

CHAPTER IV

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
IV.A.	An institution publishes a stated mission supported by specific objectives that defines the purpose for its existence.	The mission of an institution defines its purpose and reflects market needs as well as the student body it intends to serve. A mission statement is concise and is supported by specific goals and objectives that enable an institution to assess its overall educational effectiveness.	Mission Statement - in catalog			
IV.B.1.	An institution demonstrates that it has the financial resources to ensure continuity of operation and to fulfill its obligations to students and employees.	The financial well-being of an institution requires regular oversight by management. The institution demonstrates it has revenues and assets available to meet the institution's responsibilities, including continuity of service and the accomplishment of overall educational objectives. Institutions will submit audited financial statements. Factors to be considered include but are not limited to ratio of current assets to liabilities for the most recent operating year, history of operating results, and net worth.	N/A	N/A	N/A	N/A
IV.C.1.	The Administrator demonstrates effective management capability.	Each campus evidences that there is an on-site Administrator responsible for the management of operational effectiveness, adherence to the Standards of Accreditation and overall quality of curricular offerings. The Administrator is: a. Responsible for the daily operation of an institution. b. Qualified to perform the duties of the position. c. Engaged in professional development activities annually that complements the operations of the institution. d. Implement policies and procedures in keeping with the mission and scope of the institution, accreditation standards, and other regulatory requirements. The on-site administrator or designated representative employed by the institution and involved in the accreditation and self-evaluation process, (e.g. school director, director of education, program director) from each campus is required to attend an ABHES Accreditation Workshop.	On-site Administrator employee file, including professional development documentation. Accreditation workshop certificate		On-Site Administrator	Failure of certain other standards relating to management effectiveness may in turn bring into question whether this standard is met
IV.C.2.	Administrative and management personnel are qualified for their positions.	Minimally, each campus evidences the following: a. Administrators and managers evidence training and management skills through experience and/or education to fulfill their responsibilities and functions. b Administrators and managers are responsive to the needs and requirements of faculty, staff and students.	Organization Chart, Administrator employee files, including professional development documentation. Accreditation workshop certificate.		Interviews with various administration staff	Faculty, staff and student comments throughout the visit should give evaluators some ability to assess whether this standard is met
IV.C.3.	Management demonstrates integrity in the execution of its duties.	Management personnel: a. ensure that educational activities, admissions, student financial aid, plant and equipment, and student services are conducted in compliance with all applicable accreditation standards. b. assume full responsibility for the recruitment of its staff and their actions in the execution of their job-related responsibilities and provides each with training, supervision, and evaluation. c. ensure continued compliance with applicable local, state, and federal laws.			Interviews with various administration staff	In effect, this standard would be violated in conjunction with a number of other violations of the standards. Team discussion would be required to assess whether this standard should be violated

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IV.C.4.	Clerical and other support staff are available to support the institution's operations.	None	Organization Chart	General observation during visit		Faculty, staff and student comments throughout the visit should give evaluators some ability to assess whether this standard is met
IV.D.1.	An institution complies with current applicable local, state, and federal laws.	None	State approvals		Interviews with administration staff - On-site administrator should be asked about local, state and federal regulations and how the school keeps up with understanding these. These often relate to Recruitment, complaints, licensure and safety. State education department websites are often helpful if in doubt.	
IV.D.2.	An institution that participates in a Federal student aid program is required to:	<p>a. Inform ABHES of its status as a participant in the Federal program and immediately informs ABHES of any change in that status.</p> <p>b. Report to ABHES annually its Federal student loan default rates as defined by the United States Department of Education, identifies to ABHES any rates that are defined by the Department as too high, and develops and submits a corrective action plan to address such rates.</p> <p>c. Inform ABHES promptly of any audit, program review or any other inquiry by such Federal agencies as the United States Department of Education or Office of Investigative General regarding the institution's participation in Federal financial aid programs and promptly updates ABHES regarding all communications with the Department until resolution or conclusion.</p> <p>d. Inform ABHES promptly of any findings or actions by the Department of Education relative to the institution's participation in the Title IV program.</p> <p>Failure of an institution to maintain compliance with its requirements under the Title IV program will be evaluated by ABHES to determine whether the noncompliance raises a question of potential noncompliance with accreditation requirements. ABHES will direct the institution to provide whatever evidence it deems necessary to resolve the question and may conduct an on-site visitation. Failure to demonstrate compliance with all accreditation requirements may result in a directive to show cause why accreditation should not be withdrawn.</p>	Annual Report, Correspondence between school and ABHES regarding any DoE letters		Interview on-site Administrator and Financial Aid representative/direct or. Make sure each part listed in description is confirmed	

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IV.E.1.	Representations are accurate and ethical.	All communications with existing and prospective students about the nature of the institution, its educational programs, its financial charges and the employability of its graduates are accurate and not misleading. Such representations are not used in a manner that gives an incorrect impression about the institution and its programs.	Catalog, Enrollment Agreement, Institute's website, any other admissions leaflets or packets given to students		Interview with Admissions department staff/director.	Often a role play of an admissions interview works well
IV.E.2.a.	Advertising and promotional materials contain clear and provable statements.	Advertising is ethical in every respect and does not include misleading or erroneous statements. Errors are expeditiously corrected through the same means of advertising (e.g., newspaper, website). All advertising and promotional materials: (i.) clearly indicate that education and not employment is being offered; (ii.) use the correct name and address of the institution; (A post office box number is not acceptable as an address.) and (iii.) correctly references accreditation for each location Endorsements, commendations, or recommendations may be used in institutional catalogs, recruitment literature, or advertising, provided prior written consent has been obtained, and such communications are maintained and are subject to inspection. Testimonials may be used only when they are strictly factual and portray current conditions. Advertising and promotional materials may not: i-xiii (SEE ACCREDITATION MANUAL; TOO LONG)	Review advertising, including website, social media, printed and video advertising. Ensure these all meet with items i. - xiii. Listed in standard			
IV.E.2.b.	An institution accurately presents its accreditation status to the public.	If an institution chooses to refer to its accreditation in advertising, it must use the statement Accredited by the Accrediting Bureau of Health Education Schools, ABHES Accredited or Accredited by ABHES. It must clearly distinguish between programmatic and institutional accreditation. If an institution releases incorrect information regarding its accreditation status, the contents of a site visit report, or accreditation actions with respect to the institution, the institution must expeditiously make a public disclosure of correction through the same means of advertising. Institutions in the application stage, including but not limited to a new campus or program, may not make reference to ABHES accreditation nor the expectation of accreditation. The institution clearly communicates any programmatic accreditation status to its prospective and enrolled students in the following situations: (i) the program does not currently hold programmatic accreditation that might have implications for the graduates to become employed in the profession, or (ii) the program is subject to an adverse action that might result in the loss of accreditation.	Review advertising, including website, social media, printed and video advertising along with catalog. Training material for admissions representatives.			Be sure to check whether all programs offered are accredited, if they are not, ensure suitable disclaimers are clear (for example, when institute offers CEUs that have been exempted by ABHES).
IV.E.3.a.	Recruiting methods and strategies reflect realistic expectations with regard to salary, employment opportunities and placement.	If institutional personnel provide information with regard to salary, employment opportunities and employment information to prospective students, it must be accurate and identify the source and date of information.	Any documentation the institute uses should be from a reliable source, referenced and accurate.		Interview with Admissions department staff/director.	Often a role play of an admissions interview works well - Ask whether state issues / requirements

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IV.E.3.b.	Recruiting representatives present accurate information in an ethical and responsible manner.	<p>Methods of selecting, training, supervising, and compensating recruiting representatives reflect commonly accepted business practices. Field representatives, when used, must be directly responsible to the institution as agreed to in a written document signed by both parties. The institution provides a formal orientation, training and regular supervision of its representatives before permitting them to represent the institution.</p> <p>Personnel responsible for admission of students are trained to provide prospective students with information on the educational programs offered, student services, and post-graduation credentialing requirements.</p> <p>An accredited institution assumes the responsibility for representations made by admissions personnel or other employees enrolling students on its behalf.</p>			Interview with Admissions director or on-site administrator responsible for admissions hiring and training.	

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IV.E.3.c.	Recruiting representatives meet all applicable regulatory requirements.	Institutional personnel comply with all state and federal regulatory requirements as related to recruiting and admissions procedures.			Interview with Admissions director or on-site administrator responsible for admissions hiring and training.	
IV.E.3.d.	An institution does not provide a commission, bonus, or other financial incentive or payment to employees involved in the admissions of students or financial aid based directly or indirectly on success in securing enrollments.	None			Interview with Admissions director or on-site administrator responsible for admissions hiring and training.	This questions needs to be explicitly asked as it is the only real method of assessment possible.
IV.E.4.	An enrollment agreement and other enrollment documents fully and accurately provide required enrollment information that meets the requirements of Appendix D, Enrollment Agreements.	The institution furnishes to an enrolling student, upon registration, a copy of the institution's enrollment agreement and other enrollment documents outlining the specifics of the applicant's chosen educational program including cost and other financial information. Unless otherwise contained in the enrollment agreement, each student must sign and date a separate statement confirming student receipt and review and institutional explanation of policies and procedures regarding (i) student cancellation of enrollment (ii) withdrawal, dismissal, or termination of students, (iii) notification and procedures for program termination, and (iv) refund policies.	Enrollment Agreement, verify against Appendix D, catalog, student handbook			
IV.E.5.a.	An institution publishes an informative and accurate catalog and addenda, as applicable, that is in compliance with the requirements of Appendix C, Catalogs.	A catalog serves as an official document of an institution and is professional in appearance and provides accurate information. A catalog is written in English, legible, organized, grammatically correct, and in compliance with applicable accreditation requirements and local and federal government laws and regulations. Catalog addenda (inserts) may be used in accordance with the guidelines found in Appendix C, Catalogs, and reference the published volume of the catalog to which they apply. Institutions under the same ownership structure may use a common catalog; however, differences, when applicable, are denoted (e.g., faculty, programs).	Catalog, verify against Appendix C - Student hand book, SAP policy, Addenda			
IV.E.5.b.	An institution provides a current catalog and addenda, as applicable, to each student upon enrollment.	A catalog may be either bound or delivered electronically. A bound copy is available if requested by an applicant.	Catalog		Admissions staff, student interviews	Student Survey responses
IV.E.6.	An institution discloses in writing, prior to enrollment, any material circumstance that may adversely impact an applicant's ability to complete a program or gain employment in the field for which they are trained (e.g. criminal record, credentialing requirements for employment).	None	Published disclosures. Student files		Admissions Staff	

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IV.F.1.a.	Tuition and other fees charged are reasonable in light of the market demand and the operational costs of the educational services provided (e.g., length of the program of study, equipment and resources required).	None	Tuition and fees information which should be listed in enrollment agreement and catalog.			
IV.F.1.b.	All charges are clearly stated in an institution's catalog, and addendum as applicable, and enrollment agreement.	None	Tuition and fees information which should be listed in enrollment agreement and catalog.			Make sure enrollment agreement and catalog match.
IV.F.1.c.	A schedule of charges is administered uniformly.	Students admitted under similar circumstances are charged consistently.	Tuition and fees information which should be listed in enrollment agreement and catalog. Also review student ledgers in student files.			Note - compare students enrolled at same time as charges change over time
IV.F.1.d.	An institution maintains a current record of charges and payments and makes available confirmation of all applicable transactions.	The institution maintains current and accurate records and keeps students informed of their financial status and payment obligations.	Student ledgers in student files		Business manager or staff responsible for student payments. See also ABHES student survey results and interviews with students.	
IV.F.2.	Collection practices and procedures are fair, reflect sound and ethical business practices, and encourage student retention and goodwill.	None	Student ledgers in student files. Tuition and fees information which should be listed in enrollment agreement and catalog.		Business manager or staff responsible for student payments. See also ABHES student survey results and interviews with students.	

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IV.F.3.a.	An institution has and uniformly applies a published cancellation and refund policy that complies with all applicable state, federal and accrediting agency requirements.	<p>The institution's refund policy provides for a refund to a student the larger amount required by, state law or federal law. Institutions that participate in Title IV programs comply with all federal requirements. Records are maintained on refunds and enrollment cancellations.</p> <p>The minimum acceptable refund policy for all students includes the following:</p> <ul style="list-style-type: none"> i. A description of the procedures a student must follow to officially withdraw. (Note: Regardless of whether a student follows these procedures, if an institution terminates a student or determines that a student is no longer enrolled, all withdrawal/termination procedures must be followed.) ii. A cancellation clause, which allows a student, at a minimum, to cancel within three business days of signing an enrollment agreement, with a full refund of all monies paid. Subsequent to this three-day cancellation period, an applicant requesting cancellation prior to the start of classes is entitled to a refund of all monies paid less a registration fee of 10% of the contract price or \$100, whichever is less. Institutions may require notice of cancellation to be given by certified or registered mail provided this requirement is stated in the enrollment agreement. An institution may require that notice of termination or cancellation be made by the purchaser if a student is under legal age. iii. A statement that defines a student's last day of attendance as the last day a student had academically related activity, which may include projects, clinical experience, or examinations. iv. A statement which defines a determined date of withdrawal. This is the date that an institution determined that a student was no longer in school. v. A statement of the institutional formula or rules for refunds based on program length or cost which provides a fair and equitable refund. The policy defines the obligation period for which a student is charged (program, academic year, credit hour, quarter, semester or other term designation). vi. Items of extra expense to a student such as instructional supplies or equipment, tools, student activities, laboratory fees, service charges, rentals, credentialing fees, deposits and all other charges need not be considered in tuition refund computations when they are separately shown in the enrollment agreement, catalog, or in other data furnished a student before enrollment. 	Review Cancellation policy as described in catalog/enrollment agreement and verify against standard details listed. Review student refunds processed. See also Appendix C and Appendix D			
IV.F.3.b.	Refunds are made within 45 days after the date of the institution's determination that the student has withdrawn	The institution evidences through clear and accurate recordkeeping that refunds to withdrawn students are made. State or federal requirements, if more stringent, are followed.	Student financial files/ledgers for withdrawn students			Note if institute has published policy with a lower number of days (i.e. 30 days) refunds must meet the schools published policy regardless of whether the 45 day timeline is met.
IV.G.1.	Standard academic conversion methodology is applied in calculating and awarding academic credit.	SEE STANDARDS (TOO LONG FOR THIS DOCUMENT)	Clock to Credit Conversion Sheets, ABHES approvals.			Check whether outside hours are being included and that approval has been given by ABHES

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IV.G.2.	An institution that participates in Federal Financial Aid programs complies with Federal requirements for clock-to-credit hour conversions.	ABHES will affirmatively evaluate whether the institution is meeting the Federal Financial Aid requirements. If the Commission finds systemic or significant non-compliance regarding one or more programs at the institution, ABHES will promptly notify the U.S. Secretary of Education.	Clock to Credit Conversion Sheets, ABHES approvals. ECAR or other approval documentation. Student files with student aid information.			Check whether outside hours are being included and that approval has been given by ABHES
IV.H.1	An institution complies with the requirements of Appendix B, Standards of Satisfactory Academic Progress.	None	SAP policy as described in catalog. Student files (particularly withdrawn students) and Appendix B		Staff responsible for SAP monitoring (often Dean of Education).	
IV.H.2.	An institution complies with the written and published institutional Satisfactory Academic Progress Policy	An institution consistently monitors all students to ensure they are meeting satisfactory academic progress in their educational program.	SAP policy as described in catalog. Student files (particularly withdrawn students) and Appendix B.		Staff responsible for SAP monitoring (often Dean of Education).	
IV.H.3	Students are encouraged and offered assistance when experiencing difficulty in progressing satisfactorily in their programs.	Students who fail to do satisfactory work are encouraged through advising and instructor assistance to improve their performance. Students whose performance does not improve are handled in accordance with the institution's policy for standards of satisfactory academic progress.	Catalog list of student services. Student files.		Staff responsible for SAP monitoring (often Dean of Education). ABHES student survey results and interviews with students. Program Director/ Faculty.	
IV.I.1.	Students are satisfied with the administrative and student services offered by an institution.	An institution demonstrates through the use of regularly administered surveys that students are satisfied with the administrative and student services offered by an institution. Identified areas of deficiency are addressed for improvement.	An Institute's own surveys administered to students. This should be included with PEP		ABHES student survey results and interviews with students.	

