

**Standards, Self-Study and Peer Review  
Commission on Massage Therapy Accreditation**

Effective 1 January 2009

(Edited November 2011)

**1.0 Mission and Objectives**

*A mission statement outlines the purpose of an institution or program, and provides clear direction for the ongoing development and operation of the institution or program. In developing and revising a mission statement, an institution or program should consider the needs of society, the profession and the students for whom the program is intended. Programs within larger institutions should have a mission that is congruent with the larger institution. The mission statement may be defined in a broad or narrow sense, and should be supported by specific measurable educational objectives for each educational program. The mission statement and educational objectives should be reviewed regularly and revised as needed to ensure that they are up-to-date.*

<b>1.1. The institution or program develops and publishes its mission statement.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>1.1.1. A program situated within a larger institution has a mission that is compatible with the mission of the institution.</b> <b>1.1.2. The mission statement is regularly reviewed and revised as necessary.</b> <b>1.1.3. The mission is effectively communicated to staff, faculty and students.</b>	<input type="checkbox"/> the institutional or programmatic mission statement. For programs that are within a larger institution, show how the mission is compatible with mission of the institution <input type="checkbox"/> Describe the process of developing, reviewing, and revising the institutional or programmatic mission statement. <input type="checkbox"/> Explain how the mission statement is communicated to staff, faculty, and students. <input type="checkbox"/> Identify the document(s) and page number(s) where the mission statement is published; link to exhibits (next column)	<input type="checkbox"/> Copy of published mission statement <input type="checkbox"/> For programs within a larger institution, copy of institutional mission statement <input type="checkbox"/> Evidence of the mission statement design, development, revision and communication processes (e.g. minutes of faculty, staff, administrative or board meetings; memos; e-mails; notes)
<b>1.2. Each educational program has clearly stated educational objectives.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>1.2.1. The educational objectives are consistent with the programmatic mission.</b> <b>1.2.2. The educational objectives are regularly reviewed and revised as necessary.</b> <b>1.2.3. The educational objectives are effectively communicated to staff, faculty, and students.</b>	<input type="checkbox"/> State the programmatic educational objectives for each program <input type="checkbox"/> Show how the programmatic educational objectives are compatible with mission of the Institution or program. <input type="checkbox"/> Describe the process of developing, reviewing and revising the educational objectives.	<input type="checkbox"/> Copy of published educational objectives <input type="checkbox"/> Evidence of the educational objectives design, development, revision and communication processes (e.g. minutes of faculty, staff, administrative or board meetings; memos; e-mails; notes)

	<ul style="list-style-type: none"><li><input type="checkbox"/> Describe how the educational objectives are communicated to staff, faculty, and students.</li><li><input type="checkbox"/> Identify the document(s) and page numbers(s) where the educational objectives are published; link to exhibits (next column)</li></ul>	
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## 2.0 Curriculum and Instruction

The curriculum is the plan for student learning, designed to achieve the mission and educational objectives of the program. While the educational objectives of different programs may be very similar, the curriculum itself may vary widely due to differing principles and values in both the content area and educational philosophy. For example, institutions may determine the length of programs, select textbooks and other course materials, choose particular teaching philosophies, or elect to have an externship experience. However, in all cases the curriculum should be designed to meet licensing and credentialing requirements for practitioners in the field in the jurisdiction in which the program exists. The curriculum should be thought-out, systematic and detailed to provide a clear outline for faculty to follow. It includes the general outline of required courses for successful completion of the program, as well as specific course syllabi, class lesson plans and the assessment tools used to evaluate student learning. The curriculum should be regularly reviewed and revised as needed to ensure that it is up-to-date. These revisions should take into consideration feedback from a wide variety of sources. Instruction takes into consideration the variety of learning styles, abilities and experiences. Classes are designed to provide opportunities for students to actively engage with the course content. The teaching methods are appropriate for the course content, and may include a wide variety of techniques such as lecture, discussion, demonstrations, small group work or individual study. Courses may be offered in a variety of formats such as traditional classrooms, lab, externship or distance education, so long as the format is appropriate for the course content and objectives.

<b>2.1 A planned curriculum exists for each educational program.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>2.1.1 The curriculum is designed to meet the mission and specific educational objectives established by the institution or program.</b></p> <p><b>2.1.2 The curriculum is guided by identified principles and values in the content area.</b></p> <p><b>2.1.3 The curriculum is guided by sound educational models and current learning theories.</b></p> <p><b>2.1.4 The curriculum takes into consideration the historical foundations of and recent developments in the field.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outline the principles and values that guide your curriculum.</li> <li><input type="checkbox"/> Describe how these principles and values affect your curriculum.</li> <li><input type="checkbox"/> Outline the educational philosophy model(s) and current learning theory(ies) which guide your curriculum.</li> <li><input type="checkbox"/> A description of the curriculum for each educational program offering.</li> <li><input type="checkbox"/> Identify the page(s) in the catalog where the curriculum is outlined (link to exhibit).</li> <li><input type="checkbox"/> Describe how the curriculum is designed to meet the mission and educational objectives of the program.</li> <li><input type="checkbox"/> Describe how these educational models and learning theories are used in your curriculum.</li> <li><input type="checkbox"/> Describe how the curriculum takes into consideration the historical foundations of and recent developments in the field.</li> </ul>	
<b>2.2 The curriculum is designed to prepare students for professional practice.</b>		

Standard Components	SSR Narrative must address	Required documentation
<p><b>2.2.1 Programs are designed to fulfill all professional licensing and/or credentialing requirements for the jurisdiction(s) in which they operate, for other jurisdictions in which they have received approval and for jurisdictions in which they claim to meet professional licensing and/or credentialing requirements.</b></p> <p><b>2.2.2 Classroom activities model accepted standards of professional practice.</b></p>	<p><input type="checkbox"/> Describe the professional licensing requirements for graduates of the program for the jurisdiction in which the program is offered.</p> <p><input type="checkbox"/> Discuss how your program meets those requirements.</p> <p><input type="checkbox"/> Describe the institution or program's expected code of conduct for faculty and students related to ethics and boundary issues, and how the faculty and students are informed of the expected behavior.</p> <p><input type="checkbox"/> If applicable, list the other states or provinces in which your program is approved and/or the states or provinces in which your program claims to meet professional licensing and/or credentialing requirements.</p>	<p><input type="checkbox"/> Copy of the professional licensure or credentialing requirements and laws for the state or province for which you prepare practitioners.</p> <p><input type="checkbox"/> Copy of the professional licensure or credentialing requirements and laws for the states or provinces in which you are approved.</p> <p><input type="checkbox"/> Copy of the professional licensure or credentialing requirements and laws for the states or provinces in which you claim to meet requirements.</p> <p><input type="checkbox"/> Copy of published code of conduct for faculty and students.</p> <p><input type="checkbox"/> Evidence of communication to faculty and students regarding expected behavior related to ethics and boundaries (e.g. memos, e-mails).</p>
<b>2.3 The curriculum design is based on standard academic measures of course length.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>2.3.1 A clock hour is defined as a 60-minute block of time consisting of a minimum of 50 minutes of instruction with appropriate breaks.</b></p> <p><b>2.3.2 Programs measured in semester credits use the following conversions: 15 clock hours of lecture = 1 credit; 30 clock hours of lab (clinical) = 1 credit; 45 clock hours of externship = 1 credit.</b></p> <p><b>2.3.3 Programs measured in quarter credits use the following conversions: 10 clock hours of lecture = 1 credit; 20 clock hours of lab (clinical) = 1 credit; 30 clock hours of externship = 1 credit.</b></p>	<p><input type="checkbox"/> Describe the unit used to measure instructional (contact) time and conversions for credit hours if appropriate.</p>	
<b>2.4 The curriculum is organized systematically and in detail.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>2.4.1 Programs are designed for systematic</b>	<input type="checkbox"/> Describe how the sequence of the courses	<input type="checkbox"/> Evidence of the course objective design,

