used, written authorization from the Commission is on file at the school.

3. Any advertising by an institution or by its agents and representatives, with particular attention to advertising directed at prospective students, shall be accurate with regard to the institution or program, in terms of:
- a. Resources;
 - b. Admission requirements;
 - c. Academic progress policy;
 - d. Graduation requirements;
 - e. Fees and other charges;
 - f. Student financial assistance programs, whatever the source (advertising of financial aid includes a qualifying statement that financial aid is available to those who qualify);
 - g. Refund policy; and
 - h. Administrative policies and standards.

Any quantitative claim made (i.e., graduation rates, licensure or certification rates, percentage of graduates employed), or any claim that draws a qualitative comparison between the advertising institution and another institution or institutions, in any advertising, shall be supported by current data sufficient to prove the truthfulness of the claim.

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Supporting data for such claim shall be maintained for a minimum of 3 years and shall be available for review by the Commission and the general public.

4. The laboratory does not represent itself as providing services by licensed professionals. In the case of electrology, or massage, the practical laboratory of a school shall not be called, labeled, referred to or advertised as an electrologist's or massage therapist's private or occupational clinic.

If an institution wishes to identify its clinic either with the term "salon" or "spa" it must be identified as a student-training area.

5. An accredited institution, its agents and representatives may not offer any monetary or other incentive to students or prospective students to induce them to enroll in, attend, continue in, or graduate from said institution unless all of the following requirements are met:
 - a. The incentive must be bona fide;
 - b. The incentive must be available, on the same terms and conditions, to all students or prospective students for the period in which the incentive program is in effect;
 - c. The terms and conditions of the incentive must be fully set forth in writing and each student qualifying for the incentive must be furnished with a copy of the terms and conditions prior to the student taking any course of action based on the incentive;
 - d. All public statements and advertising concerning the incentive program must be truthful, complete and accurate;
 - e. The incentive program must not be conducted in a manner that is misleading or deceptive or that leads to abuse of student financial aid programs or of students or prospective students;
 - f. The incentive offered must in fact be provided to all qualifying students;
 - g. The incentive program must comply with all applicable federal, state, and local laws, regulations, and ordinances; and
 - h. The particulars concerning an incentive must remain on file for 3 years.
6. A school shall not use any trade or business name, label, insignia, or designation that misleads or deceives prospective student or the public as to the nature of the school, its accreditation, programs of instruction, methods of teaching, or any other material fact. No advertising by an institution, its agents and representatives shall be:
 - a. Fraudulent;
 - b. Deceptive;
 - c. Misleading; and/or

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d. False

The term “advertising,” as used in this policy, refers to school name, “.edu”, letterhead, public disclosures, publications, websites, public information releases, advertisements, published notices, public statements, recruitment practices, promotional practices and materials, and disclosures by an institution, its agents or representatives.

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Policy IV.01 – Admission Policies and Procedures: Admissions Policy

NACCAS requires each institution to have in place an admissions policy that identifies all requirements that a prospective student must meet prior to enrolling in, and beginning, a specific program of study. Required documents must be maintained in each student's file. Criterion 2 states:

The school's admission policies require that each admitted student meet one of the following:

- a. Have a high school diploma, or its equivalent, a transcript showing high school completion, or a certificate of attainment (only applicable for non-Title IV recipients);
- b. Have a state-issued credential for secondary school completion if homeschooled;
- c. Have the ability-to-benefit from the training, according to the NACCAS [Ability-To-Benefit Policy](#) (see page 30); or
- d. If enrolled under a training agreement with a government agency, school district, and/or other entity, meet the admission requirements set out in the training agreement and/or applicable state licensing or certification regulations.

High School Diploma/GED

NACCAS recognizes several equivalents to a high school diploma:

- A GED;
- A certificate demonstrating that the student has passed a state-authorized examination that the state recognizes as the equivalent of a high school diploma;
- An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree; or
- For a student who enrolls before completing high school, a high school transcript indicating the student has excelled in high school. The student must no longer be enrolled in high school, must satisfy your school's written policy for admitting such students, and must be starting a program that leads at least to an associate's degree or its equivalent.

Homeschooling

Though homeschooled students are not considered to have a high school diploma or equivalent, they are eligible for admission into a NACCAS-accredited school, if the school's policy so states, and if their secondary school education was in a home school that state law treats as a home or private school. Some states issue a secondary school completion credential to homeschoolers. If this is the case in the state where the student was homeschooled, she must obtain this credential in order to be eligible for enrollment.

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Proof of Age

Proof of age may be documented by various means, including, but not limited to, birth certificate, driver's license, government-issued identification, birth registration, passport, etc.

Ability-To-Benefit

For schools that accept ability-to-benefit students, the school must maintain documentation of the results of each student's test for verification that the student has achieved a passing score. Information on the third-party test administrator also must be maintained. The institution must also maintain the name and address of the test administrator who administers the test and any identifier assigned to the test administrator by the test publisher or the state. An option to testing prior to enrollment is after enrollment, the student may satisfactorily complete 6 credit hours or 225 clock hours, if applicable.