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IV.I.2.	A published grievance procedure for addressing complaints by students is made available.	A grievance procedure is provided in writing, whether through catalog publication or other means, to each student upon admission.	Catalog, or other documentation provided to students including complaint procedure			
IV.I.3.	An institution maintains a written record of all formal complaints and their disposition.	The complaint record includes clear documentation of the complaint and details of its resolution.	Complaints file/records			
IV.J.1.	Common areas complement and support instruction and learning.	All common areas such as lobbies, offices, restrooms, lounges, and campus grounds are accessible, clean, well-lighted, safe, suitably furnished, and large enough to meet the purpose of the area.		Facility tour, general observation		
IV.J.2.	An institution has a written emergency preparedness plan that is available to all students and staff.	The emergency preparedness plan includes, but is not limited to, the following, i. Risk Assessment ii. Evacuation iii. Lockdown (if the danger is a threat to students on campus) iv. Communications (means of communicating with staff, students, and family members during, and immediately post, incident) v. Media (designated persons who may address the media and what information, minimally, that will be released) vi. Training (method and timeframe for orienting staff and students)	Emergency preparedness plan.			Find out how the plan is made available to students and staff. Just having a plan is not enough, it must be made available.
IV.J.3.	Records are maintained in a manner that is safe from risk of loss and are located at a reasonably accessible place.	Examples of prevention of risk of loss include fire-resistant cabinets and/or computer back up. Off-site storage may be used but must meet the provisions of the standard. Other records are maintained in accordance with current educational, administrative, business and legal practices.		Visit where the records are kept and ensure cabinets are fire proof/locked safe etc. If files are stored electronically ask how back up is kept and where servers are located.		

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V.A.1.	Program enrollment is justified.	The program demonstrates availability of clinical externship sites, as applicable, and the community demand for employment in the field.	Externship Agreements, Advisory Board Minutes, Placement Rates			
V.A.2.	Program goals are in keeping with the requirements of the profession.	Program goals are written in a manner to ensure that the curriculum is current with industry standards, meets the demands of the communities of interest (e.g., students, graduates, employers, and the public) and that students obtain related hands-on training, if applicable, that enables them to obtain viable employment in the field.	Syllabi Review, Curriculum Review, Program Goals in Catalog			
V.A.3.	Resources exist to meet the educational goals and objectives.	A Program documents the following: i. allocation of sufficient resources to support curriculum, including periodic revisions to reflect current practices, to maintain equipment, to procure supplies and teaching resources and to hire and retain a qualified faculty. ii. processes are in place for annually evaluating the program resources against a program's goals and objectives. iii. evaluation process includes input from program supervisors.	PEP, Advisory board minutes		Program Director(s)	
V.A.4.	Instructional continuity is maintained through faculty stability.	Faculty employed must be sufficient to ensure sound direction and continuity of development for the educational programs. The institution demonstrates that the faculty's average length of service to the institution allows the institution to meet its stated mission. Programs document, assess and remediate, as necessary, efforts made to retain faculty for the purposes of maintaining a strong teaching and learning environment in the educational setting including classroom, laboratory and clinical components.	Faculty Files		Program Director(s), student interviews / surveys	
V.A.5.a.	A program has an active advisory board of in-field specialists, current in the applicable specialty, representing its communities of interest, to assist administration and faculty in fulfilling stated educational objectives.	At a minimum the institution has an advisory board comprised of at least three community representatives, not employed by the institution, for each discipline or group of related programs (e.g., medical assisting and medical administrative assisting). These individuals collectively provide a reasonable sampling of the community and are knowledgeable about the current state of the field. Institutions offering master's degrees have a minimum of one representative, not affiliated with the institution, who possesses a terminal degree, i.e. earned doctorate, or professional degree such as J.D. or M.D. Programs offering complete or partial content by distance education have a minimum of one representative, not affiliated with the institution, specializing in this method of delivery. The distance education specialist's role is, at a minimum, to review and comment on the method of delivery, process and infrastructure in the context of the courses or programs. The board convenes a minimum of once per 12-month period and addresses a broad range of topics that may include the program's mission and objectives, curriculum, outcomes, program strength and weaknesses in preparing graduates, current and projected community needs for graduates in the field, annual evaluation of program effectiveness, and student, graduate, clinical externship, and employer feedback.	Advisory Board Minutes, Advisory Board Member List, Background details of advisory board to ensure advisory board is qualified and fulfilling all required membership roles.			
V.A.5.b.	Prepared meeting minutes are maintained, distributed and used to improve program effectiveness.	Meeting minutes include member participation, topics discussed, summary of significant outcomes and activities, areas of unfinished business with projection for completion, and a list of recommendations made by the advisory board, and the program's or institution's response to these recommendations.	Advisory Board Minutes			
V.A.6.	Services of support personnel are available to facilitate program operation.	Non-academic institutional personnel provide clerical and other administrative support services that contribute to program stability.	Organization Chart	Facility Tour and general observation during visit		
V.B.1.	Program curriculum is structured and students are scheduled to ensure a sequence of instruction that validates the curriculum's defined competencies.	NONE	Curriculum, Catalog, student transcripts, list of pre-requisites from syllabi.			

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V.B.2.	Competencies required for successful completion of a program are identified in writing and made known to students.	Each student is clearly informed of competency requirements and the means of assessing individual student achievements of these requirements. Students are made aware any time the competencies or means of assessment are revised.	Syllabi/ documents that show competencies		Students	
V.B.3.	Program length and structure allows for attainment of required competencies.	NONE	Syllabi, competency checkoffs, lesson plans		Students, Program Director(s)	
V.B.4.a.	External clinical experiences are available to serve the diverse needs of a program(s). (for applicable programs) External clinical experiences are available to serve the diverse needs of a program(s). (for applicable programs)	<p>Prior to initial assignment of students to a clinical experience site, an individual employed by the institution who meets the minimum qualifications of a program faculty member is responsible to prepare a signed documented evaluation ensuring that a viable environment exists for an effective learning experience that provides an opportunity for students to demonstrate required competencies.</p> <p>Students are provided assistance in seeking placement at an externship site; the responsibility for placing students rests with the institution or program.</p> <p>A program administrator maintains current, signed clinical affiliation agreements for all active clinical experiences.</p>	Externship site evaluation documentation completed by member of staff with background in discipline, All current signed clinical affiliation agreements. Employee file for externship evaluator			
V.B.4.b.	A program has clinical experiences to meet its goals and objectives.	<p>Clinical experiences are available for all enrolled students as they progress to that portion of the program. Students do not wait for sites and back-up sites are available to ensure that the educational process is continuous. If any clinical experience may occur beyond a customary and usual commuting distance to the location where the student receives the remainder of the program instruction, students are informed and agree in writing to the arrangement prior to enrollment.(see glossary for explanation)</p> <p>A monitoring plan exists to ensure that:</p> <ul style="list-style-type: none"> i. Students are oriented to the facility and the daily routine of the facility. ii. Students initially observe activities and procedures and then begin to perform tasks and procedures. iii. A clinical externship includes assisting staff members with daily tasks, while under the supervision of staff. iv. As their externship experience progresses, students move into an array of different tasks and procedures. Student case logs or check lists are maintained to ensure a variety of competencies are performed. v. Students do not replace or substitute for existing staff while participating in clinical externships. vi. There is a system in place by which completed externship hours are monitored by the student, onsite supervisor, and externship coordinator to ensure that all requirements are met. 	All current signed clinical affiliation agreements, Documentation of externship hour completion (should be with student files).	Visit to Externship Site	Students, Student Survey Results, Program Director(s)/ Externship Coordinator	Assess total number of externship slots available.

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V.B.4.c.	Supervision and evaluation of student performance is provided during the clinical experiences.	An individual employed by the institution who meets the minimum qualifications of program faculty member is responsible for ensuring and documenting oversight and evaluation of students while on clinical experiences and is in regular contact with sites.	Externship Coordinator (or equivalent) job description (ENSURE THIS INDIVIDUAL HAS QUALIFICATION OF FACULTY), Oversight documentation		Extern Student, Extern Coordinator/ Program Director(s), externship site supervisor (visit)	
V.C.1.a	Current course syllabi are maintained that fully and clearly describe the important characteristics of each course and meet the requirements of Appendix F (Course Syllabi Requirements).	Course syllabi are reviewed regularly and revised, as necessary, to ensure the course encompasses current educational and training requirements.	Syllabi & Appendix F		Program Director(s)	
V.C.1.b	A current course syllabus is provided to each student at the beginning of each course.	NONE			Student	Student Survey Results
V.C.2.a.	Instructors use a variety of contemporary teaching approaches or strategies to accomplish program goals and enhance student ability to achieve program outcomes.	<p>Examples may include, but are not limited to, case study, problem-based scenarios, computer simulations, web-based and distance technologies, and field or community experiences. Instructional methods are conducive to students' capabilities and learning needs. Faculty and program administrators ensure that instructional techniques and delivery strategies are compatible with the program objectives and curricular offerings.</p> <p>Directed study is permissible on a case by case basis and credit may be awarded. No more than 10 percent of the didactic portion a student's program may be delivered in this format. Directed study must be under the supervision of a faculty member and a learning contract, signed by the faculty member and the student, must be developed to ensure that the course objectives are met. Directed study is the exception and not the rule. The number of courses that a student is allowed to take independently is limited. See the Glossary definition of Directed Study for further detail.</p>	Syllabi	Class Observation	Instructors. Program Director(s)	
V.C.2.b.	Relevant and industry-current learning resources exist to complement the program.	<p>Learning resources are accessible to all students during and beyond classroom hours and may be provided through hard copy reference materials and/or full-text virtual libraries. A program relying exclusively upon virtual libraries demonstrates that these resources meet the standard. All students, faculty, and relevant personnel are trained in use of the library and adequate learning resources are available to support each program offered by an institution. Interlibrary agreements may supplement, but not replace, these resources.</p> <p>The program requires the following:</p> <ul style="list-style-type: none"> i. The learning resources provided or used by the program promote study, research and aid faculty in delivery and improving the program. ii. Learning resources are current and relevant to program offerings and student population and include standard reference texts, periodicals and multi-media materials. iii. Knowledgeable staff, possessing documented experience or related training are available to assist students in the use of the technologies. iv. Students are made aware of available learning resources, including location, staff, hours of operation and materials. v. In evaluating the use of learning resources by students, usage is tracked and consideration is given to accessibility and to the methods used by faculty to encourage the use of these resources by students. vi. When purchasing learning resources and related reference materials that are pertinent to the program (e.g. periodicals, computer hardware and software, instructional media), faculty guidance is included. vii. Current inventory records are maintained. 	library resource listing	Library/ Learning Resource Center, Virtual Library / Electronic resources (if applicable)	Students, instructors	For e-libraries, get member of school staff to demonstrate e-library of school computer - See also related Chapter VI standards for degree level requirements if needed.

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V.C.2.c.	Primary and supplementary instructional materials are relevant to the educational course content and objectives of each program.	Supplementary instructional materials supplement the textbook. These materials are comprehensible and comply with fair use and copyright guidelines.	Materials presented by institution such as textbooks and other instructional material		Instructors, Program Director(s), Students, student surveys	
V.C.2.d.	Equipment and supplies are readily available to support the delivery of didactic and supervised clinical and administrative practice components required in the curriculum.	Industry-current equipment in good working order and program supplies are available in a quantity that accommodates all enrolled students in classes/laboratories. Instructional equipment, laboratory supplies, and storage are provided for student use and for teaching the didactic and supervised clinical education components of a curriculum.	Supply list	Lab and Classroom inspection	Instructors	
V.D.1.	An institution adheres to its admission policies and enrolls only students who can reasonably be expected to benefit from the instruction.	An admissions process exists to screen and evaluate each applicant's credentials before an applicant is notified of acceptance or rejection. A personal interview may be arranged at the discretion of the institution. Admission requirements clearly state the basis for admission, including testing, advanced standing, experiential learning requirements, and transfer of credit. Remedial courses and refresher courses are not considered for credit. When accepting students, reasonable assurances are made that applicant qualifications and background are compatible with institutional and curricular objectives to ensure the likelihood of student success. Applicants are beyond the age of compulsory institution attendance in the state in which the institution is located and can be reasonably expected to benefit from the training offered by the institution. Institutions that accept non-high school graduates (ability-to-benefit students) into their programs must meet the additional requirements of Appendix A, Enrollment of Ability-to-Benefit ("ATB") Students, with the exception of any program that is 300 clock hours or less. The evidence of high school graduation or its equivalent is supplied to an institution within 30 days after the student's first class or lesson begins, and as permissible may be a signed attestation of graduation. The evidence or signed attestation of graduation must include the name of the high school attended, city, state, graduation year and that the high school or program was approved by the applicable governing or state authority. The institution has the responsibility of having a policy to verify the high school or program was approved by the applicable governing or state authority. The information relative to ATB student admission is submitted prior to enrollment.	Catalog or other documentation detailing admission process and criteria. Student files		Admissions Staff	
V.D.2.a.	Each student demonstrates the attainment of the required program competencies in order to successfully complete the program.	Evaluations by instructors are provided at intervals throughout a program. These may be demonstrated through the use of completed competency checklists, faculty assessments and written or practicum examinations.	Evaluation documentation (may have to ask specifically for this from Program Director(s) or instructors). Competency documentation		Instructors, Program Director(s)	
V.D.2.b.	Students are apprised of their academic status throughout a course through continuous evaluation and review of examination results with the instructor.	Instructors grade examinations and evaluate other educational activities and review results with students.	Student files, student portal		Program Director(s), Instructors, Students	Student Survey Results
V.D.3.a.	The training environment exposes students to relevant work experiences in theory, clinical, and laboratory courses.	Students experience a relevant and diverse training environment appropriate for exposure to work experience or employment. Training simulates the expectations of a work environment.	Syllabi Review, Curriculum Review	Lab , Externship sites	Program Director(s), Instructors	
V.D.3.b.	Students are satisfied with the training and educational services offered by an institution or program.	NONE			Students	Student Survey Results

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
V.D.4.	Students are provided academic progress reports and academic advising to meet their individual educational needs.	Tutorial and other academic services are available to meet student needs. Students are made aware of these services.	Catalog		Students, Student Service personnel	Student Survey Results
V.E.1.a.	A program is managed.	Each main, non-main and satellite location provides for full-time, on-site oversight for each program which may be met through one or a combination of individuals satisfying the requirements set forth below. i. (a) Graduation from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) in the specialty field or subject area in which they teach (b) Graduation from an otherwise recognized training entity (e.g., hospital-based program) in the specialty field or subject area in which they teach; or (c) Graduation from an institution located outside of the United States and its territories in the specialty field or subject area in which they teach. The institution must have on file from an agency which attests to the qualitative and quantitative equivalency of the foreign education and the specific courses. The institution must use the credential evaluation services of an agency that has published standards for membership, affiliations to U.S.-based international higher education associations, and are frequently linked to and used by federal agencies, state agencies, educational institutions and employers (e.g., NACES and AICE) (Note: language from www.ed.gov/international/unsei/edlite-index.html). Exceptions to this requirement must be justified through documentation of an individual's alternative experience or education in the field (e.g. completed course work, related professional certifications, documentation of expertise). ii. At least three years' teaching or occupational experience in the subject field. iii. A baccalaureate degree from an institution accredited by an agency recognized by the U.S. Secretary of Education.	Program Director(s) Employee file		Program Director(s)	Remember that supervision can be met by one OR MORE individuals
V.E.1.b.	The individual(s) responsible for the organization, administration, periodic review, planning, development, evaluation and general effectiveness of the program has experience in education methodology.	A program provides for management and oversight of the faculty, faculty training and development, and faculty evaluation. This individual holds a baccalaureate degree from an institution accredited by an agency recognized by the U.S. Secretary of Education (or by the Council on Higher Education Accreditation.) Evidence of the following must be provided: i. Recommendation of resources to support the program. ii. Curriculum development and periodic revision based on learning science and current professional practices in the field of study. iii. Selection, supervision, assignment and evaluation of faculty. iv. Periodic assessment and recommendation for modification of facilities and equipment in relation to current professional practices in the field of study.	Program Director(s) Job Description, Faculty Meeting Minutes, Advisory Board Minutes.		Program Director(s)	
V.E.1.c.	Program supervisors are provided time, resources, and opportunities for professional development.	Professional development activities may include and are not limited to professional association seminars, industry conferences, profession-related meetings and workshops, and research and writing for profession-specific publications.	Program Director(s) ABHES Faculty Data sheet for hours		Program Director(s)	
V.E.1.d.	Annual program of training for program supervisors, either institution-wide or by program, is provided for the improvement of education-related management skills.	Documentation of training and evidence of attendance is required. Training topics focus on program management functions and administrative responsibilities as it pertains to the educational product.	Documentation of training and evidence of attendance of management focused topic within the last 12 months should be in employee's file		Program Director(s)	If individual employed less than 12 months and does not have required training note may be put in report but cannot be a violation