<p><b>and sequential learning.</b>  <b>2.4.2 Programs are comprised of separate and discrete courses, which may be organized by content area, by term or by a combination of content and term.</b>  <b>2.4.3 Prerequisites are clearly identified.</b>  <b>2.4.4 Each course has clearly identified course-learning objectives.</b></p>	<p>within the program prepares the student for professional practice, based on the program's stated mission and objectives.  <input type="checkbox"/> Describe the process of determining course objectives</p>	<p>development and revision process (e.g. minutes of faculty, staff, administrative or board meetings; memos; e-mails; notes)  <input type="checkbox"/> Evidence of the program design, development and revision process (e.g. minutes of faculty, staff, administrative or board meetings; memos; e-mails; notes)</p>
<p><b>2.5 The curriculum is implemented consistently and effectively.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>2.5.1 Course syllabi are developed before each course is offered.</b>  2.5.1.1 Syllabi include the following: course title, course description, and clearly identifiable course learning objectives; total number of instructional hours; general class schedule; resources needed, such as required texts, equipment and supplies; evaluation methods and clear performance standards for grading; attendance and make-up policies; and a topic outline (showing schedule of classes with content addressed, including exam dates).  2.5.1.2 Syllabi are distributed to students at the beginning of each course.  2.5.1.3 Syllabi are consistently followed by faculty members.  2.5.2 Teaching methods are appropriate to course content.  2.5.2.1 Teaching methods are designed to meet the needs of diverse learners, addressing differences in learning styles, learning abilities and prior knowledge and experience.  2.5.2.2 Classes are designed to encourage and enhance learner</p>	<p><input type="checkbox"/> Describe how the course objectives are used in developing the syllabi, lesson plans, learning experiences and evaluation methods.  <input type="checkbox"/> Describe the program's method for assuring consistency in implementation.  <input type="checkbox"/> Describe the rationale for the teaching methods chosen for each course and the degree of variation allowed for instructors to choose alternate teaching methods.  <input type="checkbox"/> Describe how teaching methods are designed to meet the needs of diverse learners.  <input type="checkbox"/> Describe how instructors and students learn about different learning styles.  <input type="checkbox"/> Describe how the special learning needs of students are addressed.  <input type="checkbox"/> Describe how students are informed of course expectations.  <input type="checkbox"/> Describe the evaluation methods used to assess student knowledge and skills.  <input type="checkbox"/> Describe how students are informed of performance standards.  <input type="checkbox"/> Outline how students receive reports on their performance.</p>	<p><input type="checkbox"/> Evidence of the use of course objectives in the development of syllabi, lesson plans, learning experiences and evaluation methods (e.g. minutes of faculty, staff, administrative or board meetings; memos; e-mails; notes)  <input type="checkbox"/> A syllabus for <b>each</b> course taught in the program, including:  1. Course title  2. Course description  3. Course objectives  4. Total number of instructional hours  5. General class schedule (i.e. 2 hours/day, twice/week for 10 weeks, or specific dates/days/times)  6. Assignments  7. Resources required: Textbooks, equipment, supplies  8. Evaluation methods  9. Performance standards  10. Attendance and/or coursework requirements  11. Make up policies  12. Topic Outline (Schedule of classes and content addressed, including quiz &amp; exam dates)   <input type="checkbox"/> Two (2) sample assessments for each course taught in the program.  <input type="checkbox"/> List of all textbooks used for each course in</p>

<p>participation and involvement.</p> <p><b>2.5.3 Evaluation methods such as written and practical tests, papers, classroom observation, etc. are used to assess student knowledge and skills.</b></p> <p>2.5.3.1 Measurable performance standards are clearly outlined for students.</p> <p>2.5.3.2 Faculty members are consistent in their implementation of performance standards.</p> <p>2.5.3.3 Students receive timely and regular reports on their performance.</p>		<p>the program, including their publication date.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence that instructors and students learn about different learning styles (e.g., meeting minutes; memos; lesson plans)</li> <li><input type="checkbox"/> Evidence that different learning styles are addressed in the coursework (e.g. lesson plans; evaluation tools)</li> <li><input type="checkbox"/> Evidence that special learning needs of students are addressed (e.g. plans for specific students; memos; letters)</li> </ul>
<b>2.6 The curriculum is regularly reviewed and revised as necessary.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>2.6.1 Curriculum revision takes into consideration feedback from students, graduates, employers, practitioners in the field, and other interested parties.</b></p> <p><b>2.6.2 Curriculum revision reflects recent developments in the field.</b></p> <p><b>2.6.3 The curriculum revision process is documented.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the process for curriculum review and revision.</li> <li><input type="checkbox"/> Describe how curriculum revision reflects recent developments in the field</li> <li><input type="checkbox"/> Describe how feedback from graduates, employers, practitioners in the field and other interested parties is considered in the curriculum review and revision process</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minutes of any meetings where curriculum is developed, updated or discussed (e.g. faculty, staff, administrative or board meetings)</li> <li><input type="checkbox"/> Documentation of curriculum revision that has occurred within the past year.</li> <li><input type="checkbox"/> Documentation of feedback from graduates, employers, practitioners in the field and other interested parties</li> </ul>
<b>2.7 Programs include a clinic/fieldwork experiential component as an integrated part of the overall curriculum.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>2.7.1 The clinic/fieldwork component is a distinct course.</b></p> <p><b>2.7.2 Students practice on member of the general public in the clinic/fieldwork course.</b></p> <p><b>2.7.3 Student performance in the clinic is evaluated by qualified faculty members.</b></p> <p><b>2.7.4 Clinic/fieldwork hours do not exceed 25% of the required hours in a program.</b></p> <p><b>2.7.5 Clinics are designed to model professional procedures, including appointments scheduled in advance,</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the clinic and/or fieldwork experience including the number of hours, learning experiences, supervision, assessment of student performance and physical environment.</li> <li><input type="checkbox"/> Identify the laws that apply to the clinic/fieldwork experience.</li> <li><input type="checkbox"/> Copy of the course syllabus for the clinic/fieldwork component.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of the course syllabus for the clinic/fieldwork component.</li> <li><input type="checkbox"/> Copy of instructional personnel information form(s), <i>Appendix D.7</i>, for faculty supervising clinic/fieldwork experiences.</li> <li><input type="checkbox"/> Copies of three (3) student assessments completed by faculty.</li> <li><input type="checkbox"/> Floor plan for the clinic space with diagrams outlining layout</li> <li><input type="checkbox"/> Copy of the applicable license or facility approval for zoning for a clinic.</li> <li><input type="checkbox"/> Copy of agreements with groups or</li> </ul>

<p>intake/exit interviews, appropriate treatment sessions, documentation of session, communication skills and professional attire.  <b>2.7.6 Clinics are operated in compliance with all applicable laws.</b></p>		<p>organizations providing the setting for fieldwork experiences.  <input type="checkbox"/> Copy of the laws that apply to the clinic/fieldwork experience.  <input type="checkbox"/> Evidence that students perform work on the general public.</p>
<p><b>2.8 Programs may elect to require externships. [Not applicable to all programs.]</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>2.8.1 A required externship is a distinct course.</b>  <b>2.8.2 Student performance in the externship experience is evaluated by a qualified faculty member.</b>  <b>2.8.3 Externship hours are over and above the minimum hours required for accreditation for the program.</b>  <b>2.8.4 Externship hours do not exceed 20% of total program hours.</b>  <b>2.8.5 The externship experience is overseen by an onsite supervisor.</b>  <b>2.8.6 Students are provided with planned opportunities to discuss the externship experience with a faculty coordinator.</b>  <b>2.8.7 There is a written agreement signed by the program faculty or staff and the externship site personnel that clearly defines the obligations of the onsite supervisors, the faculty coordinator and the student.</b>  <b>2.8.8 Externships are designed to model professional procedures.</b></p>	<p><input type="checkbox"/> Describe the externship experience including the number of hours, learning experiences, supervision, assessment of student performance and physical environment(s).  <input type="checkbox"/> Describe the relationship between the program faculty or staff and the externship site personnel.</p>	<p><input type="checkbox"/> Copy of the course syllabus for the externship experience.  <input type="checkbox"/> Copy of one (1) agreement between the program and an externship provider, which clearly outlines the roles and responsibilities of the onsite supervisor, the faculty coordinator and the student.  <input type="checkbox"/> Copy of completed evaluations for three (3) students including the onsite supervisor evaluation and the faculty coordinator evaluation.  <input type="checkbox"/> Evidence that the student had contact with the faculty coordinator within the timeframe of the experience (e.g. lesson plans and attendance roster, meeting notes)</p>
<p><b>2.9 Programs may elect to offer courses that utilize distance education formats. All distance education coursework must meet all COMTA standards in addition to those specifically for distance education</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>2.9.1 Approvals and Control</b>  2.9.1.1 Courses that utilize distance education are reviewed and approved</p>	<p><input type="checkbox"/> Describe why distance education methods are being used rather than</p>	<p><input type="checkbox"/> Provide copy of COMTA approval to add distance education to an</p>