Policy on Training Agreements

If a NACCAS-accredited institution enters into a training agreement with a government agency, school district, and/or other entity, it must ensure that the following conditions are met:

1. In order to comply with [*Section 1.2 of the NACCAS Rules of Practice and Procedure*](#) (see page 55), accredited institutions must have at least one student who is contracted under its own enrollment agreement separate and apart from any training agreements;
2. Students attending under a training agreement are not considered enrollees of the NACCAS-accredited institution and are not counted in the NACCAS Annual Report;
3. The institution is not required to have a separate contract with each individual student enrolled under the training agreement;
4. The institution must maintain a copy of any training agreement with a list of students enrolled through the agreement; and
5. The training agreement must specify what is expected of the NACCAS-accredited institution with regard to the contractual relationship (i.e. reporting of attendance and grades, etc.).

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Policy IV.02 – Admission Policies and Procedures: Ability-To-Benefit Policy

The following policy applies to all NACCAS-accredited institutions or departments:

I. Admissions Procedures for Ability-To-Benefit Students

1. Definition of an Ability-To-Benefit Student - A student who is beyond the age of compulsory education, lacks a high school diploma or its equivalent, and has the ability to benefit from the education or training offered at an institution.
2. Admissions of Ability-To-Benefit Students - In order to be admitted on the basis of his or her ability to benefit, a student shall complete either:
 - a. prior to admission, complete a nationally recognized, standardized, or industry developed test (see Part II, Implementation) that measures the applicant's aptitude to successfully complete the program or course to which he or she has applied, or
 - b. For courses and/or programs of 600 hours or more, after enrollment, satisfactorily complete 6 credit hours or 225 clock hours, as applicable.

II. Implementation

1. Tests - Tests that are used to determine a student's Ability-To-Benefit may be of three types: nationally recognized tests, standardized tests, or industry-developed tests that are approved by the United States Department of Education. For the most current list of tests recognized by the U.S. Department of Education, go to www.ed.gov.
2. Institutional Policy – NACCAS accredited institutions must develop, publish, and implement institutional policies that conform to NACCAS' Ability-To-Benefit Policy. A general statement of the school's Ability-To-Benefit policy shall be published in the school catalog. If the institution does not admit Ability-To-Benefit students, this should be stated. Catalogs may incorporate paste-overs or inserts until the next required catalog republication.
3. Recordkeeping– Institutions shall develop and retain the necessary recordkeeping documents, including records of tests administered, passing scores, student scores, counseling records, name of administrator, and records pertaining to each student's enrollment. These documents shall be retained for a minimum of six years following the student's completion of the program, and shall be made available upon request to NACCAS on-site examiners.

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Policy IV.03 – Admission Policies and Procedures: Enrollment Agreement Requirements and Checklist

A contractual relationship exists between an institution and its applicant or student. The terms of such agreement are considered to be of substantial importance and should be clearly understood by all concerned parties, including unsophisticated applicants and parents. Therefore, an institution is required to utilize a written enrollment agreement clearly outlining the obligations of the institution and the student, including details of the institution's refund policy, and to provide a copy of the fully executed agreement to the enrollee prior to starting classes. Further, an institution may not collect any payments from an applicant other than a non-refundable application fee not to exceed \$100.00 prior to entering into an enrollment agreement. Any changes to terms of the enrollment agreement must be acknowledged by both parties by signature or initialing the changes. This checklist has been prepared to assist schools in interpreting the Standards for accreditation and to serve as a guide in preparing contracts.

It is not necessary for the various elements to be stated in any special phraseology or listed in any particular sequence, as long as the overall document conveys the terms of the agreement in a manner that can be easily understood.

Required Elements

These elements must be included in each enrollment agreement. A copy of the agreement is to be furnished to the applicant before any payment is made other than a non-refundable application fee not to exceed \$100.00. Since accrediting standards require that each applicant be fully informed as to the nature of the obligations, responsibilities, and rights under the contract before signing it, the applicant should also have a copy of the institution's catalog and any other necessary supporting documents detailing the services outlined in the enrollment agreement.

A copy of this checklist (or the abbreviated version found in the NACCAS [Sample Forms and Guidelines](#) booklet, found on the NACCAS website under "Other Key Documents") is to accompany each enrollment agreement copy sent to the Commission, and this form is also a required exhibit for the Institutional Self-Study (ISS). For each of the items below, review the relevant section of your enrollment agreement to determine if it contains all of the information required by the item in the NACCAS Enrollment Agreement Requirements. Then list the item number of your enrollment agreement where the information can be found.

- _____ 1. Title – Identified as a contract or enrollment agreement.
- _____ 2. Institution – Name and address of the institution to be attended.
- _____ 3. Course and/or Program(s) – Program title(s) as identified in the catalog.
- _____ 4. Length of Course and/or Program – Number of clock hours, credit hours, or competencies in each program or course and an approximate number of weeks or months required for completion.
- _____ 5. Cost –
 - _____ a. Tuition – Total tuition for the course.

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- _____ b. Books and Supplies – Must be actual cost to the student.
- _____ c. Fees – Must be separately identified (e.g. registration fee, laboratory fee, activity fees, locker fee, etc.).
- _____ d. Other Costs – All other costs and charges must be identified (e.g. extra instructional charges, penalty charges, uniforms, etc.).
- _____ e. Payment – Methods and terms of payment of monies owed to the institution must be identified.