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
V.E.1.e	Program supervisors are scheduled non-instructional time to effectively fulfill managerial functions.	NONE	Program Director(s) ABHES Faculty Data sheet for hours, Teaching Schedule.		Program Director(s), who should state enough time is provided for all duties	
V.E.2.a.	Faculty consists of qualified individuals who are knowledgeable and current in the specialty field.	<p>Faculty evidence the following:</p> <p>i. (a) Graduation from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) in the specialty field or subject area in which they teach (b) Graduation from an otherwise recognized training entity (e.g., hospital-based program) in the specialty field or subject area in which they teach; or (c) Graduation from an institution located outside of the United States and its territories in the specialty field or subject area in which they teach. The institution must have on file from an agency which attests to the qualitative and quantitative equivalency of the foreign education and the specific courses. The institution must use the credential evaluation services of an agency that has published standards for membership, affiliations to U.S.-based international higher education associations, and are frequently linked to and used by federal agencies, state agencies, educational institutions and employers (e.g., NACES and AICE) (Note: language from www.ed.gov/international/unsei/edlite-index.html). Exceptions to this requirement must be justified through documentation of an individual's alternative experience or education in the field (e.g. completed course work, related professional certifications, documentation of expertise).</p> <p>Additionally, the faculty member possesses two (2) years of occupational (i.e., practical) experience in the subject field in which they teach; OR</p> <p>A minimum of three (3) years of job-related training and experience, as described above, for those instructors who are not graduates from an accredited program in the field in which they teach AND</p> <p>ii. Hold a current license, certification or other credential as required by local, state and/or federal laws to work in the field, with the exception of those teaching in non-core (e.g., general education) courses.</p>	Faculty Files - SEE APPENDIX E; need to qualify with education and/or work experience and possess credential, if required by state/federal laws			
V.E.2.b	Faculty receive training in educational methods, testing and evaluation and evidence strength in instructional methodology, delivery and techniques as indicated by evaluation by supervisory personnel within 30 days of beginning instruction, and annually thereafter.	NONE	Faculty Files - SEE APPENDIX E; need to demonstrate eval within 30 days of beginning instruction and annually (based on length of service)			
V.E.2.c.	Personnel records for all full-time and part-time (including adjunct) faculty meet the requirements of Appendix E, Section B, Records Maintenance, and are up to date and maintained in a well-organized and easily accessible manner.	NONE	Faculty Files - SEE APPENDIX E			
V.E.2.d.	Faculty meetings are held and the minutes are recorded.	Faculty attends these meetings. Minutes of these meetings are recorded and include topics discussed, resolution of outstanding issues and record of faculty participation and attendance. The minutes are distributed to personnel and interested parties in a timely manner.	Faculty Meeting Minutes, evidence of distribution		Faculty	
V.E.3.a.	Faculty numbers support program goals, stated educational objectives and enrollment.	NONE	Class Rosters, Program Schedule.			Use common sense. A number of issues will arise if this standard is not being met

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
V.E.3.b.	Laboratory ratio of students to instructor does not exceed 20 to 1.	A program ensures that the number of students scheduled in a laboratory setting at one time prevents adverse effects on educational delivery. Deviations from the stated ratio are assessed in terms of their effectiveness. Laboratory numbers may depend on the following factors: i. existing professional skills of students ii. previous educational experience of students iii. amount of lecture given in laboratory or clinical practice classes iv. amount of direct supervision provided by an instructor in a laboratory or clinical setting v. use of technology in providing alternative methods of instruction vi. type of procedures being demonstrated or conducted (e.g., invasive procedures require greater instructor oversight)	Class rosters	Lab class	Students, instructors	
V.E.3.c.	Teaching loads for instructors are reasonable at all times.	Allowance is made for non-instructional duties. The teaching load consists of classes taught, contact hours and subject preparation time. Care is taken in assigning administrative duties and classes so as not to overburden faculty.	ABHES Faculty Data Sheets, Teaching Schedule.		Students, instructors	
V.E.4.	A program of in-service training is provided for the improvement of faculty skills in teaching methodology and is conducted at least twice annually.	Documentation of in-service training is required and should include topic(s) discussed, name(s) of presenter, synopsis of the session(s) presented, and evidence of faculty attendance. Minimally the two required annual in-service training sessions focus on effective teaching; however additional sessions may be held with varied focus.	Documentation of TWO (2) in-services trainings in last 12 months (note instructional development, not professional development in the field)			In service training relates to the art and science of being a teacher, therefore topics such as dealing with students, developing lesson plans, incorporating new learning systems If individual employed less than 12 months and does not have required training note may be put in report but cannot be a violation

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
V.E.5.	Faculty is provided time, resources, and opportunities for professional development.	Faculty are required to participate in professional growth activities annually beginning with their first year of employment and annually thereafter. Documentation needs to demonstrate a combination of professional growth activities which may include, but are not limited to, programs of continuing education, either for professional development or to maintain professional certification, membership and participation in professional organizations, participation in field- related workshops or seminars, and subscription to relevant periodicals or journals. Copies of certificates of attendance, current licensure/certification(s), and any other professional growth documentation are maintained in each faculty member's file as required by Appendix E, Section B (Records Maintenance).	Documentation of ONE (1) professional development activity in last 12 months. Note that professional development is given wide scope by the standards.			Professional development relates to the field in which the faculty member teaches, therefore an English teacher, for example, may attend a workshop on poetry If individual employed less than 12 months and does not have required training note may be put in report but cannot be a violation
V.F.	Programs document compliance with institutional policy and applicable local, state, and federal regulations.	This requirement includes, but is not limited to, published policies on firearms, hazardous materials and exposure to radiation, blood-borne pathogens, and infectious diseases. These policies are provided in writing to all students, faculty, and appropriate support staff and are continuously monitored for compliance. Additionally, policies on blood borne and infectious diseases are provided, as applicable, to clients participating in clinical services within the program.	SDS sheets in Labs, Published policies on firearms, hazardous materials and exposure to radiation, blood-borne pathogens, and infectious diseases (typically in catalog or student handbook)	Review all laboratories	Program director regarding local requirements	
V.G.1.	A program provides a variety of student support services.	A program designates qualified individuals who oversee student support and provides such services during regularly scheduled hours to accommodate student schedules. Services provided to students include: i. orientation ii. personal referral information iii. employment assistance	Catalog, orientation materials, referral information		Program Director / Student Services	
V.G.2.	Accurate records of graduate placement and related activities are maintained for the program.	Records of initial graduate placement are retained (see Appendix E, Section A).	PEP, Annual Report, Institution own placement backup documentation, documentation in individual student files			

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
V.H.1.	A program is approved by the Commission.	Programs must be offered and delivered as approved by the Commission. Changes (as defined by Section III, Subsection B.) in these programs or the addition of new programs have been approved by the Commission prior to implementation.	Review ABHES program approval letters and verify against catalog, institution website, Enrollment Agreement and application. Profile of clock to credit hour grid.			Make sure to check website as well as catalog. Institutions are not allowed to advertise programs before approval from ABHES has been granted.
V.H.2.	A program accurately presents its accreditation status to the public.	If a program releases incorrect information regarding its accreditation status, the contents of a site visit report, or accreditation actions with respect to the program, it must expeditiously make a public disclosure of correction through the same means of advertising. No reference to ABHES accreditation can be made in reference to any program prior to final action by ABHES granting inclusion of a program within an institution's current grant of accreditation or the granting of programmatic accreditation. Institutions or programs in the initial application stage, either for accreditation or a substantive change (see III.B. of the Accreditation Manual) may not make any reference to ABHES accreditation. The program clearly communicates its accreditation status to its prospective and enrolled students in the following situations: (i) the program does not currently hold programmatic accreditation that might have implications for the graduates to become employed in the profession, or (ii) the program is subject to an adverse action that might result in the loss of accreditation.	Catalog, Website, Advertising			
V.H.3.	All representations regarding the program are accurate, complete and not misleading.	All statements made by personnel are based on accurate, verified facts and are provided in a manner and in a context to assure that a reasonable recipient is not misled. Any information with regard to salary, employment opportunities and employment information to students, prospective students and the public is accurate and realistic. Prior to admission, students are clearly advised of any credentialing or licensing requirements available or necessary for employment in the field.	Advertising, Website, State and Federal Disclosures		Admissions Staff	
V.I.1.a.	A program demonstrates that students complete their program	The retention rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows Retention Rate = $(EE + G) / (BE + NS + RE)$ EE= Ending Enrollment (Number of students in class, on clinical experience and/or leave of absence on June 30) G= Graduates BE= Beginning Enrollment (as of July 1) NS= New Starts RE= Re-Entries (number of students that re-enter into school who dropped from a previous annual report time period) At a minimum, an institution maintains the names of all enrollees by program, start date, and graduation date.	PEP, retention documentation and backup. Annual report.			
V.I.1.b.	A program demonstrates that graduates participate on credentialing exams required for employment.	If a license or credential is required by a regulatory body (e.g., state or other governmental agencies) in the state in which the student or program is located, or by the programmatic accrediting body, then the participation of program graduates in credentialing or licensure examinations is monitored and evaluated. The credentialing participation rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows: Examination participation rate = GT/GE GT = Total graduates taking examination GE= Total graduates eligible to sit for examination	PEP, credentialing documentation and backup. Annual report.			

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
V.I.1.c.	A program demonstrates that graduates are successful on credentialing examinations required for employment.	<p>If an institution or program is required to monitor participation rates, then it must review graduate success on credentialing and/or licensing examinations. This review includes curricular areas in need of improvement. A program maintains documentation of such review and any pertinent curricular changes made as a result.</p> <p>The credentialing pass rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows: Examination Pass Rate = GP/GT GP = Graduates passing examination (any attempt) GT = Total graduates taking examination</p> <p>At a minimum, the names of all graduates by program, actual graduation date, and the credentialing or licensure exam for which they are required to sit for employment are maintained.</p>	PEP, credentialing documentation and backup. Annual report.			
V.I.1.d.	A program demonstrates that graduates are successfully employed in the field, or related field, for which they were trained.	<p>An institution has a system in place to assist with the successful initial employment of its graduates. A graduate must be employed for 15 days and the verification must take place no earlier than 15 days after employment. The placement rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows: Placement Rate = (F + R)/(G-U) F = Graduates placed in their field of training, R* = Graduates placed in a related field of training, G = Total graduates, U** = Graduates unavailable for placement</p> <p>*Related field refers to a position wherein the majority of the graduate's job functions require the use of skills and knowledge acquired through successful completion of the training program. **Unavailable is defined only as documented: health-related issues, military obligations, incarceration, continuing education status, or death.</p> <p>Important Note: graduates pending required credentialing/licensure in a regulated profession required to work in the field and, thus, not employed or not working in a related field as defined above, should be reported through back-up information required in the Annual Report. This fact will then be taken into consideration if the program placement rate falls below expectations and an Action Plan is required by ABHES.</p> <p>At a minimum, an institution maintains the names of graduates, place of employment, job title, employer telephone numbers, and employment and verification dates. The institution must provide additional documentation (examples may include but not limited to position description, job description, employer letter, graduate attestation) and rationale to justify graduates identified as self-employed, employed in a related field, or unavailable for employment.</p>	PEP, placement documentation, waivers and backup. Annual report. Meet with career/placement services to verify records are kept to support placement classifications, particularly related field, self-employed, and unavailable.		Call employers to validate placement for a sample of graduates.	Ensure that placement verification occurs 15 days after employment and that 15 days of employment was complete.
V.I.1.e.	A program demonstrates that its required constituencies participate in completing program surveys.	SEE ACCREDITATION MANUAL (TOO LONG FOR THIS DOCUMENT)	PEP, Surveys of all required constituencies			

CHAPTER V

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
V.I.1.f.	A program demonstrates that each constituency satisfaction rate is determined it has developed survey satisfaction benchmarks based on required constituency program surveys.	The satisfaction rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows: Satisfaction Rate = SL/SP SL = Satisfaction Level SP = Survey Participation	PEP, Surveys of all required constituencies			
V.I.2.	A program has an established documented plan for assessing its effectiveness as defined by specific outcomes.	SEE ACCREDITATION MANUAL (TOO LONG FOR THIS DOCUMENT), note sections a-h are required	PEP & all items required in V.I.1.a-f		Program Director(s), Administration Staff.	
V.I.3.	A program has a process for assessing effectiveness annually.	The Program Effectiveness Plan specifies a process and a timetable for this annual assessment of program effectiveness. i. Identify the process for how data were collected, timetable for data collection, and parties responsible for data collection. ii. Include an assessment of the curriculum that uses tools which might include examinations, advisory board input, competency and skill outcomes, faculty review of resource materials, and graduate and employer surveys. Results of the assessment are not required to be reported to ABHES, but are considered in annual curriculum revision by such parties as the program supervisor, faculty, and the advisory board. Changes adopted are included in the program effectiveness plan.	PEP			
V.J.1.	A program maintains academic transcripts indefinitely, and other academic records that comply with Appendix E, Section A (Records Maintenance).	Academic transcripts must include the program in which the student is/was enrolled; the student's start date and date of graduation, termination or withdrawal; the student's academic achievement in terms of clock hours or units of credits for courses attempted and earned; and the credential conferred to a program graduate. The grading system used must be explained on the transcript and must be consistent with that appearing in the institutional catalog. Documentation to support compliance with recordkeeping maintenance is easily accessible and readily available.	See Appendix E		Staff member responsible for academic record keeping	
V.J.2.	A program maintains records of externship and clinical site evaluation of student performance during externships and external clinical experiences.	Supporting documentation is easily accessible and readily available.	Student externship files		Program Director or Externship Coordinator	

CHAPTER VI.A

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
VI.A.1.	All courses and experiences are clearly postsecondary in nature and emphasize both the achievement of vocational/occupational objectives and applied general education.	Instructional methodology, texts, supplementary materials, and technology shall support the technical courses designed to assist students in the application of skills in the workplace.	Curriculum, syllabi, text books.	Lab and classrooms		
VI.A.2.	Faculty consists of qualified individuals.	Instructors of occupational courses possess the following: a. Current licenses, certifications, or other designations as required by local, state, or federal laws to work in the field; b. Graduation from a program in the field in which they teach, accredited by an agency recognized by the U.S. Secretary of Education, the Council for Higher Education Accreditation, or an otherwise recognized training entity (e.g., hospital-based program) in the specialty field; and c. A minimum of three years of occupational experience in the subject field or in a closely related field; or d. A minimum of four years of job-related training and experience for those instructors who are not graduates from a program in the field in which they teach. Instructors of general education possess a baccalaureate degree and academic preparation in specific courses being taught.	Faculty files. Ensure additional requirements on top of Chapter V requirements are met		Faculty	
VI.A.3.	Learning resources exist to complement the degree program(s).	Reference, research, and information resources must be made available to enhance, augment, and support all the degree-level curricular and educational offerings.	Library resource list			Visit Library/informational resource center . Ensure additional requirements on top of Chapter V requirements are met
VI.A.4.a.	A program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational and general education courses.	Associate of Occupational Science requires: a. 60 semester hours, 90 quarter hours, or its recognized clock hour equivalent in total content (normally two academic years); b. 45 semester hours, 67.5 quarter hours, or its recognized clock hour equivalent in the occupational area for which the degree is awarded; and c. 9 semester hours, 13.5 quarter hours, or its recognized clock hour equivalent in general education or applied general education courses. 80 Associate of Applied Science requires: a. 60 semester hours, 90 quarter hours, or its recognized clock hour equivalent in total content (normally two academic years); b. 30 semester hours, 45 quarter hours, or its recognized clock hour equivalent in the occupational area for which the degree is awarded; and c. 15 semester hours, 22.5 quarter hours, or its recognized clock hour equivalent in general education courses. See Chapter IV.G.2. for conversion methodology in calculating and awarding academic credit.	Clock to credit conversion sheet. Calculate against standard details, Again ensure consistency with ABHES approval, catalog, Enrollment Agreement etc.			

CHAPTER VI.A

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
VI.A.4.b.	The primary purpose of occupational degree programs is technical in nature with courses focused on the attainment of necessary skills to enter a chosen employment field.	Occupational courses must be directly related to the occupational area for which a degree is awarded and emphasize achievement of occupational objectives. General education courses develop basic essential knowledge, skills, and abilities for continued learning and career development. These courses are distributed from offerings in the humanities, social sciences, or natural sciences. Courses in communications, mathematics, humanities, social sciences, and the arts are examples of courses in general education. Applied general education courses directly apply to a specific occupation (e.g., technology, medication math, psychology for health professionals, and business math) and also satisfy general education requirements. Both “general education” and “applied general education” courses satisfy the general education requirements. An institution may enter into a formal written articulation agreement with another institution to provide its general education requirements. Such an institution must be accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA). An institution may accept transfer credit for subjects or courses completed at another accredited institution. However, 25 percent or more of required program credits are completed at the institution awarding the degree.	Syllabi/curriculum. Descriptions of courses			
VI.A.5.	Advertising and promotional materials contain clear and provable statements.	Advertising, promotional materials, and literature accurately state the vocational nature of the degree.	Review advertising and catalog.			