<p>by COMTA before being offered (not for initial applicants).</p> <p>2.9.1.2 Hours awarded for distance education comprise no more than 25% of the clock hours in the program, excluding any general education hours that may be included in a degree program.</p> <p>2.9.1.3 Institutions and programs must be approved to offer distance education for both in-state and out-of-state students where applicable.</p> <p>2.9.1.4 The program maintains control over the curriculum within the distance education courses and can make revisions as needed.</p> <p>2.9.1.5 Course content does not require on-site, hands-on or immediate monitoring of student work.</p> <p><b>2.9.2 Definitions and Appropriateness</b></p> <p>2.9.2.1 Hours or credits awarded for distance education courses are comparable to those offered for similar amount of content in classroom courses.</p> <p>2.9.2.2 Students are oriented to the process of distance education teaching and learning. Comprehensive instructions are included in the syllabus or separately address getting started and contacting support.</p> <p>2.9.2.3 Courses that utilize distance education formats must be appropriate for delivery through distance education methods and meet ADA standards.</p> <p>2.9.2.4 Distance education courses are designed to provide regular, meaningful and timely interaction between students and faculty.</p> <p><b>2.9.3 Assessment</b></p>	<p>face-to-face class time and how they compare to classroom courses.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how the schedule of courses is structured and whether students living outside the immediate area would be able to enroll in the program. Describe how the school ensures that the distance education components are approved for all states in which students reside if state requirements exist.</li> <li><input type="checkbox"/> Describe how the program maintains control over the curriculum within the distance education courses and can make revisions as needed.</li> <li><input type="checkbox"/> Describe resources used for distance education learning (learning management system, learning aids, documents, technical support availability).</li> <li><input type="checkbox"/> Describe how credit or clock hours are determined for new courses that are taught completely online or by hybrid methods.</li> <li><input type="checkbox"/> Describe how orientation for students is conducted.</li> <li><input type="checkbox"/> Describe the distance education methods used for each course, including synchronous and/or asynchronous components.</li> <li><input type="checkbox"/> Describe the method and timing of interaction(s) of student to student, student to faculty and faculty to student.</li> <li><input type="checkbox"/> Describe the methods used to assess student learning.</li> <li><input type="checkbox"/> Describe how the program and distance education faculty ensure student identity and academic integrity in completing coursework, including</li> </ul>	<p>accredited program.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a chart detailing the courses for the program, the number of clock hours or credit hours, and how many hours are awarded for distance education work in each (Complete Appendix D.18a).</li> <li><input type="checkbox"/> In states where approval requirements exist, provide letters of approval to offer distance education from all states in which students reside.</li> <li><input type="checkbox"/> Provide documentation showing either ownership of the curriculum materials, rights to customize course material, or evidence those revisions have been made as needed.</li> <li><input type="checkbox"/> Provide a rationale for the delivery of the course(s) via distance education.</li> <li><input type="checkbox"/> Provide evidence of distance education course clock and credit hour equivalency.</li> <li><input type="checkbox"/> Provide evidence of student distance education orientation.</li> <li><input type="checkbox"/> Provide links and access to any distance learning courses offered.</li> <li><input type="checkbox"/> Provide evidence of meaningful and timely interactions between students and faculty (discussion boards, emails, chat rooms, blogs, and other activities).</li> <li><input type="checkbox"/> Provide evidence of assessment tools used for each distance education course.</li> <li><input type="checkbox"/> Provide evidence of practices used to ensure academic integrity and the verification of student identity in coursework completion. This may include proctored assessments, secure log-ins, timed examinations or other commonly accepted practices.</li> </ul>
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<p>2.9.3.1 Distance education courses are designed to provide effective assessment of student learning.</p> <p>2.9.3.2 Programs and distance education course faculty employ methods to assure student identity and academic integrity in coursework, including assessments.</p> <p>2.9.3.2.1 Such methods may include, as appropriate, a secure log-in and password, proctored examinations, or other technologies and/or practices that are effective in verifying each student's identity.</p> <p><b>2.9.4 Faculty</b></p> <p>2.9.4.1 Faculty teaching distance education courses are experienced and/or trained in distance education methods.</p> <p>2.9.4.2 Distance education faculty may either be employees of the program or have a third-party contract for delivering the content with program input. The program must be able to adjust course delivery as needed to meet student needs.</p> <p><b>2.9.5 Distance Education Support</b></p> <p>2.9.5.1 The institution ensures effective and timely support for hardware and software needs of faculty and students.</p> <p>2.9.5.2 The program has personnel capable of supporting the distance education hardware/software onsite infrastructure or interface with outside hosts.</p> <p>2.9.5.3 An on-site employee oversees the technical delivery of distance education courses even if a third party does the actual work.</p>	<p>assessments and assignments.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe what training or experience the faculty member has teaching distance education/hybrid courses.</li> <li><input type="checkbox"/> Describe how distance education courses are equated to classroom courses relative to teaching load.</li> <li><input type="checkbox"/> Describe hardware, software and internet connection students and faculty must have to participate in distance education courses.</li> <li><input type="checkbox"/> Describe the technical support system for faculty and students, (such as email support, phone support, servers, and other elements). Describe turnaround time for resolution of technical support issues.</li> <li><input type="checkbox"/> Describe the role of the on-site staff member overseeing distance education-course delivery.</li> <li><input type="checkbox"/> Describe how student advising, career guidance or other services are provided for distance education students. Compare these offerings to those provided for students on campus. Describe how the library or applicable department supports distance education courses.</li> <li><input type="checkbox"/> Describe admissions criteria specific to determining a student's ability to succeed in distance education courses, including technical requirements.</li> <li><input type="checkbox"/> Describe the software utilized to provide interactive distance education learning.</li> <li><input type="checkbox"/> Describe the security used to maintain faculty and student privacy in distance education.</li> <li><input type="checkbox"/> Describe the process for ensuring that</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide evidence of faculty training or experience teaching distance education.</li> <li><input type="checkbox"/> Provide evidence of faculty employment through school, program, or vendor.</li> <li><input type="checkbox"/> Provide policies and procedures for faculty and students detailing technical requirements, technical support, and expectations for participation and responses.</li> <li><input type="checkbox"/> Provide job description(s) for on-site personnel and/or agreements with outside contractors providing hardware/software support for distance education courses.</li> <li><input type="checkbox"/> Provide job description(s) for on-site personnel providing hardware/software support for delivery of distance education courses.</li> <li><input type="checkbox"/> Provide COMTA Staff Personnel Form (Appendix D.8) of on-site employee.</li> <li><input type="checkbox"/> Provide examples of distance education resource materials.</li> <li><input type="checkbox"/> Provide evidence of disclosure of information clearly detailing courses using distance education methods and any admission criteria or surveys used to guide students in enrollment.</li> <li><input type="checkbox"/> Provide verification that all distance education courses use the same LMS.</li> <li><input type="checkbox"/> Provide the third-party vendor contract, if used, including ownership of the educational resources and contingency plans if the third-party vendor does not fulfill its obligations.</li> <li><input type="checkbox"/> Provide evidence of procedures used for faculty, student, and administrator login and security.</li> </ul>
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<p><b>2.9.6 Student Services</b>  2.9.6.1 Student services must be equivalent to those provided on-site during exclusive distance education course offerings.  2.9.6.2 Admissions and marketing materials inform prospective students of courses offered only via the distance education format.</p> <p><b>2.9.7 Distance Education Infrastructure</b>  2.9.7.1 All distance education courses use the same distance education learning management system (LMS). Textbook publishers' online resources are not considered an LMS.  2.9.7.2 Distance education course information for students and faculty is private and secure via log-in username and password.  2.9.7.3 Distance education course content and activity is backed up daily.  2.9.7.4 The institution ensures sufficient bandwidth to provide distance education courses.</p>	<p>the content used for the course and documentation of interaction between faculty and students during the course is preserved in a daily back-up system.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe bandwidth needed to deliver courses synchronously and asynchronously.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide evidence of backed-up course content, student participation and faculty feedback. Provide documentation of the procedure and where it is located.</li> <li><input type="checkbox"/> Provide technical information needed for delivery of distance education (synchronous and/or asynchronous) courses.</li> </ul>
<p><b>2.10 Massage and bodywork programs.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>2.10.1 Programs contain a minimum of 600 clock hours of classroom and clinical instruction.</b>  <b>2.10.2 Classroom and clinic/fieldwork instruction hours are conducted or directly supervised by qualified faculty members.</b>  <b>2.10.3 The number of clock hours and the time required to complete the program are consistent with the program's mission and objectives.</b>  <b>2.10.4 Programs meet the competency requirements outlined below.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List and describe all massage and bodywork programs being considered for accreditation.</li> <li><input type="checkbox"/> Identify the page(s) in the catalog where the programs are outlined</li> <li><input type="checkbox"/> For each program, state the total clock hours or credit hours and the number of weeks required to complete the program.</li> <li><input type="checkbox"/> Describe how the number of clock hours and the time required to complete the program are consistent with the program's mission and objectives</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a schedule of all current massage and bodywork classes. Specify which classes are required and which classes are electives.</li> <li><input type="checkbox"/> Provide a completed Competency Chart (Appendix D.2), listing the relevant courses and assessment tools for each competency.</li> <li><input type="checkbox"/> For <b>each</b> item in the Competency Chart, provide one (1) of the assessment tools cited.</li> </ul>