- _____ 6. Starting Date – Scheduled class starting date.
- _____ 7. Calculated Completion Date.
- _____ 8. Class Schedule – Identify full time or part time and the actual hours per week the student is scheduled to attend.
- _____ 9. Termination by Institution – Grounds for termination by the institution and applicable administrative fee (not to exceed \$150.00).
- _____ 10. Refund Policy – Must comply with the NACCAS [*Withdrawal and Settlement Policy and Checklist*](#) (see page 41) and any state or federally mandated policies.
- _____ 11. Graduation Requirements – List any special conditions or requirements.
- _____ 12. Employment Assistance – A clear statement that the institution does not guarantee employment. A description of the extent and nature of employment assistance.
- _____ 13. Acknowledgement – Acknowledgement that signers have read and received a copy of the contract.
- _____ 14. Applicant Signature – Date and signature of the applicant (and/or parent or other sponsor, if the applicant is below legal age).
- _____ 15. Institution Signature – Acceptance date and signature of appropriate institution official.
- _____ 16. Other Elements – Other elements required by various governmental bodies (such as state licensing and approval agencies).
- _____ 17. Conditional Elements – The enrollment agreements (contract) must also disclose and outline any other conditions, circumstances, or qualifications imposed by the institution.
- _____ 18. The contract must be in the language in which the program will be taught. The program will be taught in _____; the contract is in_____.

All enrollment agreements (contracts) must meet with state and federal truth-in-lending requirements.

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Policy IV.04 – Admission Policies and Procedures: Catalog Requirements and Checklist

A prospective student is entitled to sufficient data to make an informed choice of training opportunities and institutions. An institution is therefore obligated to provide sufficiently detailed information in advance of enrollment to assure that prospective students clearly understand their opportunities, limitations, and obligations.

Prior to signing an enrollment agreement (contract), an institution is required to provide each applicant with access to a written publication that is readily identifiable as a catalog. The catalog provided to the student must be written in the language in which the program(s) will be taught. The catalog is designed, written and printed to convey an accurate and dignified impression of the institution. It avoids false, misleading and exaggerated statements. Illustrations and copy pertain directly to the institution, and sources of illustrations are clearly identified.

A copy of this checklist (or the abbreviated version found in the NACCAS [Sample Forms and Guidelines](#) booklet, found on the NACCAS website under “Other Key Documents”) is to accompany each catalog copy sent to the Commission, and this form is also a required exhibit for the Institutional Self-Study (ISS). The cross-referenced catalog submitted with the ISS must be translated into English. For each of the items below, review the relevant section of your catalog to determine if it contains all of the information required by the item in the NACCAS Catalog Requirements. Write the item number from the Catalog Requirements next to the requirement in the catalog and list the appropriate page number(s) from the catalog on this checklist where the information can be found.

The catalog must be an organized collection of the items listed below; however, it is not necessary to adhere to any particular sequence or phrasing when including this information.

- _____ 1. The catalog must be written in the language in which the course and/or program(s) will be taught.
- _____ 2. Name and address of the institution for each location. An unaccredited institution must be identified as such or omitted from the catalog.
- _____ 3. Date of publication.
- _____ 4. The school's mission statement.
- _____ 5. The admission requirements (criteria) used by the institution for each program or course. The institution's admission policy must comply with the NACCAS [Ability-To-Benefit Policy](#) (see page 30).
- _____ 6. The admission requirements used by the institution state how training or education received at another institution is applied.
- _____ 7. The name of each course and/or program and the name, nature and level of occupation for which training is provided must be identified.
- _____ 8. Length of course and/or program: Number of clock hours, credit hours, or competencies in each program offered by the institution in sufficient detail to show the scope and sequence of units included. (Clearly identify the coverage of each program or course).

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- _____ 9. Description of the institution's general facilities and equipment.
- _____ 10. The grading system used by the institution. Identify the full range of grades that students may earn. (Must be consistent with the institution's Satisfactory Academic Progress Policy for [Programs Measured in Clock Hours or Competencies](#) (see page 47) or for [Programs Measured in Credit Hours](#) (see page 50).
- _____ 11. Graduation requirements for each course and/or program. List any special conditions or requirements.
- _____ 12. Type of document (certificate, diploma, etc.) awarded upon graduation from each program.
- _____ 13. Refund Policy: Refund policy must comply with the NACCAS [Withdrawal and Settlement Policy and Checklist](#) (see page 41) and [Minimum Tuition Adjustment Schedule](#) (see page 44) and state- or federal- mandated policies.
- _____ 14. Employment Assistance: A clear statement that the institution does not guarantee employment. Describe employment assistance.
- _____ 15. A school calendar of beginning dates of classes for each course and/or program. Indicate holidays and school closures.
- _____ 16. Statement that the institution does not discriminate on the basis of sex, race, age, color, ethnic origin, or religion.
- _____ 17. Name(s) of the owner(s).
- _____ 18. The institution's policy guaranteeing the right of students to gain access to their files.
- _____ 19. The institution's policy for releasing information about an individual student.
- _____ 20. Scholarship and fee waiver policies (if applicable).
- _____ 21. Specifics describing the extent of other available services, such as housing (if applicable), career counseling, etc.
- _____ 22. The name(s), address(es), and telephone number(s) of the appropriate state agency(ies) that license the institution, as well as the name(s), address(es) and telephone number(s) of the agency(ies) which accredit the institution.
- _____ 23. Any other material facts concerning the institution or the program of instruction that are likely to affect the decision of the student to enroll therein.