CHAPTER VI.B

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
VI.B.1.	Courses and experiences are clearly postsecondary in nature collegiate level and emphasize both the achievement of vocational objectives and general education.	The advanced level instructional content of courses meets degree credit. Remedial courses and refresher courses are not considered for credit. Courses within the occupational professional area of concentration shall not be classified general education courses. General education courses shall emphasize principles and theory, give balance to the total program and complement the occupational program and needs of the students.	Curriculum, syllabi, text books.		Faculty	
VI.B.2.	Faculty consists of qualified individuals.	Instructors hold, at a minimum, a baccalaureate degree (applicable to instructors hired on or after January 1, 2017; whereas instructors hired prior to January 1, 2017, have until January 1, 2020, to evidence compliance with the baccalaureate degree requirements) and academic preparation in the specific courses being taught. Instructors must have at least 15 semester credit hours or equivalent in the subject area. Additionally, instructors of occupational courses possess the following: a. graduation from a program in the field in which they teach accredited by an agency recognized by the U.S. Secretary of Education or the Council on Higher Education Accreditation; and b. a minimum of three years of occupational experience in the subject field or in a closely related field. At least 50 percent of general education courses must be taught by faculty possessing a master's degree or higher. In all cases, the degree must be from an institution accredited by an agency recognized by the U.S. Secretary of Education or the Council on Higher Education Accreditation.	Faculty files. Ensure additional requirements on top of Chapter V requirements are met, including 50% of gen ed course instructor degree level			
VI.B.3.a	Library resources exist to complement the program(s).	An institution has in place learning resources beyond that required for non-degree granting institutions that include (1) staff charged with assisting students and monitoring library activity, (2) a budget, and (3) holdings that reflect a degree-granting institution and includes holdings in humanities, arts, sciences, and social sciences to support the general education component of educational programs. Research information is available to support programs and to enhance student learning. Learning resources are accessible to all students during and beyond classroom hours. These learning resource materials are current and relevant to program offerings and student population. Such resources include standard reference texts, current periodicals, professional journals and multi-media materials. A trained and knowledgeable staff is available to oversee and maintain the resources and to assist students in the use of the technologies and resources provided. Students are made aware of resources available, including location, hours of operation, staff responsible, and materials. In evaluating the use of learning resources by students, consideration is given to accessibility and to methods used by faculty to inspire, motivate, encourage, and direct the use of these resources by students. Current inventory records are maintained. Learning resource materials may be provided through hard copy reference materials and/or full-text virtual libraries. Exclusive reliance upon virtual libraries will be deemed adequate only upon demonstration that these resources meet ABHES requirements and that all students, faculty, and relevant personnel have been trained in use of the library and that adequate learning resources are available to support each program offered by an institution. Interlibrary agreements may supplement but not replace these resources.	List of library resources	Library/informational resource center. Ensure additional requirements on top of Chapter V requirements are met	Librarian	

CHAPTER VI.B

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
VI.B.3.b.	An individual with professional academic education and experience supervises an institution's library.	A professionally trained librarian who holds a minimum of a bachelor's degree in library or information science or comparable program or state certification to work as a librarian must supervise and manage library and instructional resources, facilitate their integration into all phases of an institution's curricular and educational offerings, and assist students in their use. Librarians must participate in documented professional growth activities. During scheduled library hours, there must be a trained individual on duty to supervise the library and to assist students with library functions. This individual must be competent both to use and to aid in the use of the technologies and resources available in the library.	Librarian's employee file		Librarian	
VI.B.4.	Institutions offering degree programs provide comprehensive student services to support the programs offered and the size and characteristics of the student body.	Services provided to students include admissions and orientation, financial assistance, academic advising, and employment assistance. An institution designates qualified individuals to oversee these respective areas and provides such services during regularly scheduled hours to accommodate student schedules. Students are advised of the services available and use is encouraged. Services are coordinated by an individual with professional educational qualifications. These services encompass relevant coping skills (e.g., life skills, career development skills, budget and personal financial planning skills), and general development appropriate to higher education students.	Catalog	General observation through visit	Individual(s) responsible for student services as described in standard.	
VI.B.5.	Advertising and promotional materials contain clear and provable statements.	Advertising, promotional materials, and literature accurately state the academic nature of the degree.	Review advertising, including website, social media, printed and video advertising. Ensure these all state academic nature of degree.			
VI.B.6.a.	The program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational and general education courses:	a. 60 semester hours, 90 quarter hours, or its recognized clock hour equivalent in total content (normally two academic years); b. 30 semester hours, 45 quarter hours, or its recognized clock hour equivalent in the occupational area for which the degree is awarded; and c. 15 semester hours, 22.5 quarter hours, or its recognized clock hour equivalent in general education courses. See Chapter IV.G.2. for conversion methodology in calculating and awarding academic credit. Occupational courses must be directly related to the area for which the degree is awarded and emphasize achievement of occupational objectives. General education courses develop basic essential knowledge skills and abilities for continued learning and career development. These courses are distributed among offerings in the humanities, social sciences, or natural sciences. Courses in technology, communications, mathematics, humanities, social sciences, and the arts are examples of courses in general education.	Clock to credit conversion sheet. Calculate against standard details - Again ensure consistency with ABHES approval, catalog, Enrollment Agreement etc.			
VI.B.6.b.	Program curricula reflect the achievement of vocational objectives.	The objectives of an academic associate degree program reflect the institution's mission and includes general education courses. An institution may accept transfer credit for subjects or courses completed at another accredited institution. Institutions must require at least 25 percent of program credits be completed at the institution awarding the degree.	Mission statement, Transfer of Credit policy, Curriculum / Catalog			
VI.B.7.	An institution adheres to its admissions policies and enrolls students who possess, at a minimum, a high school diploma or a recognized equivalency certificate.	NONE	Catalog (admissions policies) and student files.			

CHAPTER VI.C

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
VI.C.1.	The institution publishes in its catalog a stated mission that encompasses achievement of vocational objectives and general education.	The objectives of a baccalaureate degree program reflect the application of an institution's mission to its constituencies. Programs at collegiate institutions emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.	Mission Statement - in catalog, Program objectives			
VI.C.2.a.	A qualified individual supervises the program(s) offered by the institution.	This individual supervises faculty, coordinates the training and teaching of the programs, and has continuous communication with and guidance of the Advisory Board. At a minimum, this individual possesses the following: a. An earned master's degree; b. a minimum of three years teaching or occupational experience in the subject field or a closely related field; and c. where applicable, certification in the occupation and meets state requirements.	Program Director Employee file		Program Director	
VI.C.2.b.	Faculty consists of qualified individuals.	Instructors hold, at a minimum, a master's degree from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) and academic preparation in the specific courses being taught. Instructors must have at least 15 semester credit hours or equivalent in the subject area. Faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or baccalaureate degrees plus professional certification through a nationally recognized and accrediting certifying agency may meet the qualification requirement with justification.	Faculty files. Ensure additional requirements on top of Chapter V requirements are met			
VI.C.2.c.	Faculty assignments and teaching loads must be reasonable.	During any academic term, a faculty member must not be assigned to teach in more than three subject fields of instruction and preferably in not more than two subject fields. The size of the faculty must be of such size as to support the total student enrollment. Teaching loads are reasonable and are justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.	Faculty Files and ABHES data sheets. Teaching schedule.		Instructors	
VI.C.3.a.	Library resources exist to complement the program(s).	An annual library budget, to support the size and scope of the institution and the programs offered, must be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials. The library function is shaped by the educational programs of the institution. Program related reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning. The collegiate library must contain up-to-date titles in a quantity that supports the size of the institution and the breadth of its educational programs. The library collection must include holdings on the humanities, arts, math, English and sciences; magazines and professional journals and periodicals. These holdings may be presented via, physical holdings, on-line databases, virtual libraries or a combination of these.	Library resources	Library / informational resource center. Ensure additional requirements on top of Chapter V requirements are met	Librarian	

CHAPTER VI.C

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
VI.C.3.b.	An individual who possesses professional academic education and experience supervises the institution's library.	<p>A professionally trained librarian supervises and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained librarian is one who holds a baccalaureate or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable. The librarian participates in documented professional growth activities.</p> <p>During scheduled library hours, there must be a trained individual on duty at all times to supervise the library and to assist students with library functions. This individual must be competent both to use and to aid in the use of the technologies and resources available in the library.</p>	Librarian's employee file	Library / informational resource center.	Librarian	
VI.C.3.c.	The institution encourages student and faculty use of the library resources available.	<p>The faculty inspires, motivates, and directs student usage of the library resources. The library's adequacy ultimately is determined by the extent to which its resources support all the courses offered by the institution. For library resources, the Dewey decimal system, Library of Congress classification system, or other recognized system of classification is used. Records of circulation and inventory must be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the holdings.</p> <p>Library materials and services are available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized, a sufficient number of terminals must be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the suitability of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. An institution's library contains, at a minimum, a core collection of physical and/or on-line reference materials to support the offerings of the institution. Library assessments and acquisitions are the joint responsibility of the faculty and library staff.</p>	Syllabi, Curriculum	Library/informational resource center.	ABHES student survey results and interviews with students. Librarian and faculty.	
VI.C.4.	Institutions offering degree programs provide comprehensive student services to support the number of programs and size and characteristics of the student body.	These services encompass academic advising and support, and relevant life skills. An individual with professional educational qualifications in these skills coordinates these services.	Catalog	General observation through visit	Individual(s) responsible for student services as described in standard.	
VI.C.5.	Advertising and promotional materials contain clear and provable statements.	Advertising, promotional materials, and literature accurately state the academic nature of the degree.	Review advertising, including website, social media, printed and video advertising. Ensure these all state academic nature of degree.			

CHAPTER VI.C

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
VI.C.6.a.	The program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational and general education courses:	<p>a. 120 semester hours, 180 quarter hours, or their equivalent normally earned over a period of 8 semesters, 12 quarters, or their equivalent. Transfer of credit for work at other institutions may be granted. Credit may be awarded for life experiences through prior learning assessment (PLA), such as DAN TES, CLEP or ACE recommendations.</p> <p>b. 60 semester hours, 90 quarter hours, or their equivalent in the area of concentration for which the degree is awarded, not to include subject matter considered general education courses; and</p> <p>c. 36 semester hours, 54 quarter hours, or its recognized clock hour equivalent in general education courses.</p> <p>The catalog identifies the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog states the expectations for all four years of the baccalaureate degree curriculum and complies with Appendix C, Catalogs. If the institution offers only the last two years of the baccalaureate degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the baccalaureate degree upon graduation.</p> <p>General education and academic subject offerings are distinguished from the professional or vocational offerings and place emphasis on principles and theory and not on practical applications associated with a particular occupation or profession. General education courses give balance to the total program. Expectations for general education are outlined in the Glossary section.</p>	Clock to credit conversion sheet. Calculate against standard details. Again ensure consistency with ABHES approval, catalog, Enrollment Agreement etc.			
VI.C.6.b.	Program curriculum approximates the standards found at other institutions offering baccalaureate degrees.	The curriculum must quantitatively and qualitatively approximate the standards at other institutions offering baccalaureate degrees. It is designed to help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology contribute to the purposes, curriculums, and standards of collegiate institutions. Evidence must be provided that curricular offerings require use of library resources.	Syllabi, Curriculum		On-site Administrator	
VI.C.6.c.	Program enrollment in upper-division courses is sufficient to support regularly scheduled classes and laboratory work.	Enrollment in upper-division courses is sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work is offered and is based upon prerequisites.	Syllabi, Curriculum, Class rosters.			
VI.C.7.	Students admitted to baccalaureate degree programs possess a regular high school diploma, GED or the equivalent recognized by the state where the institution is authorized. Proof of the high school diploma or its equivalent is received prior to the end of the first semester or quarter of attendance.	Students who do not have a regular high school diploma or its equivalent, but demonstrate an ability to benefit from the degree program, may be admitted to a certificate or diploma program first and then transfer to the degree program upon receiving a high school diploma or its equivalent.	Student files, published admissions policies.			

CHAPTER VI.D

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
VI.D.1.	The institution publishes in its catalog a stated mission that encompasses achievement of master's degree program objectives.	The objectives of a master's degree program reflect the application of the institution's mission to its constituencies. Master's degree programs emphasize research and analysis that contribute to student achievement of a high level of independent and critical thinking skills.	Mission Statement - in catalog, Program objectives			
VI.D.2.a.	A qualified individual supervises the program(s) offered by the institution.	This individual supervises faculty, oversees the programs, and collaborates with the Program Advisory Board(s). At a minimum, this individual possesses the following: a. an earned doctorate; b. administrative experience at the postsecondary level; c. a minimum of three years of teaching experience in the subject field or a closely related field; d. certification in the occupation, as applicable; e. meets state requirements.	Program Director Employee file		Program Director	
VI.D.2.b.	Faculty consists of qualified individuals.	A minimum of 50 percent of the faculty must have an earned doctorate, academic preparation in the discipline and three years of experience in the field. Faculty members, without an earned doctorate, must have an earned master's degree, academic preparation in the discipline and three years of experience in the field. Faculty members holding a terminal degree, i.e. professional degrees such as J.D. or M.D., may meet the qualification requirement with justification. All advanced degrees must have been earned from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) and academic preparation in the subject area of instruction, and three years of experience in the field. The faculty member of record must have at least 18 semester credit hours or the equivalent in the subject area of instruction.	Faculty files. Ensure additional requirements on top of Chapter V requirements are met		Program Director/Director of Education	
VI.D.2.c.	Faculty assignments and teaching loads must be reasonable.	During any academic term, a faculty member must not be assigned to teach in more than two subject fields of instruction. The size of the faculty must be sufficient to support the total student enrollment in the program. Teaching loads are reasonable and must allow time for scholarly work (e.g. research, publication, presentation) and professional activities. Responsibilities for academic advising, committee membership, and other administrative duties may be assigned as needed.	Faculty Files and ABHES data sheets. Teaching schedule.		Instructors	
VI.D.3.a.	Library resources exist to complement the program(s).	An annual library budget to support the size and scope of the institution and the level of programs offered must be established. The allocated budget must be expended for the purchase of books, subscriptions to appropriate online databases, periodicals, library equipment, and other resource and reference materials. The library function is shaped by the educational programs of the institution. Program related reference, research, and information resources must be available to provide support for curricular and educational offerings at the master's level to enhance student learning. The collegiate library must contain current and relevant titles in a quantity that supports the size of the institution and the breadth of its educational programs. The library collection must include advanced holdings in the humanities, arts, math, English, and sciences; magazines; professional journals, and periodicals. These holdings may be physical holdings, online databases, virtual libraries, or a combination of these.	Library resources	Library / informational resource center. Ensure additional requirements on top of Chapter V requirements are met	Librarian	

CHAPTER VI.D

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
VI.D.3.b.	An individual who possesses professional academic education and experience supervises the institution's library.	A professionally trained librarian holds an earned master's degree in library or information science or a comparable program and, where applicable, meets state requirements to work as a librarian. The librarian participates in professional growth activities. A professionally trained librarian: a. supervises and manages library and instructional resources; b. facilitates the integration of these resources into the curriculum; and c. assists graduate students and faculty in the use of these resources. During scheduled library hours, there must be a trained individual on duty at all times to supervise the library and to assist students and faculty with library functions. This individual must be competent in using library technologies and proficient in assisting graduate students and faculty with scholarly research.	Librarian's employee file	Library / informational resource center.	Librarian/Program Director to ensure these individuals work collaboratively to integrate resources in the curriculum.	
VI.D.3.c.	The institution encourages student and faculty use of the library resources available.	Graduate faculty and library staff are actively engaged in evaluation, selection, and acquisition of appropriate resources for the graduate program. The faculty requires and directs graduate student use of the library resources. The library's adequacy ultimately is determined by the extent to which its resources support all the courses offered by the institution. For library resources, a recognized classification system is used. Current and accurate records of circulation and inventory must be maintained. Library staff and faculty continually evaluate the adequacy and use of the holdings. Library materials and services are available at times consistent with the typical graduate student's schedule. If computer software is used, a sufficient number of terminals must be provided for student use. If interlibrary agreements are in effect, provisions must be practical and accessible. The use of such resources must be documented.	Syllabi, Curriculum, Outside Class Assignments	Library/informational resource center/Program Director/Director of Education	ABHES student survey results and interviews with students. Librarian and faculty.	
VI.D.4.	Institutions offering master's degree programs provide comprehensive student services to support the number of programs and size and characteristics of the graduate student body.	Student services must be provided to support the academic success of graduate students. Such services should include assistance with research methodology, scholarly writing and professional networking. The individual(s) responsible for this function must have experience in servicing graduate students.	Curriculum/Outside assignments/Faculty and/or Personnel Files for Individual	General observation through visit	Individual(s) responsible for student services as described in standard.	Interview Program Director/ Director of Education/ Librarian
VI.D.5.	Advertising and promotional materials contain clear and provable statements.	Advertising, promotional materials, and literature accurately describe the master's degree program(s).	Review advertising, including website, social media, printed and video advertising. Ensure these all state academic nature of degree.			