	<input type="checkbox"/> Describe the relationship between the program educational objectives and the competency requirements outlined in the standard.	
Competency and Elements	SSR Narrative must address	Required documentation
<p><b>COMPETENCY 1: PLAN AND ORGANIZE AN EFFECTIVE MASSAGE AND BODYWORK SESSION.</b></p> <p><b>Element 1.1: Structure and function of the human body in health and disease</b></p> <p>I. Identify and describe the anatomical organization and general physiological principles of the human body.</p> <p>II. For all systems of the body, identify, locate, and describe the structures (anatomy), functions (physiology) and pathologies commonly encountered in the practice of massage therapy and bodywork.</p> <ul style="list-style-type: none"> <li>A. Integumentary system</li> <li>B. Musculoskeletal system</li> <li>C. Cardiovascular system and blood</li> <li>D. Lymphatic and immune systems</li> <li>E. Nervous system</li> <li>F. Endocrine system</li> <li>G. Respiratory system</li> <li>H. Digestive system</li> <li>I. Urinary system</li> <li>J. Reproductive system</li> </ul> <p>III. Define, identify and describe the following elements of Asian anatomy, physiology and pathology. [For programs in Asian Bodywork Therapies only.</p> <ul style="list-style-type: none"> <li>A. Identify and describe general Asian philosophy and cosmology.</li> <li>B. The Five Elements/Transformations</li> <li>C. The Fundamental Substances of the body</li> </ul>		

<p>D. The Zang (Yin) and Fu (Yang) organs</p> <p>E. General Meridian Theory</p> <ol style="list-style-type: none"> <li>1. The Twelve Superficial Meridians/Channels (external/superficial and internal/deep) and effective points</li> <li>2. The Eight Extraordinary Vessels</li> <li>3. The Tendino-Muscular Pathways</li> </ol> <p>F. Specific points and categories of points</p> <ol style="list-style-type: none"> <li>1. Tonification and Sedation points</li> <li>2. Yuan (Source) points</li> <li>3. Luo (Connection) points</li> <li>4. Front Mu/Bo (Alarm) points</li> <li>5. Back Shu/Yu (Associated) points</li> <li>6. Beginning and Ending points</li> </ol> <p>G. Causes and patterns of disease or imbalance</p> <ol style="list-style-type: none"> <li>1. Etiology of imbalance</li> <li>2. Zang/Fu patterns of imbalances</li> <li>3. The six energies (divisions) from the most exterior to the most interior</li> <li>4. The energetic imbalances that occur within the Five Elements/Transformations Model</li> <li>5. The characteristic imbalances of the Four Levels (Defense, Qi, Nutritive, Blood)</li> <li>6. The characteristic imbalances of the Three Jiao (Upper, Middle, Lower)</li> </ol>		
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<p><b>Element 1.2: Effects of touch, massage and bodywork techniques</b></p> <p>I. Identify and describe the physiological effects of touch and specific massage or bodywork techniques. (Does not apply to programs in Asian Bodywork Therapies.)</p> <p>II. Identify and describe potential emotional effects of touch and specific massage or bodywork techniques. (Does not apply to programs in Asian Bodywork Therapies.)</p> <p>III. Identify specific indications, contraindications and precautions to touch, massage and bodywork, considering pathologies and various populations.</p> <p>IV. Apply the concepts of Yin/Yang. (For programs in Asian Bodywork Therapies only.)</p> <p><b>Element 1.3: Healthcare and bodywork terminology</b></p> <p>I. Use healthcare and bodywork terminology to communicate treatment findings and therapeutic results.</p> <p><b>Element 1.4: Therapeutic environment</b></p> <p>I. Define and describe the interpersonal and physical components of a therapeutic environment.</p> <p><b>Element 1.5: Wellness model</b></p> <p>I. Define and describe a wellness model.</p> <p>II. Identify the scope of practice of massage therapy and bodywork in relation to a wellness model.</p>		
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<p><b>Element 1.6: Assessment and data collection</b></p> <ul style="list-style-type: none"> <li>I. Describe the purpose of assessment and data collection.</li> <li>II. Perform assessment and data collection. <ul style="list-style-type: none"> <li>A. History taking</li> <li>B. Observation</li> <li>C. Palpation</li> <li>D. Functional testing</li> <li>E. Pain assessment</li> </ul> </li> </ul> <p><b>Element 1.7: Clinical reasoning and treatment planning</b></p> <ul style="list-style-type: none"> <li>I. Develop a safe and effective initial session and on-going treatment plan, based on client goals, assessment findings, and understanding of effects of massage and bodywork.</li> <li>II. Write clear, concise and accurate notes of client treatment sessions.</li> </ul>		
<p>Competency and Elements</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>COMPETENCY 2 - PERFORM MASSAGE THERAPY AND BODYWORK FOR THERAPEUTIC BENEFIT.</b></p> <p><b>Element 2.1: Organization and management of the client session</b></p> <ul style="list-style-type: none"> <li>I. Communicate the plan and rationale for a treatment session to the client.</li> <li>II. Obtain informed consent from the client prior to beginning a treatment session.</li> <li>III. Modify the plan and therapeutic approach used during a treatment session based on client response.</li> <li>IV. Manage time within a treatment session.</li> <li>V. Develop and implement strategies to address challenging client-therapist interactions.</li> </ul>		