The following items may appear on a dated catalog insert as long as there is a clear indication in the catalog's table of contents that this information is so provided. *If an institution chooses to use a catalog format that is comprised of inserts or separate pages, all pages or inserts must be dated and numbered. The main body of the catalog must contain a complete table of contents that clearly indicates all inserts or separate pages and the corresponding page numbers.*

- _____ 24. Policies related to tardiness, excused and unexcused absences, make-up work, conduct, termination and other rules and regulations of the institution.

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- _____ a. Tardiness
 - _____ b. Excused and unexcused absences
 - _____ c. Make up work
 - _____ d. Conduct
 - _____ e. Termination
 - _____ f. Other rules and regulations of the institution
- _____ 25. Administrative staff and faculty.
- _____ 26. Costs for each program or course:
- _____ a. Tuition – Total tuition for each course.
 - _____ b. Books and Supplies – Must be actual cost to the student.
 - _____ c. All fees – Must be separately identified.
 - _____ d. Other Costs.
 - _____ e. Payment – Methods and terms of payment of monies owed to the institution must be identified.

If One Catalog Is Used For Several Institutions

- _____ 27. All institutions that use a common catalog must be of common ownership and this must be indicated.
- _____ 28. Any pictures of the physical facilities must be captioned to identify the particular institution depicted.
- _____ 29. The members of the headquarters administration who have supervisory responsibilities for the institutions must be clearly identified.
- _____ 30. Any information contained in the catalog that is not common to all institutions must be clearly identified.
- _____ 31. The names and addresses of the institutions which utilize the catalog must be included.

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Policy IV.05 – Admission Policies and Procedures: Teach Out Policy and Checklist

Institutions may submit draft versions of a [*Teach-Out Agreement*](#) (see page 82) to the Commission for an advisory opinion prior to the agreement being finalized. A favorable opinion by the Commission will not constitute approval of the Agreement, and does not excuse the institution from undergoing the review and approval process once the final agreement has been executed. The Teach-Out Plan and/or Agreement applies also to programs which are discontinued.

If an institution accredited by NACCAS closes without a Teach-Out Plan or Teach-Out Agreement, NACCAS shall work with the U. S. Department of Education and/or the appropriate state agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.

If NACCAS approves a Teach-Out Plan or Teach-Out Agreement that includes a program that is accredited by another recognized accrediting agency, NACCAS will notify the other accrediting agency of its approval.

When developing a Teach-Out Plan and entering into a Teach-Out Agreement, the school must follow the NACCAS Teach-Out Policy and Checklist as follows:

- _____ 1. If no closure of an institution or program has occurred, an accredited institution must submit to NACCAS the Teach-Out Agreement entered into with another institution not later than 15 days after entering into such agreement.
- _____ 2. *In the event of an unplanned closure of an institution or program*, the Teach-Out Plan and Agreement must be submitted for approval not later than 15 days following the occurrence of a Teach-Out Event.
- _____ 3. In the event of the *planned* closure of an institution or program, the Teach-Out Plan and Agreement must be submitted 30 days prior to the closure date.
- _____ 4. A copy of the enrollment agreement for each institution that will receive students under the Teach-Out Agreement must be submitted.
- _____ 5. A copy of the catalog for each institution that will receive students under the Teach-Out Agreement must be submitted.
- _____ 6. A copy of the Teach-Out institution's license issued by the state regulatory agency must be submitted.
- _____ 7. Any additional information, if applicable, must be submitted.
- _____ 8. The Teach-Out Plan notifies students about additional charges, if any.
- _____ 9. The Teach-Out Plan provides students access to the program and services without requiring them to move or travel substantial distances.
- _____ 10. The Teach-Out institution(s) has the necessary experience, resources, and support services.

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- _____ 11. The teach-out institution(s) provides an educational program of acceptable quality as evidenced by state approval.
- _____ 12. The teach-out institution(s) has a program that is reasonably similar in content, structure, and scheduling to the closing institution or program.
- _____ 13. The teach-out institution(s) is stable, can carry out its mission, and meet all obligations to existing students.
- _____ 14. If an institution that is party to a Teach-Out Agreement has learned that another party to the Agreement plans to close, NACCAS must be notified.
- _____ 15. The closing school (or program) is responsible for submitting to NACCAS a list of students who were enrolled at the time of closure and indicate the arrangements made for each affected student.
- _____ 16. The closing school or program complies with applicable state and/or federal laws regarding records maintenance.

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Policy IV.06 – Leave of Absence Policy

An authorized leave of absence (LOA) is a temporary interruption in a student's program of study. LOA refers to the specific time period during a program when a student is not in attendance. An LOA is not required if a student is not in attendance only for an institutionally scheduled break. However, a scheduled break may occur during an LOA.

An LOA must meet certain conditions to be counted as a temporary interruption in a student's education instead of being counted as a withdrawal requiring an institution to perform a refund calculation.