CHAPTER VI.D

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
VI.D.6.a.	The program meets the required minimum level of credit hours and contains appropriate content for a master's degree.	<p>The program incorporates content that enables students to learn the theory and principles of the discipline and apply that knowledge. The program content must be rigorous and emphasize research and analytical skills relevant to the discipline of study.</p> <p>A minimum of 30 semester or 45 quarter credit hours of coursework is required. An additional 3 to 6 semester or 4 to 8 quarter credit hours are required as a culminating assessment. Examples of a culminating assessment include comprehensive examination, capstone, research project or thesis.</p> <p>The catalog identifies courses for a master's degree program using a distinct course numbering and sequencing system.</p> <p>A student must achieve a cumulative grade point average of 3.0 (on a typical 4.0 scale) to be considered eligible for graduation. Only courses completed with a minimum grade point of 2.0 may be applied toward program completion.</p>	<p>Clock to credit conversion sheet.</p> <p>Calculate against standard details. Again ensure consistency with ABHES approval, catalog, Enrollment Agreement etc.</p> <p>Review any disclaimer or waiver provided to students regarding the 3.0 G.P.A. requirement</p>		<p>Interview students for knowledge of 3.0 cumulative G.P.A.</p>	
VI.D.6.b.	Curriculum must quantitatively and qualitatively approximate the academic community standards for the master's degree program.	The curriculum is relevant and current and demonstrates academic rigor appropriate for graduate studies. Emphasis is placed on high levels of critical thinking, research, and analytical skills that are essential for problem solving in the discipline of study.	Syllabi, Curriculum, Outside Class Assignments, Projects		Program Director/Director of Education	
VI.D.6.c.	Program enrollment is sufficient to support regularly scheduled classes.	Enrollment is sufficient to support regularly scheduled classes that allow students to complete the program in a timely manner.	Syllabi, Curriculum, Class rosters.			
VI.D.7.	Students admitted to a graduate degree program possess an earned baccalaureate appropriate for the graduate area of study.	<p>Admission standards and processes must ensure that students are capable of succeeding in the program.</p> <p>The baccalaureate must be from an institution accredited by an agency that is recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA).</p> <p>An academic transcript to evidence the baccalaureate must be submitted prior to matriculation.</p> <p>A baccalaureate from an institution located outside of the United States and its territories must be evaluated by a credential evaluation service provider. The provider must have published standards for membership, affiliations to U.S.-based international higher education associations, and be linked to and used by federal agencies, state agencies, educational institutions and employers (e.g., NACES and AICE) (Note: language from www.ed.gov/international/unsei/edlite-index.html).</p>	Student files, published admissions policies.			

CHAPTER MA

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
MA.A.1.	The depth and breadth of the program's curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the Medical Assisting field.	SEE ACCREDITATION MANUAL (TOO LONG FOR THIS DOCUMENT)	Curriculum, Text Books			
MA.A.2.	A clinical experience is required for completion of the program.	The following is considered in choosing, placing and maintaining clinical site affiliations: (a) Assignment Clinical externships include placement at a facility that performs a balance of administrative and clinical activities that will expose students to the necessary skills required of the profession and has a minimum of 160 clock hours. (b) Activities An externship experience includes assisting clinical and administrative staff members with daily tasks while under direct supervision. Students should only perform the duties of a medical assistant and the activities included in the program's curriculum. (c) Supervision (no additional requirements beyond Chapter V) (d) Requirements for completion (no additional requirements beyond Chapter V)	Clinical Hours timesheets, Clock-to-credit conversion sheet, Catalog	Visit to extern/clinical site	Students at clinical site, site managers, extern/clinical coordinators	See also V.B.4.a. / V.B.4.b. / V.B.4.c.
MA.B.1.	The program supervisor is qualified and experienced in the field.	A program supervisor has: a. a minimum of an associate degree; b. a minimum of three years of full-time experience in a healthcare facility, including a minimum of 40 hours in an ambulatory healthcare setting; c. classroom teaching experience; and d. a current medical assistant registration or certification through a nationally recognized and accredited certifying agency.	Faculty file for program supervisor - including resume, evidence of degrees, and current certification			See also V.E.1.a.
MA.B.2.a.	Faculty formal education/training and experience support the goals of the program.	None				(no additional requirements beyond Chapter V)
MA.B.2.b.	Faculty numbers and ratios support the goals of the program	None				(no additional requirements beyond Chapter V)
MA.B.2.c.	A program is served by an advisory board of program-related specialists to assist administration and faculty in fulfilling stated educational objectives.	The program's advisory board consists of at least one current faculty member and at least one nonemployee representative from each of the following communities of interest: i. program graduate ii. employer The institution is also required to have a licensed (within the United States or its territories) physician, physician assistant, or nurse practitioner who is associated with the staff and faculty in a consulting capacity.	Advisory Board Meeting Minutes, Advisory Board Member list		Institution's Advisory Board liaison	See also V.A.5.
MA.C.1.a	The institution's laboratory facilities include:	None	Supplies and equipment lists, V.C.2.d.	All Institution laboratories used by MA students	Program Director/Instructors/students regarding supplies & equipment	(no additional requirements beyond Chapter V)

CHAPTER MA

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
MA.C.1.b.	Equipment and instruments are available within the institution's laboratory facility to achieve the program's goals and objectives.	<p>Current and up-to-date equipment and instruments are available and maintained.</p> <p>At a minimum, the institution's laboratory must include:</p> <ul style="list-style-type: none"> a. EKG machine, b. Microscopes c. Refrigerator d. Working sink e. Eyewash station f. Glucometer g. Instruments for examinations and minor procedures h. Biohazard sharp container i. Examination table j. Adaptive devices (walkers, wheelchairs, canes, crutches, gait belt) k. Centrifuge l. Mayo stand m. Sphygmomanometers (manual and electronic) n. Stethoscopes o. Adult and infant scales p. Eye chart q. Model skeleton r. Autoclave s. Thermometers (temporal, aural and oral) t. Electronic health records and practice management software 	Supplies and equipment lists	All Institution laboratories used by MA students	Program Director/Instructors/students regarding supplies & equipment	See also V.C.2.d.

CHAPTER MLT

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
MLT.A.1.	The depth and breadth of the program's curriculum enables graduates to acquire the competencies necessary to become an entry-level professional in the medical laboratory technology field.	SEE ACCREDITATION MANUAL (TOO LONG FOR THIS DOCUMENT)	Curriculum, Text Books, Clock-to-Credit sheet, course listings and hours			When assessing program hours refer to IV.G.1
MLT.A.2.	A clinical experience is required for completion of the program.	<p>The following is considered in choosing, placing and maintaining clinical site affiliations:</p> <p>(a) Assignment The program provides a clinical laboratory experience for the students in a CLIA approved laboratory. Clinical experiences include placement at facilities that perform various types of activities that will expose students to the necessary skills required of the profession.</p> <p>All approved clinical experiences are in a laboratory that examines materials derived from the human body and are in a: i. clinical or research laboratory (a) directed by a person holding an earned doctorate degree in one of the sciences or (b) approved for service to patients under "Conditions for Coverage of Services of Independent Laboratories" under Medicare; OR ii. hospital laboratory accredited by the Joint Commission on Accreditation of Health Organizations, Commission of Hospitals of the American Osteopathic Association or College of American Pathologists.</p> <p>(b) Activities The clinical experience covers the major sections of clinical laboratory testing, including chemistry, hematology/coagulation, body fluids/urinalysis, immunology/serology, immunohematology, and microbiology.</p> <p>(c) Supervision (no additional requirements beyond Chapter V)</p> <p>(d) Requirements for completion (no additional requirements beyond Chapter V)</p>	Externship affiliation agreements, pre-use site evaluations, and clinical skills evaluations		Externship student, site supervisor on visit, externship coordinator/program director/faculty	
MLT.B.1	The program supervisor is credentialed and experienced in the field.	The program supervisor holds a credential from a nationally recognized and accredited agency as a medical technologist or a clinical laboratory scientist and at a minimum holds a bachelor's degree in the sciences. The program supervisor has five years of practical laboratory experience.	Faculty file for program supervisor - including resume, evidence of degrees, and current certification			See also V.E.1.a.
MLT.B.2.a.	Faculty formal education/training and experience support the goals of the program.	<p>Program faculty must demonstrate knowledge and proficiency in their content areas and faculty teaching didactic and clinical core courses must:</p> <p>(a) (a) be currently credentialed by a nationally recognized and accredited agency as a medical laboratory technologist or technician; (b) hold, at minimum, an associate degree; and, (c) have at least two years of practical experience in the subject area.</p> <p>Faculty participate in teaching courses, supervising applied laboratory learning experiences, evaluating student achievement, developing curriculum, formulating policy and procedure, and evaluating program effectiveness.</p>	Faculty file for instructors- including resume, evidence of degrees, and current certification		Program Supervisor / Faculty	
MLT.B.2.b.	Faculty size/numbers support the goals of the program.	Student to instructor ratio in the laboratory does not exceed 10:1.	Class rosters	Lab class	Students, instructors	See also V.E.3.b.

CHAPTER MLT

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
MLT.B.2.c.	A program must be served by an advisory board of program-related specialists to assist administration and faculty in fulfilling stated educational objectives.	The program's advisory board consists of at least one current faculty member and at least one non-employee representative from each of the following communities of interest: i. program graduate ii. an affiliated clinical site preceptor iii. a current practitioner An individual may not serve in more than one capacity.	Advisory Board Meeting Minutes, Advisory Board Member list		Institution's Advisory Board liaison	See also V.A.5.
MLT.C.1.a.	Laboratory facilities are fully operational and readily available to accommodate all enrolled students.	Laboratory areas are of a size to accommodate students, faculty and equipment during instruction.	Supplies and equipment lists	All Institution laboratories used by MLT students	Program Director/ Instructors/ students regarding supplies & equipment	
MLT.C.1.b.	Instruments and equipment for instruction and experience are available in the program's laboratory facility.	At a minimum, the institution's laboratory facility must include: a. Microscope b. Specimen collection tubes c. Centrifuge d. Spectrophotometer e. Glassware and pipettes f. Specimen collection devices (e.g., needles, syringes, band aids, tubes) g. Microscope slides h. Blood culture bottles i. Reagent strips j. Diagnostic testing kits k. Hemocytometers l. Stains m. Incubator n. Culture media o. Identification systems for biochemical testing p. Automated instrumentation	Supplies and equipment lists	All Institution laboratories used by MLT students		

CHAPTER ST

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
ST.A.1.	The depth and breadth of the program's curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the surgical technology field.	<p>The program's goals are:</p> <ul style="list-style-type: none"> i. documented and written in a manner to ensure that the curriculum is current with industry standards, ii. meeting the demands of the communities of interest (e.g., students, graduates, employers, physicians, and the public); and, iii. sufficiently comprehensive to ensure that students obtain appropriate hands-on training in the cognitive, psychomotor and affective learning domains that enables them to be competent, entry-level surgical technologists. <p>Competencies required for successful completion of the program are:</p> <ul style="list-style-type: none"> i. clearly delineated; ii. commonly accepted; iii. aligned with the current Core Curriculum for Surgical Technology, produced by the Association of Surgical Technologists (www.ast.org), (herein referred to as the Core Curriculum); and, iv. demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork <p>Students are advised, prior to admission and throughout the program, of any credentialing requirements necessary to achieve employment in the field. Focus is placed on credentialing requirements and opportunities to obtain employment.</p>	Competency list and comparison with Core Curriculum for Surgical Technology, program goals and curriculum. Clock-to-credit sheet to ensure minimum 1,100 clock hours, including a 500 clock-hour clinical externship. Course Map document.			
ST.A.2.	A clinical experience is required for completion of the program.	<p>The following is considered in choosing, placing and maintaining clinical experience site affiliations:</p> <p>(i) Assignment Clinical sites include placement at a facility that performs various types of surgical procedures that will expose the student to the necessary skills required for entry-level practice in the profession. Placements may include limited time at out-patient surgical facilities. Students may not replace existing staff or be compensated while participating in clinical experiences and this fact is made known to the student. The student is clearly in addition to the team and not to substitution. In all cases, the clinical site used is properly licensed and regulated.</p> <p>111(ii) Activities (no additional requirements beyond Chapter V)</p> <p>(iii) Supervision An individual employed by the institution who meets the minimum qualifications of program faculty member is responsible for documenting routine on-site visits and weekly interaction, with both the student and facility, to evidence oversight and evaluation of student performance while at the clinical site.</p> <p>(iv) Requirements for Completion Clinical assignments must allow the student to fulfill all of the requirements set forth in the current Core Curriculum.</p>	All current signed clinical affiliation agreements, Documentation of externship hour completion (should be with student files). Faculty files to review qualifications of clinical supervisor. Clinical log sheets that include: date, specialty of the case, student role: observation or 1st/2nd scrub, and signature of preceptor. Student clinical time sheets. Faculty assessment of student	Visit to extern/clinical site	Students at clinical site, site managers, extern/clinical coordinators	See also V.B.4.a. / V.B.4.b. / V.B.4.c.
ST.A.3.	The program administers to each cohort of students an examination, after completion of curricula content and prior to graduation.	<p>The exam serves as the program's quality indicator by producing relevant, first time attempt score data which assess curricular quality and overall achievement in the program. Programs must demonstrate 100% examination participation and a 70% pass rate.</p> <p>The exam program is:</p> <ul style="list-style-type: none"> i. in the field of surgical technology and accredited by a nationally recognized certification accrediting body; and, ii. proctored consistent with the credentialing agency's requirements. 	AMP: Evidence to show that exam developed through an accredited testing agency in the field of surgical technology is administered to all students prior to graduation. Participation and pass rate data.			

CHAPTER ST

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
ST.B.1.	The program supervisor is credentialed and experienced in the field.	Supervisors of a surgical technology program: i. hold a credential in the surgical technology field from a nationally recognized and accredited credentialing agency (supervisors of a surgical technology program hired after July 1, 2010, hold the Certified Surgical Technologist (CST) credential), ii. possess a minimum of three (3) years of operating room experience in the scrub role within the last five (5) years or three (3) years teaching in the field of surgical technology prior to employment; and, iii. evidence continued education and training intended to maintain and enhance their professional knowledge of surgical technology instruction and administrative requirements as well as to promote necessary education, standards, and credentialing required in the surgical technology field (e.g., pursuit of advanced academic degrees and active participation in related state and national membership organizations)	Faculty file for program supervisor - including resume, evidence of degrees, professional development activity, and current certification		Program Supervisor	See also V.E.1.a. / V.E.1.c
ST.B.2.a.	Faculty formal education/training and experience support the goals of the program.	All faculty works under the direction of the program supervisor. Faculty teaching didactic and clinical core (found in the Core Curriculum) courses (i) hold the Certified Surgical Technologist (CST) credential if hired after July 1, 2010, and (ii) have within the last five (5) years a minimum of three (3) years of operating room experience or teaching in the field, or a combination of the two prior to hire date.	Faculty file for instructors - including resume, and current certification		Faculty	See also V.E.2.a. / V.E.2.c.
ST.B.2.b.	Faculty numbers and ratio support the goals of the program.	Supervision during laboratory instruction is defined as student to faculty ratio of 10:1.	Class rosters	Lab class	Students, instructors	See also V.E.3.b.
ST.B.2.c	A program employs a clinical coordinator.	A clinical coordinator is: i. qualified as program faculty; and, ii. responsible for the supervision of clinical faculty, students, and the clinical experience. Clinical coordinators may serve in more than one capacity (e.g., program supervisor, didactic or laboratory instructor, etc.).	Faculty file for clinical coordinators - including resume, evidence of degrees, credentials and current certification		Clinical Coordinator, Clinical site managers, Students at clinical site	
ST.B.2.d.	A program is served by an advisory board of program-related specialists to assist administration and faculty in fulfilling stated educational objectives.	The program's advisory board consists of at least one current faculty member, a representative from the institution's administration, and at least one non-employee representative from each of the following communities of interest: i. program student ii. program graduate, iii. currently credentialed surgical technologist, iv. employer, v. licensed member of the surgical team with recent operating room experience vi. the public (public member is to serve in the role of "potential patient" in assessing continued assessment of public health and welfare.) An individual may not serve in more than one capacity.	Advisory Board Meeting Minutes, Advisory Board Member list		Institution's Advisory Board liaison	See also V.A.5.
ST.C.1.a.	The institution's laboratory facilities include:	A dedicated space to support the role of a surgical technologist in the scrub capacity and that meets the requirements of the current Core Curriculum.		All Institution laboratories used by ST students	Interview instructors, Program Directors, and students.	See also V.D.3.a
ST.C.1.b.	Equipment and instruments are available within the institution's laboratory facility to achieve the program's goals and objectives.	Equipment and instruments support the requirements of the Core Curriculum.	Supplies and equipment lists by specialty in the Core Curriculum	All Institution laboratories used by ST students	Program Director/ Instructors/ students regarding supplies & equipment	See also V.D.3.a