<p><b>Element 2.2: Application of techniques</b></p> <ul style="list-style-type: none"> <li>I. Demonstrate techniques that are within the scope of training and practice of commonly recognized massage therapy or bodywork disciplines.</li> <li>II. Identify and apply principles and protocols for massage and bodywork sessions.</li> <li>III. Vary the choice and application of techniques as appropriate to the client's needs, including those of special populations.</li> <li>IV. Demonstrate techniques that are appropriate for each body area, including endangerment sites.</li> <li>V. Identify and practice appropriate methods of sanitation and personal hygiene in the performance of massage and bodywork sessions.</li> <li>VI. Describe and demonstrate standard precautions.</li> </ul> <p><b>Element 2.3: Equipment and supplies</b></p> <ul style="list-style-type: none"> <li>I. Demonstrate safe and effective use of equipment (such as massage tables, massage chairs, bolsters) and supplies (such as linens, lubricants, gloves).</li> </ul> <p><b>Element 2.4: Hydrotherapy (Not required for programs in Asian Bodywork Therapies)</b></p> <ul style="list-style-type: none"> <li>I. Describe various hot and cold hydrotherapy techniques (such as hot or cold packs, immersion baths, paraffin, ice massage).</li> <li>II. Identify the indications, contraindications, precautions, effects and uses of hydrotherapy techniques.</li> <li>III. Identify the physiological principles and mechanisms involved in the effects of hydrotherapy.</li> </ul>		
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IV. Describe appropriate methods of hygiene and sanitation for hydrotherapy applications.		
Competency and Elements	SSR Narrative must address	Required documentation
<p><b>COMPETENCY 3 - DEVELOP AND IMPLEMENT A SELF-CARE STRATEGY.</b></p> <p><b>Element 3.1: Self-assessment and stress management</b></p> <p>I. Assess personal needs, behaviors, beliefs, attitudes, and knowledge relevant to the practice of massage therapy and bodywork.</p> <p>II. Identify how personal and cultural values, attitudes, and ethics influence professional values, attitudes, and ethics.</p> <p>III. Identify the physiological and psychological effects of stress.</p> <p>IV. Identify various stress reduction techniques and their benefits.</p> <p><b>Element 3.2: Self-care and performance</b></p> <p>I. Identify and describe the effect of physical fitness and life style habits on the performance of massage and bodywork techniques.</p> <p>II. Define and describe the effect of centering, focusing, grounding and breathing on the performance of massage and bodywork techniques.</p> <p>III. Identify and demonstrate biomechanical skills necessary for the safe and effective performance of massage and bodywork techniques.</p>		
Competency and Elements	SSR Narrative must address	Required documentation
<p><b>COMPETENCY 4 - DEVELOP SUCCESSFUL AND ETHICAL THERAPEUTIC RELATIONSHIPS WITH CLIENTS.</b></p>		

<p><b>Element 4.1: Communication in the client-therapist relationship</b></p> <ul style="list-style-type: none"> <li>I. Define and demonstrate active listening, rapport, empathy and feedback.</li> <li>II. Identify strategies to effectively deal with emotional and behavioral client responses to massage therapy and bodywork treatment.</li> <li>III. Describe the principles of conflict resolution and apply conflict resolution skills effectively in the client-therapist relationship.</li> </ul> <p><b>Element 4.2: Professional boundaries</b></p> <ul style="list-style-type: none"> <li>I. Identify the qualities and characteristics of boundaries.</li> <li>II. Identify cultural differences related to boundary issues.</li> <li>III. Define and discuss the differences between a personal and a professional relationship.</li> <li>IV. Discuss the importance of professional boundaries.</li> <li>V. Define and discuss transference and counter transference.</li> <li>VI. Describe techniques for establishing and maintaining safe and respectful boundaries with clients.</li> <li>VII. Discuss and demonstrate the use of draping during treatment as a professional boundary.</li> </ul> <p><b>Element 4.3: Professional ethics</b></p> <ul style="list-style-type: none"> <li>I. Identify and describe the purpose of a code of ethics.</li> <li>II. Identify and describe the purpose of Standards of Practice specific to massage therapy and bodywork.</li> </ul>		
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<p>III. Identify confidentiality principles related to massage therapy and bodywork practice, including requirements for HIPAA compliance.</p> <p>IV. Identify common ethical situations in massage therapy and bodywork.</p> <p>V. Describe processes by which to effectively resolve ethical issues.</p>		
<p>Competency and Elements</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>COMPETENCY 5 - DEVELOP A STRATEGY FOR A SUCCESSFUL PRACTICE, BUSINESS OR EMPLOYMENT SITUATION.</b></p> <p><b>Element 5.1 Basic business practices</b></p> <p>I. Identify common business practices and structures in massage therapy and bodywork practice.</p> <p>II. Identify and design effective methods for time management, client scheduling and maintenance of the work environment.</p> <p>III. Create a business plan or outline an employment strategy, including short and long-term professional goals.</p> <p>IV. Identify the basic aspects of legal agreements, contracts, employment agreements and professional insurance.</p> <p>V. Identify basic principles of accounting and bookkeeping suitable for various business structures.</p> <p>VI. Create, maintain and identify legal requirements for retaining client, financial and tax records.</p> <p>VII. Demonstrate knowledge of federal, state and local regulations as they pertain to massage therapy and bodywork practice.</p> <p>VIII. Demonstrate knowledge of ADA requirements and their implication for massage therapy and bodywork</p>		

<p>practice.</p> <p><b>Element 5.2: Job search and marketing</b>  I. Identify the elements of effective job search and marketing materials (such as resumes, brochures, business cards).  II. Identify and discuss common methods of marketing for massage therapy and bodywork.  III. Identify strategies to develop and maintain a client base.</p> <p><b>Element 5.3: Professional referrals</b>  I. Identify strategies for effective communication with other professionals regarding client care and referrals.  II. Describe the process used to identify the scope of practice of allied health professions.  III. Describe the appropriate use of medical release and consent forms.</p> <p><b>Element 5.4: Professional relationships</b>  I. Discuss the process for establishing and maintaining professional relationships in the workplace.  II. Discuss strategies for establishing and maintaining professional relations with peers and with other professionals.  III. Identify strategies for conflict resolution with other professionals, including the need for documentation.</p>		
<p>Competency and Elements</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>COMPETENCY 6 - IDENTIFY STRATEGIES FOR PROFESSIONAL DEVELOPMENT.</b></p> <p><b>Element 6.1: History of the profession</b>  I. Describe the history of massage therapy and bodywork.</p>		

<p>II. Identify the role of professional associations for massage therapists and bodyworkers.</p> <p><b>Element 6.2: On-going education</b></p> <p>I. Discuss the value of ongoing education and skill development as a professional.</p> <p>II. Describe methods for identifying advanced training programs to enhance performance, knowledge and skills.</p> <p><b>Element 6.3: Research literacy</b></p> <p>I. Explain the value of research to the profession.</p> <p>II. Identify sources of research literature on therapeutic massage and bodywork.</p> <p>III. Critically read and evaluate a published research article in the field of massage therapy and bodywork.</p>		

### 3.0 Faculty

The faculty plays an integral role in the success of a program. Faculty members should have both the educational background and the field experience to teach their assigned courses. Furthermore, instructors of program specific theory and technique courses (such as massage technique or massage theory) must have credentials to practice professionally. Faculty members are expected to engage in on-going professional development. Professional development in technical knowledge and skills can be accomplished in a variety of ways, such as through work sabbaticals, part-time field employment or professional meetings and conferences. Professional development in instructional theory and skills can be accomplished through means such as formal education courses, in-service, observation of experienced teachers or participation in educational workshops. Institutions and programs should have clearly outlined policies for faculty orientation, on-going professional development and faculty evaluation. Faculty evaluation should include feedback from both supervisory staff and from students.

<b>3.1 Faculty members are academically and professionally qualified.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>3.1.1 All instruction is provided by individuals with appropriate education and experience.</b></p> <p><b>3.1.2 Instructors of theory and technique must have credentials to practice professionally in the jurisdiction in which the institution is located if the credentials are available. This requirement is waived for non-residents of the jurisdiction if the credential is not available to non-residents, or if the non-resident instructor provides no more than 20 hours of instruction over the length of the program.</b></p> <p><b>3.1.3 Instructors of theory and technique are eligible to sit for an appropriate licensing or certification exam or provide evidence of equivalent training or experience in lieu of eligibility.</b></p> <p><b>3.1.4 Instructors of theory and technique have a minimum of two (2) years practical experience or are able to demonstrate the appropriate knowledge or expertise as required by the course learning objectives.</b></p> <p><b>3.1.5 Instructors of anatomy, physiology and pathology have at least an undergraduate level proficiency in the subject matter being taught.</b></p>	<p><input type="checkbox"/> Describe the qualifications for all instructors, including educational, professional experience and teaching ability.</p> <p><input type="checkbox"/> Describe the method used to ensure instructors are qualified. In the case of anatomy, physiology or pathology instructors, describe explicitly how you determined they have the appropriate knowledge or expertise as required by the course learning objectives.</p> <p><input type="checkbox"/> Describe the teaching requirements in your jurisdiction.</p>	<p><input type="checkbox"/> Provide a list of all instructors, full-time and part time, with the following information for each:</p> <ol style="list-style-type: none"> <li>1. Courses Taught</li> <li>2. Educational background</li> <li>3. Number of years of professional experience in the field in which they teach</li> <li>4. Number of years of teaching experience</li> <li>5. Length of time with the school</li> <li>6. Description of training in teaching methods.</li> </ol> <p><input type="checkbox"/> Copy of Appendix D.7 for each instructor.</p> <p><input type="checkbox"/> Copy of credentials for theory and technique instructors.</p> <p><input type="checkbox"/> Copy of official transcripts and/or diplomas for instructors.</p>