In order for an LOA to qualify as an approved LOA (if the institution elects to offer LOAs):

1. The institution must have a formal written policy regarding leaves of absence requiring that all requests for leaves of absence be submitted in advance in writing, include the reason for the student's request, and include the student's signature.
 - a. The policy must require a student to apply in advance for an LOA unless unforeseen circumstances prevent the student from doing so. For example, if a student were injured in a car accident and needed a few weeks to recover before returning to institution, the student would not have been able to request the LOA in advance.
 - b. An institution may grant an LOA to a student who did not provide the request prior to the LOA due to unforeseen circumstances, if the institution documents the reason for its decision and collects the request from the student at a later date. In this example, *the beginning date of the approved LOA would be determined by the institution to be the first date the student was unable to attend the institution because of the accident.*
2. The student must follow the institution's policy in requesting the LOA.
3. There must be a reasonable expectation that the student will return from the LOA.
4. Approval of the student's request for an LOA is in accordance with the institution's policy.
5. The institution may not assess the student any additional institutional charges as a result of the LOA.
6. The LOA together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.
7. A student granted an LOA that meets these criteria is not considered to have withdrawn, and no refund calculation is required at that time.
8. The institution must extend the student's maximum time frame and the contract period by the same number of days taken in the LOA. Changes to the contract period on the enrollment agreement must be initialed by all parties or an addendum must be signed and dated by all parties.
9. At an institution that is not required to take attendance, if a student does not return to the institution at the expiration of an approved LOA (or a student takes an unapproved LOA), the student's withdrawal date is the date the student began the LOA. At an institution required to take attendance, the withdrawal date for the purpose of calculating a refund is always student's last day of attendance. (See the NACCAS [*Withdrawal and Settlement Policy and Checklist*](#), see page 41).

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Policy V.01 – Student Support Services: Internal Grievance Procedure Policy

Each accredited institution must have an internal complaint or grievance procedure to resolve student complaints at the local level.

The school must describe its internal complaint process in the Institutional Self-Study submitted to NACCAS and it will be reviewed during the on-site evaluation, either special or regular.

Policy Requirements:

At a minimum:

- a. The policy must be written and identified as a complaint or grievance policy.
- b. Students must be informed of the policy at the beginning of the course or program.
- c. The policy must clearly define the steps a student must take to file a formal grievance.
- d. Forms, if applicable, for filing a complaint are made available to students.
- e. Records of complaints and their resolution, as applicable, are retained according to the school's record keeping policy for review by the NACCAS on-site visit team.

The school may refer to the NACCAS [*Sample Forms and Guidelines*](#) booklet (found on the NACCAS website under "Other Key Documents") for guidance in developing a policy appropriate for the school.

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Policy VI.01 – Student Support Services: Externship Requirements Policy

In the absence of regulations promulgated by the state regulatory agency, the institution's externship policy contains the following elements:

1. The institution has a written agreement with an appropriate service facility for each externship course offered to its students;
2. If state licensing is required, the service facility where the externship occurs must be licensed by the state;
3. If the state does not require licensing of the service facility, it must have a business license to operate;
4. Each individual supervising students in the service facility must:
 - a. Hold any required certification or state license(s); or
 - b. If no state certification or license is required, have at least one year of experience in the field for which supervision is being provided;
5. Students cannot accrue more than 10% of the contracted course and/or program (competencies, credits, or hours) in the externship course and/or program; unless the institution provides a justification for a greater percentage;
6. An institution must select students for the externship based on written criteria and the institution must ensure that the participating students met these criteria;
7. Students must have taken and passed a comprehensive written and practical examination establishing the individual's qualification to participate in the course;
8. A written training plan and goals for students that specify the particular applications and experiences that are to be secured during the externship;
9. Institution official must make periodic visits to a participating establishment to observe and verify these requirements are being met;
10. Establishment must evaluate the students' performance for activities completed during the externship;
11. Students are evaluated by the service facility with respect to their attainment of the training objectives for the externship;
12. Establishment must complete a certificate of attendance and training (competencies, credits, or hours) as related to course requirements that are completed during the externship; and
13. Institution must recognize training (competencies, credits, or hours) certified by the establishment toward a student's course completion.

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**Policy VII.01 – Financial Practices & Management: Withdrawal and Settlement
Policy and Checklist**

The intent of the NACCAS Withdrawal and Settlement Policy & Checklist is to see that each applicant/student is assured minimum conditions of refund, and that the institution will be assured of its integrity, if it meets these Standards. When calculating refunds, the school must use the policy mandated by state and/or federal regulatory agencies for each student. In the absence of such mandated policies, the school must apply a fair and equitable policy that contains all the elements of this checklist and is at least as liberal as the NACCAS [Minimum Tuition Adjustment Schedule](#) (see page 44). Schools may have more liberal policies and the Commission encourages such practices.

A copy of this checklist is to accompany each catalog and enrollment agreement sent to the Commission, and this form is also a required exhibit for the Institutional Self-Study for [Standard VII](#) (see page 15). For the applicable items below, you will review the relevant section of your refund policy in both your catalog and enrollment agreement to determine if it contains all of the information required. Then list the item number in the refund policy in your catalog or enrollment agreement where the information can be found. If the Commission receives information that an institution is not complying with a mandated policy, it shall take appropriate action pursuant to the NACCAS [Rules of Practice and Procedure](#) (see page 53).

All Policy Requirements

The Policy:

- ___ 1. Is stated in clear language that can be easily understood.
- ___ 2. Applies to all terminations for any reason, by either party, including student decision, course or program cancellation, or school closure.
- ___ 3. Complies with the mandated policy.
- ___ 4. Requires that refund calculations are performed and refunds made timely.

NACCAS Refund Policy Requirements (Schools using a mandated state and/or federal regulatory agency or special programs, will not complete the remainder of the checklist).

The policy requires that:

- ___ 5. The institution must identify whether refund calculations are based on actual hours or scheduled hours.
- ___ 6. Monies due the applicant or student are refunded within forty-five (45) days of official cancellation or withdrawal.