CHAPTER DAI

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
DAI.A.1.	The depth and breadth of the program's curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the dental assisting field.	SEE ACCREDITATION MANUAL (TOO LONG FOR THIS DOCUMENT)	Curriculum, Text Books, Clock-to Credit sheet, course listings and hours			
DAI.A.2.	An externship and/or internal clinical experience is required for completion of the program.	<p>The following is considered in choosing, placing and maintaining externship site affiliations:</p> <p>(a) Assignment Externship sites include placement at a facility that performs various types of activities that will expose the student to the necessary skills required of the profession. Minimally the externship includes 160 clock hours. In all cases, the externship site used is properly approved and regulated.</p> <p>(b) Activities Students are oriented to the facility and the daily routine of the facility. They initially observe activities and procedures and then begin performing tasks and procedures. Students are monitored during externship to make sure that they are utilizing the skills they were taught. A minimum of 60% of the time spent in the clinic or office is spent in assisting in general dentistry.</p> <p>(c) Supervision Programs clarify their role in how their students will be supervised, by whom and visited how often while at externship site. There is clear and documented communication between the program and the clinical externship site. Students may not replace existing staff or be compensated while participating in externships and this fact is made known to the student. The student is clearly in addition to the staff/team and not a substitution.</p> <p>(d) Requirements for Completion Upon completion of the clinical externship, students demonstrate entry-level proficiency in all areas of the curriculum</p>	All current signed clinical affiliation agreements, Documentation of externship hour completion (should be with student files).	Visit to extern/clinical site	Students at clinical site, site managers, extern/clinical coordinators	See also V.B.4.a. / V.B.4.b. / V.B.4.c.
DAI.B.1.	The program supervisor possesses supervisory experience and is credentialed in the field.	<p>A program supervisor:</p> <p>1) Is a currently Certified or Registered Dental Assistant (CDA or RDA) or a licensed dentist, and is proficient in four-handed and/or six-handed dentistry principles.</p> <p>2) Has experience in the field</p> <p>3) Is sufficiently free from service and other non-educational duties to fulfill the educational and administrative requirements of the program.</p> <p>A licensed dental hygienist who was appointed as a dental assisting program supervisor prior to July 1, 2010, is exempt from requirement (a) regarding credentialing in the dental assisting field provided he or she possesses occupational experience in the application of clinical chairside dental assisting involving fourhanded dentistry.</p> <p>The responsibilities of the program supervisor include participation in:</p> <p>(a) Budget preparation, (b) Fiscal administration (c) Curriculum development and coordination (d) Selection and recommendation of individuals for faculty appointment and promotion (e) Supervision and evaluation of faculty (f) Determining faculty teaching assignments (g) Determining admissions criteria and procedures (h) Planning and operating program facilities (i) Selection of extramural facilities and coordination of instruction in the facilities. (j) Assessment of facilities and equipment periodically in relation to current concepts of dental assisting and recommends appropriate modifications</p>	Program Supervisor faculty file, resume, credentials and evidence of qualifications		Program Supervisor	See also V.E.1.a. / V.E.1.c

CHAPTER DAI

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
DAI.B.2.a	Faculty formal education/training and experience support the goals of the program.	(a) All core faculty are Certified Dental Assistants or Registered Dental Assistants (CDA or RDA), licensed by the state, as required, and possess current knowledge and experience in dental assisting. Faculty is proficient in didactic and clinical four-handed and/or six-handed dentistry. Faculty members who are dentists are not required to hold the CDA or RDA credential. (b) The institution ensures faculty is experienced in educational methods, testing, and evaluation. (c) Faculty is aware of state requirements governing dental assisting programs, as applicable.	Faculty file for instructors - including resume, and current certification		Faculty	See also V.E.2.a. / V.E.2.c.
DAI.B.2.b.	Faculty size/numbers support the goals of the program.	There is an adequate number of faculty to support student needs, including tutorial support. Supervision during laboratory instruction is defined as student to faculty ratio of no more than 12:1.	Class Rosters, Program Schedule.			See also V.E.3.a
DAI.B.2.c.	A program is served by an advisory board of program related specialists to assist administration and faculty in fulfilling stated educational objectives.	The program's advisory board consists of at least one current faculty member, a representative from the institution's administration, and at least one non-employee representative from each of the following communities of interest: i. program student ii. program graduate iii. dental assistant iv. licensed dentist v. the public (public member is to serve in the role of potential patient assessing continued public health and welfare) An individual may not serve in more than one capacity.	Advisory Board Meeting Minutes, Advisory Board Member list		Institution's Advisory Board liaison	See also V.A.5.
DAI.C.1.a	The institution's laboratory facilities are well stocked, sufficient in size, maintained, and include the following:	a. Student stations suitable to number of students b. Lighting, electrical outlets, ventilation and storage space c. Adequate lighting, electrical outlets, and storage space d. Adjustable chair e. Sinks and plaster control devices f. Adequate ventilation g. Sufficient number of lathes, model trimmers, and vibrators for proper instruction h. Sufficient variety of quality dental materials/supplies i. Power operated chairs j. Air and water syringes k. Dental units and mobile stools l. Adjustable dental light m. High and low speed handpieces n. Oral evacuating equipment o. Work surface for the assistant p. Sterilizing equipment and area for preparing, sterilizing, and storing instruments q. Sufficient number of dental radiography units that meet applicable regulations r. Sufficient number of teaching mannequins s. Sufficient number of view boxes and film-holding devices to accommodate several students t. Film developing devices or darkroom u. Individual radiation monitoring devices/dosimeters	Supplies and equipment lists	All Institution laboratories used by DA students	Program Director/ Instructors/ students regarding supplies & equipment	See also V.D.3.a

CHAPTER DAI

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
DAI.C.1.b	Equipment and instruments are available within the institution's laboratory facility to achieve the program's goals and objectives. Instruments include, but are not limited to, the following types:	<ul style="list-style-type: none"> a. Diagnostic b. Surgical c. Operative d. Periodontal e. Orthodontic f. Endodontic g. Pediatric h. Prosthodontics (removable and fixed) Supplies, equipment, and instrumentation for laboratory instruction reflects actual clinical experiences and support class size.	Supplies and equipment lists	All Institution laboratories used by DA students	Program Director/ Instructors/ students regarding supplies & equipment	See also V.D.3.a
DAI.C.1.c.	The institution's laboratory facilities are readily available for students to develop required skills with faculty supervision.	Radiography facilities are available for students to develop required skills with faculty supervision. Each is sufficient to accommodate instruction and practice in exposing and processing radiographs. Student to radiography machine ratio does not exceed 5:1.	Class Rosters, Program Schedule.	All Institution laboratories used by DA students	Instructors/ students regarding student to machine ratio.	
DAI.C.1.d	Clinical treatment areas are sufficient in size to accommodate an operator, patient, student, and faculty member during instruction.	None		All Institution laboratories used by DA students		
DAI.C.1.e.	Infectious disease and radiation management policies are provided to all students, faculty, and appropriate support staff and continuously monitored for compliance.	Programs document compliance with institutional policy and applicable local, state, and federal regulations that include, but are not limited to hazardous materials and blood borne and infectious diseases. Additionally, policies on blood borne and infectious diseases are made available to applicants for admission and patients. Radiation protection and monitoring devices are available for each student.	Published policies on hazardous materials and blood borne and infectious diseases. Additionally, policies on blood borne and infectious diseases are made available to applicants for admission and patients. (these may be in catalog or student handbook)	Review all laboratories. Radiation protection and monitoring devices that are available for each student.	Program director	See also V.F.

CHAPTER DAII

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
DAII.A.1.	The depth and breadth of the program's curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the dental assisting field.	SEE ACCREDITATION MANUAL (TOO LONG FOR THIS DOCUMENT)	Curriculum, Text Books, Clock-to Credit sheet, course listings and hours			
DAII.A.2	A clinical experience is required for completion of the program.	<p>The following is considered in choosing, placing and maintaining externship site affiliations:</p> <p>(a) Assignment Clinical experiences include placement at a facility that performs various types of activities that will expose the student to the necessary skills required of the profession. Minimally the clinical experience includes 300 clock hours. In all cases, the clinical site used is properly approved and regulated.</p> <p>(b) Activities A minimum of 60% of the time spent in the clinic or office is spent in assisting in general dentistry.</p> <p>(c) Supervision There is direct supervision of all students in the field while participating in a clinical experience. Programs clarify their role in how their students will be supervised, by whom and visited how often while at their site. There is clear and documented communication between the program and the clinical site. If the program does not employ a supervisor on site, a qualified preceptor employed by the clinical site meeting the program supervision requirements described in Section B below for either supervisor or faculty qualifications, is responsible for such supervision. This individual possesses the necessary pedagogical knowledge and understands the program expectations.</p> <p>(d) Requirements for Completion Upon completion of the clinical experience, students demonstrate entry-level proficiency in all areas of the curriculum. Students also fulfill requirements in accordance with distributions for general and specialty areas and level of complexity.</p>	All current signed clinical affiliation agreements, Documentation of externship hour completion (should be with student files).	Visit to extern/clinical site	Students at clinical site, site managers, extern/clinical coordinators	See also V.B.4.a. / V.B.4.b. / V.B.4.c.
DAII.B.1.	The program supervisor possesses supervisory experience and is credentialed in the field.	<p>A program supervisor:</p> <p>(a) Is a currently Certified or Registered Dental Assistant (CDA or RDA) or a licensed dentist, and is proficient in four-handed and/or six-handed dentistry principles.</p> <p>(b) Possesses a baccalaureate degree</p> <p>(c) Has experience in the field and as an educator, including administrative functions, of a dental assisting program.</p> <p>(e) Is sufficiently free from service and other non-educational duties to fulfill the educational and administrative requirements of the program.</p> <p>A licensed dental hygienist who was appointed as a dental assisting program supervisor prior to July 1, 2010, is exempt from requirement (a) regarding credentialing in the dental assisting field provided he or she possesses occupational experience in the application of clinical chairside dental assisting involving fourhanded dentistry. The responsibilities of the program supervisor include participation in:</p> <p>(a) Budget preparation (b) Fiscal administration (c) Curriculum development and coordination (d) Selection and recommendation of individuals for faculty appointment and promotion (e) Supervision and evaluation of faculty, (f) Determining faculty teaching assignments (g) Determining admissions criteria and procedures (h) Planning and operating program facilities (i) Selection of extramural facilities and coordination of instruction in the facilities. (j) Assessment of facilities and equipment periodically in relation to current concepts of dental assisting</p>	Program Supervisor faculty file, resume, credentials and evidence of qualifications		Program Supervisor	See also V.E.1.a. / V.E.1.c

CHAPTER DAII

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
DAII.B.2.	Faculty formal education/training and experience support the goals of the program.	<p>(a) All core faculty are Certified Dental Assistants or Registered Dental Assistants (CDA or RDA), licensed by the state, as required, and possess current knowledge and experience in dental assisting. Faculty is proficient in didactic and clinical four-handed and/or sixhanded dentistry. Faculty members who are dentists are not required to hold the CDA or RDA credential.</p> <p>(b) Faculty have an earned baccalaureate degree or be working toward completing a baccalaureate degree program in a timely manner.</p> <p>(c) The institution ensures faculty is experienced in educational methods, testing, and evaluation.</p> <p>(d) Faculty is aware of state requirements governing dental assisting programs, as applicable.</p>	Faculty file for instructors - including resume, and current certification		Faculty	See also V.E.2.a. / V.E.2.c.
DAII.B.2.b	Faculty size/numbers support the goals of the program	There is an adequate number of faculty to support student needs, including tutorial support. Supervision during laboratory instruction is defined as student to faculty ratio of no more than 12:1.	Class Rosters, Program Schedule.			See also V.E.3.a
DAII.B.2.c.	A program is served by an advisory board of program related specialists to assist administration and faculty in fulfilling stated educational objectives.	<p>The program's advisory board consists of at least one current faculty member, a representative from the institution's administration, and at least one non-employee representative from each of the following communities of interest:</p> <ul style="list-style-type: none"> i. program student ii. program graduate iii. dental assistant iv. licensed dentist v. the public (public member is to serve in the role of potential patient assessing continued public health and welfare) <p>An individual may not serve in more than one capacity.</p>	Advisory Board Meeting Minutes, Advisory Board Member list		Institution's Advisory Board liaison	See also V.A.5.
DAII.C.1.a	The institution's laboratory facilities are well stocked, sufficient in size, maintained, and include the following:	<ul style="list-style-type: none"> a. Student stations suitable to number of students b. Lighting, electrical outlets, ventilation and storage space c. Adequate lighting, electrical outlets, and storage space d. Adjustable chair e. Sinks and plaster control devices f. Adequate ventilation g. Sufficient number of lathes, model trimmers, and vibrators for proper instruction h. Sufficient variety of quality dental materials i. Power operated chairs j. Air and water syringes k. Dental units and mobile stools l. Adjustable dental light m. High and low speed handpieces n. Oral evacuating equipment o. Work surface for the assistant p. Sterilizing equipment and area for preparing, sterilizing, and storing instruments q. Sufficient number of dental radiography units that meet applicable regulations r. Sufficient number of teaching mannequins s. Sufficient number of view boxes and film-holding devices to accommodate several students t. Film developing devices or darkroom u. Individual radiation monitoring devices/dosimeters v. Lead apron with cervical collar 	Supplies and equipment lists	All Institution laboratories used by DA students	Program Director/ Instructors/ students regarding supplies & equipment	See also V.D.3.a

CHAPTER DAII

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
DAII.C.1.b	Equipment and instruments are available within the institution's laboratory facility to achieve the program's goals and objectives. Instruments include, but are not limited to, the following types:	<ul style="list-style-type: none"> a. Diagnostic b. Surgical c. Operative d. Periodontal e. Orthodontic f. Endodontic g. Pediatric h. Prosthodontics (removable and fixed) Supplies, equipment, and instrumentation for laboratory instruction reflects actual clinical experiences and support class size.	Supplies and equipment lists	All Institution laboratories used by DA students	Program Director/ Instructors/ students regarding supplies & equipment	See also V.D.3.a
DAII.C.1.c	The institution's laboratory facilities are readily available for students to develop required skills with faculty supervision.	Radiography facilities are available for students to develop required skills with faculty supervision. Each is sufficient to accommodate instruction and practice in exposing and processing radiographs. Student to radiography machine ratio does not exceed 5:1.	Class Rosters, Program Schedule.	All Institution laboratories used by DA students	Instructors/ students regarding student to machine ratio.	
DAII.C.1.d	Clinical treatment areas are sufficient in size to accommodate an operator, patient, student, and faculty member during instruction.	None		All Institution laboratories used by DA students		
DAII.C.1.e	Infectious disease and radiation management policies are provided to all students, faculty, and appropriate support staff and continuously monitored for compliance.	Programs document compliance with institutional policy and applicable local, state, and federal regulations that include, but are not limited to hazardous materials and blood borne and infectious diseases. Additionally, policies on blood borne and infectious diseases are made available to applicants for admission and patients. Radiation protection and monitoring devices are available for each student.	Published policies on hazardous materials and blood borne and infectious diseases. Additionally, policies on blood borne and infectious diseases are made available to applicants for admission and patients. (these may be in catalog or student handbook	Review all laboratories. Radiation protection and monitoring devices that are available for each student.	Program director	See also V.F.

CHAPTER DMS

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
DMS.A.1.	The depth and breadth of the program's curriculum enables graduates to acquire t competencies in cognitive, psychomotor, and affective domains and to perform ultrasound procedures as an entry-level professional sonographer in the field of diagnostic medical sonography.	SEE ACCREDITATION MANUAL (TOO LONG FOR THIS DOCUMENT)	Curriculum, Text Books, Clock-to Credit sheet, course listings and hours			
DMS.A.2. (a.)	A clinical experience is required for completion of the program.	The majority of the students' core clinical experiences are obtained at sites that are accredited by a recognized agency or that meet similar standards. The following is considered for clinical site affiliations: (a.) Assignment Clinical experiences include placement at a facility that performs various types of activities that will expose the student to the necessary skills required of the profession. In all cases, the clinical site used is properly licensed and regulated. For the program's general sonography concentration, the majority of the students' clinical experiences are performed at sites that perform a proportionate number of completed patient examinations per year to support the clinical experience. At least two thirds of a student's experience with clinical procedures is balanced between abdominal and obstetrical-gynecological procedures. If multiple sites are used, the volume and variety of procedures interrelate or combine to meet this volume and variety. The program must identify a list of the necessary competencies which complement the program objectives. For the program's cardiac concentration, the majority of the students' cardiac clinical experiences are spent at sites that perform a proportionate number of examinations per year, with an appropriately balanced mix of procedures to achieve the objectives of the curriculum. If multiple sites are used, the volume and variety of procedures interrelate/combine to meet this volume and variety. For the program's vascular concentration, the majority of the students' vascular clinical experiences are spent at sites that perform at proportionate number of exams per year, with an appropriately balanced mix of procedures to achieve the objectives of the curriculum. If multiple sites are used, the volume and variety of procedures interrelate/combine to meet this volume and variety.	All current signed clinical affiliation agreements, Documentation of externship hour completion (should be with student files). Review competency list and completions	Visit to extern/clinical site	Students at clinical site, site managers, extern/clinical coordinators	See also V.B.4.a. / V.B.4.b. / V.B.4.c.
DMS.A.2. (b.)	A clinical experience is required for completion of the program.	(b.) Activities (no additional requirements beyond CH V)				See also V.B.4.a. / V.B.4.b. / V.B.4.c.
DMS.A.2. (c.)	A clinical experience is required for completion of the program.	(c.) Supervision There is direct supervision of all students in the field while participating in a clinical experience. Programs clarify their role in how their students will be supervised at the clinical experience site; by whom and frequency of the evaluation. There is clear and documented communication between the program and the clinical site. The supervising sonographer (i) is a registered sonographer credentialed by a nationally recognized accrediting agency, and (ii) demonstrates either completion of a formal educational program in the field in which they are instructing and a minimum of two years of occupational experience in the specific field (or closely-related field), or demonstrate a minimum of four years of job-related training and experience in the subject field, and (iii) understands the program expectations. Students may not function as facility staff while participating in clinical activities and/or rotations. Students may not receive any compensation while participating in clinical rotations or work, which made known to the student prior to commencement of the clinical rotations. The student is clearly in addition to the facility staff/team and not a substitution. Program staff visits clinical sites on a regular basis to ensure validity of the clinical experience. Program staff may monitor the clinical training of students through telephone contact, written reports and any other methods deemed necessary to ensure the validity of the clinical experience. Evidence of such validation is maintained for each student. There is regularly scheduled documentation of student attendance and progress by assigned clinical preceptors. Preceptors are registered sonographers. The ratio of students to preceptors must not exceed one-to-one. If an institution utilizes eight or more active clinical sites for its program, it should have an additional faculty member designated as a full-time Clinical Coordinator.	Communication documentation between site and program. Faculty file for supervising sonographer. Evidence of regular program staff visits to sites. Student clinical files.	Visit to extern/clinical site	Students at clinical site, site managers, extern/clinical coordinators	See also V.B.4.a. / V.B.4.b. / V.B.4.c.