<b>3.1.6 Official transcripts, diplomas or other documents provided by educational institutions certifying completion of training are on file for all instructors.</b>		
<b>3.2 Faculty members are informed of job expectations.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>3.2.1 Instructors receive an orientation to their instructional responsibilities.</b> <b>3.2.2 Instructors receive written job descriptions that include clearly stated performance</b>	<input type="checkbox"/> Describe the orientation of new faculty members.	<input type="checkbox"/> Copies of all instructional position job descriptions. <input type="checkbox"/> Copy of the faculty orientation plan or policies and procedures relating to faculty orientation.
<b>3.3 Faculty members engage in ongoing professional development.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>3.3.1 Institutions or programs have and follow a written policy regarding faculty professional development in technical knowledge or skills.</b> <b>3.3.2 Institutions or programs have and follow a written policy regarding faculty professional development in instructional skills.</b>	<input type="checkbox"/> Describe the methods used to ensure that instructional staff engages in professional development in technical knowledge or skills. <input type="checkbox"/> Describe the methods used to ensure that instructional staff engages in professional development in instructional skills.	<input type="checkbox"/> Copy of policy regarding faculty professional development. <input type="checkbox"/> Evidence of professional development in both instructional skills and technical knowledge or skills for all instructors.
<b>3.4 Faculty members are evaluated based on the performance expectations outlined in their job description.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>3.4.1 Faculty members receive annual written evaluations from their supervisor.</b> <b>3.4.2 Written evaluations take into account information provided by students.</b>	<input type="checkbox"/> Describe the process of assessing the effectiveness of instructional staff on an on-going basis. <input type="checkbox"/> Outline the process of including student feedback into evaluations.	<input type="checkbox"/> Completed formal annual evaluations for all instructors.

#### 4.0 Instructional Resources

*Institutions and programs are responsible for providing resources to support the learning process. These resources include the facility itself, teaching equipment and supplies, library resources and other learning resources. The facility should be well maintained, and provide an optimal learning environment. Instructional equipment and materials (such as desks, massage equipment, AV equipment, or anatomical models) should support the program objectives. It is not necessary for a program to have new equipment. However, equipment should be well maintained and in sufficient quantity to support student learning. Library resources and other learning resources should be available to students either on-site or off-site. Available library resources may include items such as books, electronic media (CDs or DVDs), periodicals, computer software or models. Examples of other learning resources include Internet access, tutoring programs or study groups. If the library or other learning resource is off-site, the program or institution should have a written agreement outlining student access, and should ascertain that current resources specific to the program content area are available.*

<b>4.1 Facilities are adequate to meet the program objectives.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>4.1.1 All facilities are adequate in space and design to fulfill the purposes to which they are devoted.</b></p> <p><b>4.1.2 All facilities, both instructional and non-instructional, are safe, clean, well maintained and in compliance with all applicable laws, building codes, and health and safety regulations.</b></p> <p><b>4.1.3 Instructional facilities provide an atmosphere conducive to learning. There is adequate lighting, ventilation and temperature control, and adequate space to allow for movement in the classroom and clinic.</b></p> <p><b>4.1.4 If an institution provides student housing, the facility meets fire, safety and sanitation standards as required by the applicable regulatory authority.</b></p> <p><b>4.1.5 All rental properties have a current lease agreement on file.</b></p>	<p><input type="checkbox"/> Describe the physical environment available for administration and instruction, including the number of rooms, layout, lighting, HVAC and first aid equipment.</p> <p><input type="checkbox"/> State any facility regulations specific to the educational program.</p> <p><input type="checkbox"/> Describe how the facilities support the program objectives.</p> <p><input type="checkbox"/> State whether facilities are owned or leased by the institution or program.</p>	<p><input type="checkbox"/> Copy of local code compliance documentation, including current building inspection, fire inspection and health inspection as required.</p> <p><input type="checkbox"/> Copy of current lease or deed as appropriate.</p>
<b>4.2 Instructional equipment and materials are adequate to meet the program objectives.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>4.2.1 All instructional equipment and materials fulfill the purposes to which they are devoted.</b></p>	<p><input type="checkbox"/> Describe the instructional equipment and materials available for classroom use.</p> <p><input type="checkbox"/> Describe how the instructional equipment</p>	<p><input type="checkbox"/> Provide an inventory of classroom furniture, instructional equipment and materials.</p>

<p><b>4.2.2 Instructional equipment and materials are safe, clean, and well maintained.</b></p> <p><b>4.2.3 Instructional equipment and materials provide an atmosphere conducive to learning. There are adequate equipment, furniture and supplies to accommodate the students in each class.</b></p>	<p>and materials support the program objectives.</p>	
<p><b>4.3 Students have reasonable access to library and learning resources that support the program objectives.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>4.3.1 Required course texts are available to students on-site</b></p> <p><b>4.3.2 The institutions or programs have and follow policies regarding access to library and learning resources if they are on-site</b></p> <p><b>4.3.3 Written arrangements guarantee student access to library and learning resources if they are off-site.</b></p>	<p><input type="checkbox"/> Describe the library and learning resources available to students.</p> <p><input type="checkbox"/> If there is not a library on-site, describe how the institution or program ensures student access to library resources elsewhere.</p> <p><input type="checkbox"/> Describe how the available library and learning resources support the program objectives.</p> <p>Self-study exhibit:</p>	<p><input type="checkbox"/> Document outlining student access to library resources including hours of availability.</p> <p><input type="checkbox"/> Copy of agreement with off-site library resource if the institution or program does not provide an on-site library.</p> <p><input type="checkbox"/> Provide an inventory of materials held in the library, including books, periodicals, electronic media (videos, DVDs, CDs), computer software, charts, models</p>

## 5.0 Student Recruitment and Admissions

*Institutions and programs are expected to use ethical recruitment and admissions practices, and to ensure that all recruitment and admissions practices comply with applicable regulations. Recruitment practices should provide prospective students with complete and accurate information about the institution and/or program so they can make informed enrollment decisions. Recruitment efforts should be aimed at prospective students who are qualified for and likely to complete and benefit from the program. Advertising and promotional material, including printed materials, broadcast medium and web-based materials should be clear, factually correct and current. Statements that are made in advertising and promotional material should be factual, and supporting documentation should be readily available. Advertising and promotional material should not contain general laudatory statements such as “cutting edge,” “state of the art” or similar language. Admissions policies and procedure should be clear, consistently applied, and should allow prospective students to make fully informed enrollment decisions in an atmosphere free from undue pressure. All prospective students should receive a catalog which fully outlines programs, policies, procedures, tuition and fees before signing an enrollment agreement.*

<b>5.1 Institutions and programs employ ethical and legal recruitment practices.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>5.1.1 Institutions and programs conform to all recruitment laws and regulations of the jurisdiction(s) in which they operate.</b></p> <p><b>5.1.2 Institutions and programs ensure that ethical recruitment practices are followed.</b></p> <p><b>5.1.3 Institutions and programs are not permitted to survey, canvass or otherwise solicit at or about welfare offices, unemployment lines, soup lines and/or public housing projects without written permission of the agency operating the premises.</b></p> <p>5.1.3.1 Written permission must be filed with COMTA in advance.</p> <p><b>5.1.4 If institutions and programs use surveys to identify prospective students, the survey must contain the name and address of the institution or program.</b></p> <p>5.1.4.1 A copy of the completed survey must be left with the person being surveyed.</p> <p>5.1.4.2 No appointments for the purpose of providing admissions information may be scheduled at the time that the survey is concluded.</p>	<p><input type="checkbox"/> Describe the institution’s or program’s recruitment methods.</p> <p><input type="checkbox"/> Describe the methods used to ensure that recruitment practices are ethical.</p> <p><input type="checkbox"/> Describe the procedure for ensuring that no guarantees of employment, licensure or certification are made.</p> <p><input type="checkbox"/> Describe any pending or completed investigations into the recruitment practices of the institution or the program by any regulatory agencies.</p>	<p><input type="checkbox"/> Copy of recruitment laws and regulations of the jurisdiction(s) in which the institution or program operates.</p> <p><input type="checkbox"/> Copy of policies and procedures for recruitment of students.</p> <p><input type="checkbox"/> Copy of recruiting manuals.</p> <p><input type="checkbox"/> Copy of surveys, if used.</p>