Official cancellation or withdrawal shall occur on the earlier of the dates that:

- ___ 7. An applicant is not accepted by the school and is entitled to a refund of all monies except a non-refundable application fee.

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- ___ 8. A student or legal guardian cancels the contract and demands his/her money back in writing, within three business days of signing the enrollment agreement regardless of whether the student has actually started training. All monies collected by school are refunded except a non-refundable application fee.
- ___ 9. A student cancels the contract after three business days of signing, but prior to entering classes. In this case, student is entitled to a refund of all monies paid to the school less an application fee, if applicable, and registration fee of (state the amount for each course of study).
- ___ 10. A student notifies the institution of his/her withdrawal.
- ___ 11. A student on an approved leave of absence notifies the school that he or she will not be returning. The date of withdrawal determination shall be the earlier of the scheduled date of return from the leave of absence or the date the student notifies the institution that the student will not be returning.
- ___ 12. A student is expelled by the school.
- ___ 13. In type 8, 9, 10 or 11 official cancellations or withdrawals, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school in person.

The Policy Requires that:

- ___ 14. Unofficial withdrawals for clock hour students are determined by the school through monitoring clock hour attendance at least every thirty (30) days.
- ___ 15. For a school that is required to take attendance, the required date of the refund is determined by counting from the date the withdrawal was determined. However, for clock hour schools, the refund is calculated based on the student's last date of attendance.
- ___ 16. Unofficial withdrawals for non-clock hour students are determined by the school through monitoring of students' completion of class participation in learning activities such as class assignments, examinations, tutorials, computer-assisted instruction, participation in academic advisement, or other academically related activities.
- ___ 17. Any monies due a student who withdraws from the institution shall be refunded within forty-five (45) days of a determination that a student has withdrawn, whether officially or unofficially.
- ___ 18. When situations of mitigating circumstances are in evidence, schools are encouraged to adopt a policy wherein the refund to the student may exceed the [Minimum Tuition Adjustment Schedule](#) (see page 44).
- ___ 19. All extra costs, such as books, equipment, graduation fees, etc., that are not included in the tuition price are stated and any non-refundable items are identified.
- ___ 20. A non-refundable application fee does not exceed \$100.00, if applicable.

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Program or Course Cancellation Policy

- ___ 21. If a program or course is canceled subsequent to a student's enrollment, and before instruction in the program or course has begun, the school shall at its option:
- ___ a. Provide a full refund of all monies paid; or
 - ___ b. Provide completion of the program or course.

Collection Policy requires that:

- ___ 22. Collection procedures reflect good taste and sound, ethical business practices.
- ___ 23. The name of the National Accrediting Commission of Career Arts and Sciences is not used in the institution's refund policy nor in any of its collection efforts.
- ___ 24. Collection correspondence regarding cancellation and settlement from the institution itself, banks, collection agencies, lawyers, or any other third parties representing the institution clearly acknowledges the existence of the Withdrawal and Settlement Policy.
- ___ 25. If promissory notes or contracts for tuition are sold or discounted to third parties, the third party must comply with the cancellation and settlement policy of the institution.
- ___ 26. The NACCAS [*Minimum Tuition Adjustment Schedule*](#) (see page 44) requirements are followed.

School Closure Policy

If a school closes permanently and ceases to offer instruction after students have enrolled, and instruction has begun, the school must make arrangements for students.

The Policy requires that:

- ___ 27. A pro-rata refund of tuition is made.
- ___ 28. A list of all students who were enrolled at the time of school closure, including the amount of each pro- rata refund, is submitted to NACCAS.

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Minimum Tuition Adjustment Schedule

For students who enroll in and begin classes, the following schedule of tuition adjustment will be considered to meet minimum standards for refunds:

PERCENTAGE LENGTH COMPLETED TO TOTAL LENGTH OF PROGRAM OR COURSE, SEMESTER OR TERM	AMOUNT OF TOTAL TUITION OWED TO THE SCHOOL
0.01% to 4.9%	20%
5% to 9.9%	30%
10% to 14.9%	40%
15% to 24.9%	45%
25% to 49.9%	70%
50% and over	100%

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Policy VII.02 – Financial Practices & Management: Contract: Policy on Extra Instructional Charges

An institution may charge a student for extra instruction needed to complete his/her program under the following conditions:

1. The absences allowed within the contract period have been exhausted; and
2. The amount charged per unit of instruction (i.e., clock hour, week, credit or competency) is clearly stated on the enrollment agreement and tuition and fees information is provided to students upon enrollment.

Schools charging a fee prior to the completion date appearing on the enrollment agreement have secured from the student an acknowledgment of credit to their account. All monies received for extra-instruction prior to completion of the student contract are refunded if the student terminates.

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Policy VIII.01 – Instructional Space and Facilities: Policy on Disasters

Your institution may qualify for temporary relief from compliance with NACCAS standards and other accreditation requirements if it has been affected by floods, tornadoes, hurricanes, fires, wild fires, earthquakes, or other disaster.

You must notify NACCAS immediately should the following occur:

1. The school or a significant part of its facilities have been destroyed.
2. You have ceased teaching students for any days not listed in your catalog.
3. There are circumstances that might affect your ability to comply with accreditation standards or procedures.
4. If the institution is unable to come into full compliance at its approved location within thirty (30) calendar days, it must provide a written plan and timeline, stating how it plans to resume operations.