CHAPTER DMS

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
DMS.A.2. (d.)	A clinical experience is required for completion of the program.	(d.) Requirements for Completion Upon completion of the clinical rotation/s, students demonstrate entry-level proficiency in all areas of the curriculum. Students also fulfill requirements in accordance with distributions for general and specialty areas and level of complexity.	Student clinical files showing documentation of proficiency.			
DMS.B.1.	The program supervisor is credentialed and experienced in the field	The program supervisor demonstrates academic and experiential background in the Diagnostic Medical Sonography profession, and possesses an active registration/credential from a nationally recognized sonography credentialing agency. The program supervisor: (i) holds, at a minimum, a bachelor's degree earned at an institution accredited by an agency recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) or an otherwise recognized training entity (e.g., hospital-based program) in the specialty field or subject area in which they supervise, and (ii) possesses two years of teaching or occupational experience in the field. The program supervisor may have teaching or clinical oversight assignments, but the assignments allow adequate time for administrative and program oversight responsibilities.	Faculty file for program supervisor - including resume, evidence of degrees, professional development activity, and current certification		Program Supervisor	See also V.E.1.a. / V.E.1.c
DMS.B.2.a	Faculty formal education/training and experience support the goals of the program.	Faculty maintain current licensure/registration the specialty areas in which they are instructing.	Faculty file for instructors - current certification			See also V.E.2.a. / V.E.2.c.
DMS.B.2.b.	Faculty numbers and ratio support the goals of the program	(no additional requirements beyond CH V)				See also V.E.3.a. / V.E.3.b.
DMS.B.2.c.	A program must be served by a medical advisor and advisory board of program related specialists to assist administration and faculty in fulfilling stated educational objectives.	A medical advisor attends advisory board meetings and acts as a consultant to the program by participating in goal determination, curriculum development, and outcomes assessment review. The medical advisor is a physician, and is currently licensed within a jurisdiction of the United States. The medical advisor is board certified in a relevant medical specialty (e.g., radiologist (ACR), OB-GYN (AIUM), Vascular (FACS), and is experienced in the use of medical ultrasound.	Advisory Board Meeting Minutes, Advisory Board Member list. Documentation evidencing medical advisor's credentials and qualifications.		Institution's Advisory Board liaison	See also V.A.5.
DMS.C.1	The institution's laboratory facilities include the following:	(no additional requirements beyond CH V)	None	None	None	None
DMS.C.2.	Equipment and instruments are available within the institution's laboratory facility to achieve the program's goals and objectives.	None	Supplies and equipment lists	All Institution laboratories used by DMS students	Program Director/ Instructors/ students regarding supplies & equipment	See also V.D.3.a
DMS.C.3.	The institution's laboratory facilities are available for students to develop required skills with faculty supervision.	None	Supplies and equipment lists	All Institution laboratories used by DMS students	Program Director/ Instructors/ students regarding supplies & equipment	See also V.D.3.a

CHAPTER PHT

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
PHT.A.1.	The depth and breadth of the program's curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the pharmacy technician field.	SEE ACCREDITATION MANUAL (TOO LONG FOR THIS DOCUMENT)	Curriculum, Text Books, Clock-to-Credit sheet, course listings and hours			
PHT.A.2. (a.)	A clinical experience is required for completion of the program.	<p>Clinical experiences allow the student to expand the knowledge and skills developed in the didactic and laboratory phases of their training. Clinical site experiences may vary and may include, but are not limited to practice in the following environments: Acute Care, Long Term Care, Home Infusion, Community Retail or Outpatient Pharmacy, Mail Order, Nuclear Pharmacy, Pharmacy Benefits Management (PBM)</p> <p>The clinical experiences reinforce the competencies and skills learned in the didactic and laboratory settings. These experiences must include assisting clinical staff pharmacy team with daily tasks while under direct supervision of the staff. Students must be oriented to the facility and the daily routines of the site. Initial observations must occur prior to the engagement of the prescribed field work. Duties performed must advance over the course and length of the clinical experience. At a minimum, the clinical experience must be no less than 160 hours. Students may only engage in clinical experiences following the completion of the prescribed core curriculum and after the requirements of the clinical site have been met.</p> <p>The clinical experience cannot be virtual, hybrid, or delivered in a simulated lab environment. Programs must identify applicable requirements, including background checks, necessary for clinical experiences.</p> <p>The following is considered in choosing, placing and maintaining externship site affiliation experiences: (a) Assignment Clinical experiences include placement at a facility that performs various types of activities that will expose the student to the necessary skills required of the profession. In all cases, the externship site used is properly licensed and regulated.</p>	All current signed clinical affiliation agreements, Documentation of externship hour completion (should be with student files). Review competency list and completions	Visit to extern/clinical site	Students at clinical site, site managers, extern/clinical coordinators	See also V.B.4.a. / V.B.4.b. / V.B.4.c.
PHT.A.2. (b.)	A clinical experience is required for completion of the program.	<p>(b) Activities A clinical experience includes assisting pharmacy team with daily tasks, while under the supervision of staff. Students are oriented to the facility and the daily routine of the facility. They initially observe activities and procedures and then begin perform tasks and procedures. As their clinical experience progresses, they move into more advanced tasks and procedures. Student case logs/check lists are maintained to ensure a variety of tasks performed.</p>		Visit to extern/clinical site	Students at clinical site, site managers, extern/clinical coordinators	See also V.B.4.a. / V.B.4.b. / V.B.4.c.
PHT.A.2. (c.)	A clinical experience is required for completion of the program.	<p>(c) Supervision There is direct supervision of all students in the field while participating in a clinical experience. Programs clarify their role in how their students will be supervised, by whom and visited how often while at their clinical site. There is clear and documented communication between the program and the clinical site. If the program does not employ a supervisor onsite, a qualified preceptor employed by the clinical site, as described in VIII.B.2.a.below for either supervisor or faculty qualifications is responsible for such supervision. The institution ensures that the responsible individual or preceptor understands the program expectations.</p> <p>Students may not replace existing staff or be compensated while participating in clinical experiences and this fact is made known to the student. The student is clearly in addition to the staff/team and not a substitution.</p>	Communication documentation between site and program. Faculty file for clinical supervisor.	Visit to extern/clinical site	Students at clinical site, site managers, extern/clinical coordinators	See also V.B.4.a. / V.B.4.b. / V.B.4.c.
PHT.A.2. (d.)	A clinical experience is required for completion of the program.	<p>(d) Requirements for Completion Upon completion of the clinical experience, students demonstrate entry-level proficiency in all areas of the curriculum. Students also fulfill requirements in accordance with distributions for general and specialty areas and level of complexity.</p>	Student clinical files showing documentation of proficiency and completion of clinicals.			

CHAPTER PHT

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
PHT.B.1.	The program supervisor possesses supervisory experience and is credentialed in the field.	State boards of pharmacy may dictate qualifications for program supervision and the courses that they are allowed to teach. The supervisor is either a licensed pharmacist or is a certified pharmacy technician by a nationally recognized and accredited credentialing agency and in good standing with the respective state board. A program supervisor must minimally possess an associate degree.	Check on state requirements. Faculty file for program supervisor - current certification			See also V.E.1.a. / V.E.1.c
PHT.B.2.a.	Faculty formal education/training and experience support the goals of the program.	State boards of pharmacy may dictate the courses faculty may teach based upon their credentials.	Check on state requirements. Faculty file for instructors - current certification			See also V.E.2.a. / V.E.2.c.
PHT.B.2.b.	Faculty numbers and ratio support the goals of the program.	Laboratory student-to-faculty ratio does not exceed 12:1 unless state boards of pharmacy provide stricter requirements. The student to faculty ratio does not exceed 8:1 when performing sterile compounding.	Check on state requirements.			See also V.E.3.a. / V.E.3.b.
PHT.B.2.c.	A program is served by an advisory board of program related specialists to assist administration and faculty in fulfilling stated educational objectives.	The program's advisory board consists of at least one current faculty member and at least one non-employee representative from each of the following communities of interest: i. currently licensed and practicing Pharmacist ii. program graduate iii. employer iv. public member (public member is to serve in the role of potential patient) An individual may not serve in more than one capacity.	Advisory Board Meeting Minutes, Advisory Board Member list.		Institution's Advisory Board liaison	See also V.A.5.
PHT.C.1.a.	The institution's laboratory facilities include the following:	a. Student stations suitable to number of students b. Lighting, electrical outlets, ventilation and storage space c. Physical environment is conducive to instruction and learning		All Institution laboratories used by PHT students		
PHT.C.1.b.	Equipment and supplies are available within the institution's laboratory facility and are in sufficient number to achieve the program's goals and objectives.	Equipment minimally includes: • Amber bottles (liquid), • Amber bottles (pills and tablets), • Ampules, • Cash register, • Cylindrical graduate, • Depth filter, • Disinfecting clean solution, • Electronic scale or torsion balance, • Eyewash station (OSHA requirement), • Filter needle, • Filter paper, • Forceps (if school is using a torsion balance with metric weights) • Glass funnel, • Glass mortar and pestle, • Glycine paper, • Large volume parenterals, • Laminar flow hood (simulated or actual), • Membrane filter, • Metric weights (if Torsion Balance is used), • Multiple dose vial, • Non-latex gloves (various sizes), • Ointment jars, • Ointment slab, • Personal Protective Equipment, • Prescription processing software/management system, • Pill counting trays, • Porcelain mortar and pestle, • Reconstitution tube (optional), • Rubber spatula, • Sharps container, • Single-dose vial, • Sink with running hot and cold water (OSHA requirement), • Small volume parenteral, • Stainless steel spatula, • Sterile gauze, • Syringes	Supplies and equipment lists	All Institution laboratories used by PHT students	Program Director/ Instructors/ students regarding supplies & equipment	See also V.D.3.a
PHT.D.1.	An institution adheres to its admissions policies and enrolls only students who have passed a background check.	An admission process exists to screen and evaluate each applicant's eligibility status and enrolls only students who have passed a background check. In addition, the program complies with the requirements of the State Board of Pharmacy in states that regulate pharmacy technicians and require national certification.	Admissions policies in catalog and documentation in student files			

CHAPTER RT

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
RT.A.1.	The depth and breadth of the program's curriculum enables graduates to acquire the skills and competencies necessary to become an entry-level professional in the radiologic technology field.	Minimally, all programs are expected to provide a curriculum that incorporates the current content described in the ARRT Content Specifications for the Examination in Radiography and the ARRT Radiography Didactic and Clinical Competency Requirements. These curriculum elements should be reflective of those provided in the current version of the American Society of Radiologic Technologists (ASRT) Radiography Curriculum. The program must demonstrate its ability to meet stated program objectives, competencies, and program effectiveness data as outlined in Chapter V, Section I in the Manual.	Curriculum, Text Books, Clock-to-Credit sheet, course listings and hours. Compare with the current version of the American Society of Radiologic Technologists (ASRT) Radiography Curriculum			See also V.I.1.a-f / V.I.2. / V.I.3.
RT.A.2	Competencies required for successful completion of a program are identified in writing and made known to students.	Clinical and patient care competency is defined as the demonstrated ability to perform clinical procedures consistent with the expectations of an entry level radiographer independently and without direction from external sources. Clinical competency shall include proper positioning of the patient, the ability to adapt the exam process to the patient's condition, accurate and efficient equipment operation, the ability to evaluate resulting image(s), and the ability to identify and make appropriate corrections to improve suboptimal images as needed. Competencies required for successful completion of the program are consistent with or exceed those outlined in the clinical competency requirements of the ARRT Radiography Didactic and Clinical Competency Requirements. The competencies are clearly delineated and the curriculum ensures achievement of these entry-level competencies through coursework, laboratory requirements, and clinical experience.	Competency lists and evidence of check offs in student files.		Students / Instructors / Program Director	
RT.A.3.	Clinical experience is required for completion of the program.	SEE STANDARDS (TOO LONG FOR THIS DOCUMENT)	All current signed clinical affiliation agreements, Documentation of externship hour completion (should be with student files). Review competency list and completions	Visit to extern/clinical site	Students at clinical site, site managers, extern/clinical coordinators	See also V.B.4.a. / V.B.4.b. / V.B.4.c.
RT.B.1.	The program supervisor possesses supervisory experience and is credentialed in the field.	The Program Supervisor (Educational Supervisor) is a graduate of an accredited radiography program and holds a minimum of a master's degree, current ARRT certification in radiography with a minimum of three years of full-time clinical experience in medical imaging, and two years of experience as an instructor in a program accredited by an agency recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA) with evidence of learned knowledge and/or experience in instruction, student evaluation, academic advising, educational methods, and supervision of personnel. The Program Supervisor is responsible for the organization; administration; periodic review; planning; development; evaluation; consistency with educational mission and scope; and overall effectiveness of the program. The Program Supervisor also has input into budget preparation. The Program Supervisor may have limited teaching assignments; however, such assignments must allow for adequate time for administrative responsibilities. The Program Supervisor is a full-time position.	Faculty file for program supervisor - including resume, evidence of degrees, professional development activity, and current certification		Program Supervisor	See also V.E.1.a. / V.E.1.c

CHAPTER RT

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
RT.B.2.a.	Faculty formal education/training and experience support the goals of the program.	<p>All Program faculty members work under the direction of the Program Supervisor. Job descriptions and responsibilities of program personnel are clearly explained to include, but are not limited to:</p> <p>1. Clinical Coordinator (or Clinical Supervisor) is a graduate of an accredited radiography program and holds a minimum of a baccalaureate degree, current ARRT certification in radiography with a minimum of two years of full-time clinical experience in the diagnostic radiography, and one year of experience as an instructor in a program accredited by an agency recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA), with experience in instruction, student evaluation, and academic advising. For those faculty members teaching in a baccalaureate degree (RT) program, these individuals must hold a master's degree in addition to the requirements noted above.</p> <p>The Clinical Coordinator is responsible for the supervision and training of Clinical Instructors and preceptors and is the primary point of communication between the clinical site(s) and the program. The Clinical Coordinator is responsible for scheduling of students in all clinical assignments to ensure alignment with curriculum sequencing, as well as equitable and educationally valid experiences. The Clinical Coordinator may have limited teaching assignments; however, such assignments must allow for adequate time for administrative responsibilities. A full-time Clinical Coordinator position is held by one individual or a collective role between no more than two qualified individuals; however, programs may have more than one full-time Clinical Coordinator position.</p>	Faculty files for clinical coordinators, clinical preceptors, clinical instructors and faculty - current certification			See also V.E.2.a. / V.E.2.c. and chapter VI requirements if applicable.
		<p>2. Full-Time and Part-Time Program Faculty are graduates of an accredited radiography program and hold a certificate in radiography, a baccalaureate degree, and a current ARRT certification in radiography with a minimum of two years of full-time clinical experience in diagnostic radiography,. Courses which do not require expertise in the technical performance of radiography may be taught by individuals who possess qualifications commensurate with the individual courses being taught.</p> <p>For those faculty members teaching in a baccalaureate degree (RT) program, these individuals must hold a master's degree in addition to the requirements noted above.</p>	Faculty files for clinical coordinators, clinical preceptors, clinical instructors and faculty - current certification			See also V.E.2.a. / V.E.2.c. and chapter VI requirements if applicable.
		<p>3. Clinical Instructors hold a minimum of a certificate or diploma in radiography from an accredited program and current ARRT certification in radiography with a minimum of two years of clinical experience in medical imaging.</p>	Faculty files for clinical coordinators, clinical preceptors, clinical instructors and faculty - current certification			See also V.E.2.a. / V.E.2.c. and chapter VI requirements if applicable.