<p>5.1.5 Institutions or programs may not use scholarships as a recruiting device.</p> <p>5.1.6 Institutions or programs may not promise prospective students that program completion will guarantee employment, licensure or certification.</p> <p>5.1.7 Institutions or programs may not characterize competitors by falsely imputing to them dishonorable conduct, inability to perform on contracts, or questionable credit standing; making other false representations; falsely disparaging the character, nature, quality, values or scope of their courses, programs or services; or in any other material respect.</p>		
<p><b>5.2 Institutions are responsible for recruitment personnel.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p>5.2.1 All recruitment personnel are properly licensed or registered according to the laws of the jurisdiction in which the institution operates.</p> <p>5.2.2 All recruitment personnel are employees (not consultants or third-party agents) and operate within the United States, its territories or possessions.</p> <p>5.2.3 Third parties or non-employees may be paid on a non-commissioned basis for the preparation or distribution of appropriately-worded leaflets and other information to prospective students. Institutions or programs remain responsible for these materials.</p> <p>5.2.4 Accurate information is provided to prospective students by recruitment personnel, admissions personnel, or other staff.</p> <p>5.2.5 Recruitment and admissions personnel are not referred to as “counselors” unless they possess degrees</p>	<p><input type="checkbox"/> Identify who is responsible for recruiting at the institution.</p> <p><input type="checkbox"/> Describe how the institution or program ensures that accurate information is provided to prospective students.</p> <p><input type="checkbox"/> Describe how it is ensured that recruitment personnel do not provide specific guidance on Title IV financial aid.</p>	<p><input type="checkbox"/> Copy of state (or other jurisdiction) regulations regarding recruitment personnel.</p> <p><input type="checkbox"/> Copy of contracts for recruitment personnel.</p> <p><input type="checkbox"/> Organizational chart showing separation between recruitment/admissions and financial aid.</p>

<p><b>in counseling or are professionally trained and qualified to provide counseling services.</b></p> <p><b>5.2.6 Recruitment personnel may not provide specific guidance on Title IV student financial aid matters.</b></p> <p><b>5.2.7 Institutions or programs that participate in Title IV programs follow all regulations regarding compensation for recruitment practices.</b></p>		
<p><b>5.3 Institutions and programs employ ethical advertising and promotional practices.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>5.3.1 All advertising and promotional materials are clear, factually accurate and current, and avoid leaving any false or unsupported impressions of the institution or program, including location, name, educational programs, services, policies and accreditation status.</b></p> <p>5.3.1.1 Advertising and promotional materials must include the correct name and location of the program or institution.</p> <p>5.3.1.2 Institutions or programs may not falsely represent their facilities in photos, illustrations or through other means.</p> <p>5.3.1.3 All advertising and promotional materials clearly indicate that training or education, not employment, is being offered.</p> <p>5.3.1.4 Institutions or programs may not use the “employment,” “help wanted,” or “business opportunities” classifications for any form of advertising except to procure employees for the institution or program.</p> <p>5.3.1.5 Advertising or promotional</p>	<p><input type="checkbox"/> Describe the institution’s and program’s policies regulating promotions and advertising.</p> <p><input type="checkbox"/> Describe how the institution and program ensure accuracy and honesty in advertising, publications and promotional materials.</p>	<p><input type="checkbox"/> Copies of <b>all</b> advertising scripts, sales letters, catalogs, ads, web site, and other promotional materials used to recruit or attract students to the programs being accredited.</p>

<p>materials may not claim that students receive compensation for attending school.</p> <p>5.3.1.6 Institutions or programs may not represent any service as “free” when the service is regularly included as part of the course of instruction.</p> <p>5.3.1.7 Advertising and promotional material clearly differentiate existing and recognized programs from those that are prospective or hypothetical.</p> <p><b>5.3.2 Assertions made in advertising and promotional materials are factually accurate, current and able to be substantiated.</b></p> <p>5.3.2.1 Advertising and promotional materials may not use unsubstantiated statements.</p> <p>5.3.2.2 Documentation of policies, claims and statistics cited in advertising and promotional material are kept on file and readily available for review.</p> <p>5.3.2.3 Letters of endorsement, commendation or recommendation may be used only with the written consent of the authors. Remuneration may not be made for the endorsement or its use. Letters are kept on file and readily available for review.</p> <p><b>5.3.3 Advertising of financial aid includes an eligibility phrase (e.g., “financial aid available for those who qualify”). Institutions that do not administer Title IV funds may not use the term “financial aid.”</b></p> <p><b>5.3.4 Institutions and programs accurately represent their accreditation status.</b></p> <p>5.3.4.1 No institution or program may use the term “accredited” unless it indicates by what agency or</p>		
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<p>organization it is accredited.</p> <p>5.3.4.2 Institutions having branch locations clearly identify the accreditation status of each of the branch locations.</p> <p>5.3.4.3 Institutions or programs accredited by COMTA must name “COMTA” or “Commission on Massage Therapy Accreditation” when referring to its accreditation. This language may be used with or without the COMTA logo.</p> <p>5.3.4.4 The COMTA logo may only be used in the form provided by COMTA.</p>		
<p><b>5.4 A catalog and/or program handbook is available for all prospective students.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>5.4.1 The catalog and/or program handbook accurately portrays the institution or program, the resources and facilities, and the policies and procedures.</b></p> <p><b>5.4.2 The catalog and/or program handbook includes, at a minimum, all of the items on the Catalog Requirements Checklist (Appendix D.3).</b></p> <p><b>5.4.3 The institution or program provides a copy of the catalog and/or program handbook (including relevant supplements) to prospective students before signing an enrollment agreement.</b></p> <p><b>5.4.4 The catalog and/or program handbook provided to prospective students may be either a printed and bound copy or a read-only electronic copy (on a website or in PDF format).</b></p> <p><b>5.4.4.1 All versions of the catalog are identical.</b></p> <p><b>5.4.4.2 Printed and bound copies of the catalog and/or program handbook are available on request.</b></p>	<p><input type="checkbox"/> Describe how prospective students receive a copy of the catalog and any relevant supplements.</p>	<p><input type="checkbox"/> Copy of the catalog and any relevant supplements with a completed Catalog Requirements Checklist (Appendix D.3).</p>