Notify NACCAS at:

Executive Director
NACCAS
4401 Ford Avenue, Suite 1300
Alexandria, VA 22302
703-600-7600
Fax: 703-379-2200
amirando@naccas.org

The Executive Director will present the plan to the full Commission for review.

These notices are required under [Section 5.3 of NACCAS' Rules of Practice and Procedure](#) (see page 88).

The Commission also advises you to notify your case management team at the United States Department of Education without delay. The Department grants relief on a case-by-case basis.

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**Policy IX.01 – Evaluation of Students: Satisfactory Academic Progress Policy
and Checklist For Programs Measured in Clock Hours or Competencies**

A copy of this checklist is to accompany each Satisfactory Academic Progress Policy sent to the Commission, and this form is also a required exhibit for the Institutional Self-Study for [Standard IX](#) (see page 17). For each of the items below, review the relevant section of your policy to determine if it contains all of the information required. Then list the item number on your policy where the information can be found. Enter an N/A for any item that does not apply to the institution's policy. For example, a school may not participate in or offer federal financial aid programs.

The Institution's Policy:

- ___ 1. Is written and identified as a Satisfactory Academic Progress Policy.
- ___ 2. Applies to every student enrolled in a NACCAS-approved program.
- ___ 3. Is provided to applicants prior to enrollment.
- ___ 4. Is applied consistently to all students enrolled in a specific program and scheduled for a particular category of attendance (part-time/full-time).
- ___ 5. Includes both quantitative (attendance) and qualitative (academic performance) elements that are evaluated on a cumulative basis at the designated evaluation periods throughout the course or program of study.
- ___ 6. Includes a maximum time frame in which a student must complete the educational course or program that is no longer than 150% of the NACCAS approved length of the educational course or program based on 100% attendance schedule measured in academic years, non-standard terms, or clock hours completed.
- ___ 7. Ensures that a leave of absence extends the student's contract period and maximum time frame by the same number of days taken in the leave of absence.
- ___ 8. Contains qualitative factors that will be evaluated to determine academic performance using a reasonable system of grades and/or work projects completed and/or comparable factors measurable against a norm.
- ___ 9. Contains a grading scale that includes a minimum acceptable level of progress requiring at least the equivalent of a 70% cumulative grade average or project completion rate, or a letter grade of C, or have an academic standing consistent with the institution's requirements for graduation, whichever is greater.
- ___ 10. Establishes evaluation periods, whether in clock hours, weeks, or months, that are similar in length.
- ___ 11. The first evaluation must occur no later than the mid-point of: the academic year or the course and/or program, whichever occurs sooner.

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- ___ 12. Identifies whether evaluation periods are based on actual hours completed or scheduled hours.
- ___ 13. Specifies that students who meet the minimum requirements for attendance and academic performance are considered to be making satisfactory academic progress until the next scheduled evaluation.
- ___ 14. May allow for an initial status of satisfactory academic progress *warning* for students who are not considered meeting minimum standards for satisfactory academic progress. (The institution may elect to place the student on satisfactory academic progress *probation* without first placing the student on *warning*. See item below.)
- ___ 15. Indicates how a student can re-establish satisfactory academic progress and/or financial aid eligibility, if applicable.
- ___ 16. May allow for the status of *probation* for students who are not considered meeting minimum standards for satisfactory academic progress if:
 - ___ a. The institution evaluates the student's progress and determines that the student did not make satisfactory academic progress during the *warning* or previous evaluation period; and
 - ___ b. The student appeals the negative progress determination at the beginning of the probationary period; and
 - ___ c. The institution determines that satisfactory academic progress standards can be met by the end of the subsequent evaluation period; or
 - ___ d. The institution develops an academic plan for the student that, if followed, will ensure that the student is able to meet the institution's satisfactory academic progress requirements by a specific point within the maximum timeframe established for the individual student.
- ___ 17. May allow a student to appeal a satisfactory academic progress determination. If the institution permits a student to appeal a satisfactory academic progress determination, the policy must describe:
 - ___ a. How the student may re-establish eligibility for financial aid, if applicable;
 - ___ b. The reasons for which a student may appeal such as the death of a relative, an injury or illness of the student, or other allowable special circumstances;
 - ___ c. Documentation the student must submit regarding why the student failed to make satisfactory academic progress and what has changed in the student's situation that will allow the achievement of satisfactory academic progress at the next evaluation; and
 - ___ d. How the results of the appeal are documented in the student's file.
- ___ 18. States that a student who does not achieve the minimum standards is no longer eligible for Title IV, HEA program funds, if applicable, unless the student is on *warning* or has prevailed upon appeal of the determination that has resulted in the status of *probation*.

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- ___ 19. Requires the institution to notify students of any evaluation that impacts the student's eligibility for financial aid, if applicable.
- ___ 20. Details reasonable provisions regarding temporary interruptions or Leaves of Absence.
- ___ 21. Addresses the status of students re-entering the institution and requires that they re-enter in the same progress status as when they left.
- ___ 22. States whether course incompletes, withdrawals, or repetitions apply to the institution, and if so, states the policy.
- ___ 23. States that course incompletes, repetitions, and non-credit remedial courses have no effect upon the institution's satisfactory academic progress standards if the institution has no such items or policies.
- ___ 24. Establishes that transfer hours from another institution that are accepted toward the student's educational program are counted as both attempted and completed hours for the purpose of determining when the allowable maximum time-frame has been exhausted. SAP evaluation periods are based on actual contracted hours at the institution.
- ___ 25. Describes how students have access to satisfactory academic progress evaluation results.