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
		<p>4. Clinical Staff (Preceptors) hold a minimum of a certificate or diploma in radiography from an accredited program and current ARRT certification in radiography or equivalent (e.g., unrestricted state license for the state in which the clinical education setting is located). Clinical Preceptors are working radiographers with a minimum of one year of full-time (or its equivalent) clinical experience in diagnostic radiography who evaluate students for competency achievement. Preceptors are sponsored by the clinical site and work under the direction of their clinical site supervisor. The Program must have input in the nomination and appointment of preceptors. The Program documents preceptor orientation and ongoing training to include responsibilities specific to clinical instruction and student competency evaluation, annual program updates, and documentation to support the communication between the Program and the Preceptor.</p> <p>The Program must document regular evaluations of all personnel and which are shared with the respective personnel in a timely manner to assure role effectiveness, positive communications, and opportunities for professional development. Programs must provide evidence of the students' role in evaluations to include overall evaluations of the Program and validity of clinical education settings.</p> <p>Faculty must comply with Chapter V (non-degree programs) and, as applicable, Chapter VI (degreegranting programs).</p>	Faculty files for clinical coordinators, clinical preceptors, clinical instructors and faculty - current certification			See also V.E.2.a. / V.E.2.c. and chapter VI requirements if applicable.
RT.B.2.b.	Faculty numbers and ratio support the goals of the program.	The program limits class size to ensure instruction without risking student or faculty safety. Supervision during laboratory instruction is defined as student-to-faculty ratio of 10:1.	Class Rosters, Program Schedule.	classrooms and laboratories used by RT students	Instructors/ students regarding student to faculty ratio during lab.	
RT.B.2.c	A program is served by an advisory board of program related specialists to assist administration and faculty in fulfilling stated educational objectives.	The advisory board is comprised of individuals from the community of interest (i.e. currently licensed or registered radiographer and other practitioners in the field; physicians (as appropriate); scientific consultants; academic professionals; and administrators) who have knowledge of radiological science education.	Advisory Board Meeting Minutes, Advisory Board Member list		Institution's Advisory Board liaison	See also V.A.5.
RT.C.1.a	The program has sufficient resources to meet program outcomes and assure the quality and educational effectiveness of the instructional plan. If on-site laboratories are provided, these must be operational and readily available to accommodate all enrolled students.	<ol style="list-style-type: none"> Laboratory areas are of a size to accommodate students, faculty and equipment during instruction. Equipment and instruments are available in quantity and quality to accommodate student during instruction. Energized laboratories are in compliance with applicable federal and/or state radiation safety regulations. Student use of an energized laboratory must be under the direct supervision of a qualified instructor. 	Supplies and equipment lists	All Institution laboratories used by RT students	Program Director/ Instructors/ students regarding supplies & equipment, supervision and safety	
RT.C.1.b.	Equipment and instruments are available within the institution's clinical educational settings or laboratory facility to achieve the program's goals and objectives. Radiographic equipment must also follow state guidelines and follow radiation protection specifications. Equipment and instruments include, but are not limited to, the following:	<ul style="list-style-type: none"> Radiographic table energized or non-energized x-ray tube, collimator and control panel Image receptors (digital and/or analog based) Image receptor holders (Bucky tray or other)Image processing equipment (digital scanners and/or darkroom with chemical processor) Image display device (computer monitor and/or viewbox) Various foam positioning sponges Various radiographic lead markers Lead aprons and shields Positioning phantom (full-body anthropomorphic and/or phantom limbs) 	Supplies and equipment lists	All Institution laboratories used by RT students	Program Director/ Instructors/ students regarding supplies & equipment	See also V.D.3.a

CHAPTER RT

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
RT.D.1.a.	The program has established radiation safety policies and procedures compliant with federal and state radiation protection laws.	<ol style="list-style-type: none"> 1. Radiation safety policies and practices promote the application of ALARA (as low as reasonably achievable) principles. 2. The program evaluates the student application of radiation safety practices in the clinical setting. 	Published policies on radiation safety	Review all laboratories.	Program director	See also V.F.
RT.D.1.b.	Students must be issued radiation exposure monitors that are in keeping with current field requirements regarding type and length of exposure.	<ol style="list-style-type: none"> 1. The program requires students to wear assigned radiation monitor in all potential exposure situations to include laboratory, clinical, or other observational experiences. 2. The program has an established process for timely review of student dosimetry reports by a qualified radiation safety officer (RSO) or other qualified individual. 3. The program documents timely (e.g., 30 calendar days of receipt of report) communication of dosimetry report results to students. 4. The program has established thresholds for student exposure and an established process for investigation and counseling for excessive readings. 	Published policies on radiation safety. Documentation of process of review of dosimetry reports. File for qualified individual to review radiation safety (RSO).	Review all laboratories. Radiation protection and monitoring devices that are available for each student.	Program director	See also V.F.
RT.D.1.c.	The program has an established student pregnancy policy compliant with federal and state radiation protection laws	<ol style="list-style-type: none"> 1. The program's pregnancy policy allows for voluntary disclosure of pregnancy, including a voluntary withdrawal of this disclosure. 2. The program's pregnancy policy provides enrollment choices for disclosed pregnant students including remaining actively enrolled in the program. 3. The program's pregnancy policy allows disclosed pregnant students to seek counseling from a radiation safety officer (RSO) or other qualified individual. 4. Students must have access to the program's pregnancy policy upon enrollment. 	Published policies on pregnancy that are provided to students at enrollment		Program director	

CHAPTER IX

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
IX.A.	Monitor academic progress to ensure that distance education students are advised of their progress in a timely manner and that assistance is offered, if needed.	None	SAP policy as described in catalog. Student files (particularly withdrawn students) and Appendix B.	Review Gradebook in LMS for feedback	Staff responsible for SAP monitoring (often Dean of Education). ABHES student survey results and interviews with students. Program Director/ Faculty	Check whether individuals responsible for process for distance students are the same as that for residential. If different do both follow policy for academic progress as set out by school.
IX.B 1.	Provide in the distance education coursework for timely, regular and substantive interaction between faculty and students and among students.	An institution or program demonstrates that interaction between faculty and students and among students takes place withinis built into the distance education delivery system curriculum regardless if the course is offered in a blended or full distance education format.	Syllabi, lesson plans, curriculum, assignments. Is engagement built into the curriculum?	LMS design includes engagement, syllabi linked to LMS and contain interactive activities	Individual responsible for design of DE curriculum	
IX.B.2.	The curricula for the distance education offerings are comparable in academic rigor to educational offerings on ground.	Academic rigor of a distance education program or course (didactic, laboratory and clinical experiences) must be comparable with that of a program or course delivered on ground. Prior to beginning a clinical experience, competencies must be validated in writing along with a description of the method used to validate competencies.	Syllabi requirements	Review completed assignments in LMS	Program Director, Instructors	Collaborate with subject matter program specialist regarding content and rigor
IX.C.1.	Provide a means to verify the hardware and software capability of the technology used to meet the technical requirements of the program or course.	None	Signed attestation by students that they have access to needed software and hardware.	If hardware & software is automatically checked by LMS, observe function	Individual who administers DE. Individual responsible for LMS	
IX.C.2.	Ensure appropriate authentication processes are used to verify student identity.	An institution demonstrates that appropriate measures are in place to ensure that the person who receives credit for coursework is the same person who enrolled in the course. This can be accomplished through a variety of methods including, but not exclusive to, the use of a secure login process, proctored examinations or third-party identity verification systems.	Policy to authenticate student identity. Verify use of private logins/passwords. Review writing samples, if used	Observe exam proctoring software or hardware such as fingerprint analysis, if used,	Individual who administers DE. Individual responsible for LMS	

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
IX.C.3.	Utilize processes to protect student privacy.	Students have a private means to communicate with faculty and school administrators using methods including, but not limited to, email, phone, private online forum, and secure gradebook.	Policy to protect student privacy. Verify use of private logins/passwords.		Individual who administers DE. Individual responsible for LMS	
IX.C.4.	Demonstrate that the selected distance education delivery system or learning management system (LMS) has the following:	i. appropriate infrastructure, policies and procedures to safeguard against short and long-term data loss; ii. applicable scalability to accommodate both current and expected near-term enrollment growth; and, iii. sufficient resources to communicate, deliver and distribute learning materials without noticeable service interruption.	Documentation of any 3rd party providers. Contracts for software and hardware use	Navigate through the LMS on- and off-site. Open class materials to check for major disruptions or unusually slow service	Individual who administers DE. Individual responsible for LMS	
IX.C.5.	Ensure sufficient facilities, equipment, technology, budget, staffing, and other resources to support distance education offerings and their growth. Management must demonstrate that the infrastructure can support enrollment growth, which is monitored annually by ABHES.	None	Documentation of any 3rd party providers. Contracts for software and hardware use. Org. chart and enrollment		Individual who administers DE. Individual responsible for LMS	
IX.D.	Establish admissions requirements for distance education programs or course(s) and assess whether students have the skills and competencies to succeed in distance education.	Admissions requirements for distance education courses or programs must comply with Chapter V.D.1. of the Accreditation Manual. In addition, admissions requirements for distance education programs or courses should identify any special requirements in order to enroll in these types of courses. The institution is required to identify the process for assessing whether the students have the appropriate skills and competencies needed to succeed in taking courses through distance education. Assessment measures may reasonably include appropriate testing, review of credentials in the area of distance education, and/or a personal interview with each candidate.	Review catalog, readiness review assessment and policy regarding assessment If low score, Is assistance provided ?		Individual who administers DE	See also V.D.1.
IX.E.1.a.	Have an individual(s) trained and experienced in the development and delivery of distance education who (i) is employed by either the institution or its parent corporation, and (ii) participates in the development of the instructional design of the distance delivery model being used by the institution or program	Institutions or programs offering distance education, whether blended or full, employ at least one individual who is knowledgeable in and participates in instructional design using the model currently in place at the institution. This individual may be located at the campus or be a member of the staff at the parent corporation provided regular communication with the campus enrolling students in distance education is evidenced.	Review individual's file for background and job description.		Individual who assesses faculty specific to the distance ed. environment. Program director	

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
IX.E.1.b.	Employ an individual(s) responsible for administering the delivery of the distance education.	An institution or program employs an individual who is readily available and responsible for administering the delivery of distance education programs and courses. This individual will have regular interaction with students and faculty who are engaged in distance education. Whether this individual works remotely or on site, evidence must be provided to show the extent and frequency of engagement.	Evidence of coordination, facilitation,, assistance to students		Interview with administrator of distance programs, faculty, student comments	
IX.E.1.c.	Have an individual(s) trained and experienced in current educational methodologies and techniques for the institution’s chosen delivery method who (i) is employed by the institution or its parent company working on-site or remotely, and (ii) participates in the evaluation (or assessment) of the effectiveness of faculty in the distance education environment.	An institution or program employs an individual with the necessary experience and expertise to evaluate the techniques utilized by distance education faculty in the context of the given distance education delivery system. This individual may be directly employed by the institution or the parent company, and may work remotely or on site, provided evidence of the 30-day and annual evaluations of the distance education faculty is current and on file at the respective campus location.	Review individual's file for background and job description. Review faculty performance appraisals signed by this individual		Interview individual responsible for evaluating faculty in DE environment	See also IX.E.2.a.
IX.E.2.a.	Distance education faculty have performance reviews to assess their effectiveness in the distance education environment.	EmpDistance education faculty are evaluated for their performance in the distance education environment as part of their 30-day and annual reviews (refer to V.E.2.a.iii.b.).	Review faculty appraisals in faculty files for DE evaluation		Interview individual responsible for evaluating faculty in DE environment	See also IX.E.1.c.
IX.E.2.b.	Document timely, regular and substantive interaction between faculty and students and among students in distance education courses.	Faculty evidences this interaction within the distance education delivery system through the use of a variety of techniques including, but not limited to, synchronous or asynchronous discussions (using audio, video or keyboarding methods), team projects, and grading feedback. This applies to both blended and full distance education delivery.	Review syllabi and curriculum for requirements	Observe engagement in LMS - discussion bds, grading feedback, interactive webinars, etc.	Interview individual responsible for evaluating faculty in DE environment	
IX.E.2.c.	Evaluation of student performance is provided during laboratory experiences.	An individual who meets the minimum qualifications of a program faculty member is responsible for ensuring and documenting students’ competencies while on laboratory experiences.	Faculty file of individual responsible, signed competency checklists		Interview individual who evaluates student lab performance	
IX.E.3	Distance education ratio of students to faculty does not exceed 25 to 1.	None	Review class rosters in LMS			

CHAPTER IX

Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
IX.E.4.a.	Distance education faculty are trained in effective distance education instructional methods.	Distance education faculty members receive training in instructional methodology, including delivery, testing and evaluation, and other techniques necessary to effectively teach in the distance education environment.	Review documentation of training on DE pedagogy		Interview faculty	
IX.E.4.b	Distance education faculty are trained in the use of the institution's distance education delivery system or learning management system (LMS).	Prior to teaching a distance education course, faculty members complete comprehensive training on the utilization of the learning management system.	Review documentation of training on LMS		Interview faculty	
IX.E.4.c.	Document that faculty members participate, at least annually, in professional development or in-service specific to distance education pedagogy.	None	Review documentation of DE in-service training or prof. development		Interview faculty	
IX.F.1.	Maintain documentation of ABHES approvals for distance education activities and compliance with all applicable local, state and federal laws and regulations.	Institutions or programs that deliver distance education outside of the state in which the institutions or programs are physically located comply with all rules and regulations of the states in which they operate. For all states in which the institution delivers distance education, the institution must have on file state authorizations, if required, and/or a list of states in which authorization is not required.	Review state and ABHES approvals (institutional accreditor and If NC-SARA approvals, as applicable).			
IX.F.2.	Maintain records of third-party contractual arrangements regarding delivery of distance education.	An institution or program has on file up-to-date records of contractual relationships and arrangements with third-party providers. This documentation must clearly delineate the responsibilities of the provider and institution or program, and specify that the institution or program maintains responsibility for the academic quality of the offerings. Contracts with distance education delivery or learning management system (LMS) providers are on file.	Review 3rd party contracts for LMS, software, hardware, and library resources			

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
IX.G.1.	Provide orientation to students prior to the first day of class to acclimate them to the specific distance education learning methodology and technology.	The orientation, provided prior to the start of distance education coursework, includes, but is not limited to, a discussion of expectations of participation, navigation of the learning management system or distance education delivery system, and issues related to academic integrity.	Review orientation, student survey results			
IX.G.2	Provide technical support specific to distance education activities to assist students in completing the program.	An institution or program discloses to students and faculty in writing the availability of technical support, including contact information and hours of operation, prior to their start of distance education coursework.	Student survey results		Interview with administrator of distance programs, faculty,	Enter a help desk ticket to gauge response
IX.G.3.	Provide documentation to evidence that the institution provides the student services, such as counseling, academic advising, guidance, employment assistance and financial aid, as applicable for students enrolled in distance	ABHES requires the same caliber of student services to be provided to all students without regard to the method of instructional delivery.	Student files,	Feedback in LMS gradebook. Links to student services	ABHES student surveys, student services staff	
IX.H.1.	Publish instructional delivery methods in the catalog and on course syllabi.	None	Catalog and syllabi			

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Standard	Title	Detail	Possible Methods of Verification			
			Document Review	Observation	Interview	Other
IX.H.2.	Notify students at the time of enrollment of any projected additional student charges associated with distance education, including verification of student identity.	If there are specialized or specific fees associated with distance education, this information must be clearly disclosed to the student in writing at the time of enrollment. If an institution does not charge additional or specialized fees for participation in the distance learning program this should be made clear to the student at the time of enrollment.	Catalog/enrollment agreement or other publication where this information is provided		Student interviews and ABHES student survey results	
IX.H.3.	Publish the technology resources required for successful program or course completion.	An institution or program publishes the technical requirements necessary for participation in distance learning, including hardware and software requirements, and reliable Internet connectivity, as applicable.	Catalog, enrollment agreement or other publication provided by the school with information on required resources.			
IX.H.4.	Clearly outline expectations, admissions requirements or prerequisites for participating in distance education courses or programs in the catalog.	An institution or program publishes in its catalog the states in which it is authorized to deliver distance education. This information is necessary as a requirement for enrollment along with other applicable expectations and requirements.	Catalog			
IX.H.5	Disclose in writing, prior to enrollment, any material circumstance that may adversely impact an applicant's ability to complete a program or gain employment in the field for which they applicant is are trained.	If the institution or program offers distance education outside the state in which the institution or program is physically located, it must disclose to the student prior to enrollment and registration, any barriers to program completion, credentialing or employment for students receiving education in these states. The institution must further disclose that if the student relocates to a state in which the institution does not have approval to operate prior to program completion that this may adversely impact the student's ability to complete the program or gain in-field employment.	All enrollment documentation which outlines such material circumstances, student files			Check on states in which the school has distance education students