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**Policy IX.02 – Evaluation of Students: Satisfactory Academic Progress Policy
and Checklist For Programs Measured in Credit Hours**

A copy of this checklist is to accompany each Satisfactory Academic Progress Policy sent to the Commission, and this form is also a required exhibit for the Institutional Self-Study for [Standard IX](#) (see page 17). For each of the items below, review the relevant section of your policy to determine if it contains all of the information required. Then list the item number on your policy where the information can be found. Enter an N/A for any item that does not apply to the institution's policy. For example, a school may not participate in or offer federal financial aid programs.

The Institution's Policy:

- ___ 1. Is written and identified as a Satisfactory Academic Progress Policy.
- ___ 2. Applies to every student enrolled in a NACCAS approved program.
- ___ 3. Is provided to applicants prior to enrollment.
- ___ 4. Is applied consistently to all students enrolled in a specific program and scheduled for a particular category of attendance (part-time/full-time).
- ___ 5. Includes both quantitative (academic terms) and qualitative (academic performance) elements that are evaluated on a cumulative basis at the designated evaluation periods throughout the course or program of study.
- ___ 6. Includes a maximum time frame in which a student must complete the educational course or program that is no longer than 150% of the NACCAS approved published length of the educational course or program based on the number of credit hours to complete the program measured in quarter or semester terms.
- ___ 7. Ensures that a leave of absence extends the student's contract period and maximum time frame by the same number of days taken in the leave of absence.
- ___ 8. Contains qualitative factors that will be evaluated to determine academic performance using a reasonable system of grades and/or work projects completed and/or comparable factors measurable against a norm.
- ___ 9. Contains a grading scale that includes a minimum acceptable level of progress requiring at least the equivalent of a 70% cumulative grade average or project completion rate, or a letter grade of C, or have an academic standing consistent with the institution's requirements for graduation, whichever is greater.
- ___ 10. Monitors the academic progress of students at the midpoint and end of each term.
- ___ 11. Establishes that for a school participating in Title IV, HEA programs, states a student's successful course completion percentage is based on the number of successfully completed credit hours (those with a grade of 70% or higher or as otherwise defined by the institution) divided by the cumulative number of credit hours attempted by the student at that time.

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- ___ 12. Specifies that students who meet the minimum requirements for academic performance are considered to be making satisfactory academic progress until the next scheduled evaluation.
- ___ 13. May allow for an initial status of satisfactory academic progress *warning* for students who are not considered meeting minimum standards for satisfactory academic progress. (The institution may elect to place the student on satisfactory academic progress *probation* without first placing the student on *warning*. See item below.)
- ___ 14. Indicates how a student can re-establish satisfactory academic progress and/or financial aid eligibility, if applicable.
- ___ 15. May allow for the status of *probation* for students who are not considered meeting minimum standards for satisfactory academic progress if:
 - ___ a. The institution evaluates the student's progress and determines that the student did not make satisfactory academic progress during the *warning* or previous evaluation period; and
 - ___ b. The student appeals the negative progress determination at the beginning of the probationary period; and
 - ___ c. The institution determines that satisfactory academic progress standards can be met by the end of the subsequent evaluation period; or
 - ___ d. The institution develops an academic plan for the student that, if followed, will ensure that the student is able to meet the institution's satisfactory academic progress requirements by a specific point within the maximum timeframe established for the individual student.
- ___ 16. May allow a student to appeal a satisfactory academic progress determination. If the institution permits a student to appeal a satisfactory academic progress determination, the policy must describe:
 - ___ a. How the student may re-establish eligibility for financial aid, if applicable;
 - ___ b. The reasons for which a student may appeal such as the death of a relative, an injury or illness of the student, or other allowable special circumstances;
 - ___ c. Documentation the student must submit regarding why the student failed to make satisfactory academic progress and what has changed in the student's situation that will allow the achievement of satisfactory academic progress at the next evaluation; and
 - ___ d. How the results of the appeal are documented in the student's file.
- ___ 17. States that a student who does not achieve the minimum standards is no longer eligible for Title IV, HEA program funds, if applicable, unless the student is on *warning* or has prevailed upon appeal of the determination that has resulted in the status of *probation*.
- ___ 18. Requires the institution to notify students of any evaluation that impacts the student's eligibility for financial aid, if applicable.

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- ___ 19. Details reasonable provisions regarding temporary interruptions or Leaves of Absence.
- ___ 20. Addresses the status of students re-entering the institution and requires that they re-enter in the same progress status as when they left.
- ___ 21. States whether course incompletes, withdrawals, or repetitions apply to the institution, and if so, states the policy.
- ___ 22. States that course incompletes, repetitions, and non-credit remedial courses have no effect upon the institution's satisfactory academic progress standards if the institution has no such items or policies.
- ___ 23. Establishes that transfer credit hours from another institution that are accepted toward the student's educational program are counted as both attempted and completed for the purpose of determining when the allowable maximum time-frame has been exhausted. SAP evaluation periods are based on actual contracted credits at the institution.
- ___ 24. Describes how students have access to satisfactory academic progress evaluation results.