<b>5.5 Institutions and programs employ ethical admissions practices.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>5.5.1 Clear policies and procedures exist for admitting students.</b></p> <p>5.5.1.1 Admissions policies and procedures are consistent with the institution's or program's stated mission.</p> <p>5.5.1.2 Admissions policies may not discriminate on the basis of race, gender, religion, nationality, age, disability, sexual orientation or other status protected by law.</p> <p>5.5.1.3 Admissions policies and procedures are adhered to consistently.</p> <p><b>5.5.2 Admissions standards are designed to ensure that, at a minimum, only those individuals who have the ability to successfully complete the training will be admitted.</b></p> <p>5.5.2.1 Applicants for admission to a program leading to a certificate, diploma or degree must be beyond the age of compulsory attendance.</p> <p>5.5.2.2 Applicants must possess a high school diploma or the equivalent. Recognized equivalents of a high school diploma are (1) GED, (2) a state certificate received by a student after the student has passed a state-authorized examination that the state recognizes as the equivalent of a high school diploma, and (3) an academic transcript of a student who has successfully completed at least 60-semester credit hours at an institution of higher education.</p> <p>5.5.2.3 Applicants who are not high</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> State the institution's or program's published admission requirements.</li> <li><input type="checkbox"/> Identify the page(s) in the catalog where the admissions requirements are published.</li> <li><input type="checkbox"/> Describe how the admission requirements are consistent with the institution or program's mission.</li> <li><input type="checkbox"/> Describe a normal admissions process.</li> <li><input type="checkbox"/> Outline how the institution or program ensures that admission requirements and procedures are uniformly applied.</li> <li><input type="checkbox"/> Describe how the institution or program determines whether applicants are properly qualified.</li> <li><input type="checkbox"/> If the institution or program admits students on the basis of ability to benefit without the high school equivalency, describe the process used in documenting the students' readiness and the support offered to the students before and during their program of study. .</li> <li><input type="checkbox"/> State the percentage of applicants that were refused acceptance in each of the past two years.</li> <li><input type="checkbox"/> Provide a profile of the applicants denied admission in each of the past two years, and describe how these denials are documented.</li> <li><input type="checkbox"/> Describe the process for accommodating persons with disabilities in the application process.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of admissions policies and procedures.</li> <li><input type="checkbox"/> Copy of the published admission requirements.</li> <li><input type="checkbox"/> Copy of the published non-discrimination policy.</li> <li><input type="checkbox"/> Policies and procedures relating to admissions for persons with disabilities.</li> <li><input type="checkbox"/> Copies of high school diploma, transcript, GED or equivalent in all student files.</li> <li><input type="checkbox"/> Documentation of the process followed for Ability to Benefit students without evidence of high school equivalency.</li> <li><input type="checkbox"/> Documentation regarding denials of admission in the past two years.</li> </ul>

school graduates or the equivalent must demonstrate their ability to benefit from the training by successfully passing a standardized entrance examination appearing on the federal Department of Education's list of approved tests, and which is administered in accordance with federal government's guidelines for ability-to-benefit testing, including being independently administered by an outside tester not on the payroll of the institution. Institutions may not accept for admission students scoring lower than the score designated by the test publisher as being the minimum acceptable score.

**5.5.3 Institutions and programs maintain written documentation of the basis for admission of the student.**

5.5.3.1 Such records include copies of high school transcripts or diplomas if the student is a high school graduate, or copies of official documentation that the student has successfully passed the state's GED equivalency exam.

5.5.3.2 The files of students who are admitted on the basis of Ability to Benefit Test contain documented evidence that the student has taken and passed the required entrance exam. Institutions provide academic and career advising to students who qualify for admission on the basis of Ability to Benefit Testing and adequately document the advising. The advising must occur before matriculation and at regular intervals thereafter.

**5.5.4 Institutions and programs maintain**

documentation of the reasons for the denial of admission to any applicant. <b>5.5.5 Institutions and programs reasonably accommodate applicants with disabilities to the extent required by applicable law.</b>		
<b>5.6 Institutions and programs have and consistently implement clear policies regarding transfer credit.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>5.6.1 The transfer credit policy specifies the educational criteria guiding the acceptance of transfer credits.</b> <b>5.6.2 The transfer credit policy specifies the maximum number of transfer credits that can be accepted toward completion of an accredited program.</b> <b>5.6.3 The transfer credit policy outlines the procedure for determining whether transfer credit will be granted.</b> <b>5.6.4 Records of transfer credit and any supporting documentation remain in the student's file.</b>	<input type="checkbox"/> Describe the institution's or program's policy on transfer of credit. <input type="checkbox"/> Identify the page(s) in the catalog where the transfer credit policy is published. <input type="checkbox"/> State the number of students who applied for and the number of students who received transfer credit over the past two years.	<input type="checkbox"/> Copy of published policy and procedure for transfer of credit. <input type="checkbox"/> Documentation of transfer credit in student files.

## 6.0 Student Services

*Institutions and programs are expected to consider student's academic and non-academic needs. Institutions and programs should provide a variety of student services, including academic advising and career and placement services. These services may be provided by the institution or program itself, or via an outside provider. Students who are in a program at a larger institution should have access to all student services provided to other students within the institution. All interactions with students should be consistent with the institution's or program's mission, reflect the highest ethical standards, and conform to all applicable laws and regulations.*

<b>6.1 Institutions and programs provide student services.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>6.1.1 Student services provided by the institution or program are consistent with their stated mission and educational goals.</b> <b>6.1.2 Student relations reflect high ethical standards.</b> <b>6.1.3 Student services are delivered at the main campus and at all branch campuses.</b>	<input type="checkbox"/> Describe the student services provided by the institution or program at the main campus and all branch campuses. <input type="checkbox"/> Describe the institution's or program's efforts to ensure students' experiences within the institution are consistent with the institutional mission and objectives and meet high ethical standards.	<input type="checkbox"/> Copies of minutes, memos or other communication related to student concerns and relationships with school personnel.
<b>6.2 Institutions and programs provide students with advising services.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>6.2.1 Institutions and programs provide students, either directly or through contractual arrangement, with academic, career and placement services, and any other advising or counseling services required by law.</b> <b>6.2.1.1 Documentation of placement services provided is kept.</b> <b>6.2.2 Students enrolled in a program have access to all academic and any other student services provided to other students within the institution as identified in the institution's catalog.</b> <b>6.2.3 Institutions and programs have a mechanism in place to refer students to an appropriate professional.</b>	<input type="checkbox"/> Describe all advising or counseling services provided to students. List any services the school is required to deliver under the law. If the program contracts for advising services, describe how the program ensures the quality of the services. <input type="checkbox"/> Describe the process used to refer students to appropriate counseling services that it does not itself provide. Describe how the program ensures that staff/faculty provide appropriate referrals. <input type="checkbox"/> Describe all placement or employment assistance services provided.	<input type="checkbox"/> Documentation of advising or counseling services. <input type="checkbox"/> Documentation of placement services provided. <input type="checkbox"/> Evidence of mechanism for referrals to appropriate professionals.
<b>6.3 Institutions and programs reasonably accommodate students with disabilities to the extent required by applicable law.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>6.3.1 Institutions and programs provide students with information about learning</b>	<input type="checkbox"/> Describe the process for accommodating persons with disabilities within the program.	<input type="checkbox"/> Documentation of accommodations for persons with disabilities.

<b>support services.</b>	<input type="checkbox"/> Describe how students receive information about learning support services.	<input type="checkbox"/> Evidence of mechanism for informing students about learning support services.
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## 7.0 Student Records and Progress

*Institutions and programs should maintain records of and monitor students' progress through the program. Students should be informed of expected performance standards, and should receive regular reports of their progress in the program. Records of students' attendance, progress and completion should be accurate, organized, confidential, and maintained in a safe place. Institutions and programs located in the United States should follow the regulations outlined in the federal Family Education Rights and Privacy Act (FERPA), as well as any other jurisdictional regulations. Institutions and programs offering any COMTA accredited program must have a policy for determining what constitutes satisfactory academic progress throughout that program. Those institutions wishing to establish or maintain eligibility to administer United States Title IV financial aid programs are required to meet applicable government requirements in this area. Institutions and programs are expected to show that a high proportion of students successfully progress through their program, complete their program, and obtain employment in the field for which they have trained. Minimum acceptable completion, placement and licensure rates will be determined by the Commission based on previous years' reported results from accredited programs. The Commission will report the minimum acceptable rates following the fall Commission meeting each year.*

<b>7.1 Institutions and programs maintain educational records for all currently enrolled students.</b>		
<b>Standard Components</b>	<b>SSR Narrative must address</b>	<b>Required documentation</b>
<p><b>7.1.1 Educational records are accurate, organized, confidentially maintained and secured from damage or loss (e.g. fire, water, theft or tampering).</b></p> <p>7.1.1.1 Educational records include all admissions, academic and financial records on which the student's enrollment is based.</p> <p><b>7.1.2 Institutions and programs located in the United States have and follow policies and procedures regarding educational records that are in compliance with current law, including the federal Family Education Rights and Privacy Act (FERPA).</b></p> <p>7.1.2.1 Institutions and programs inform students of FERPA regulations regarding rights to access and confidentiality.</p> <p>7.1.2.2 Institutions and programs allow students to inspect and review their educational records. The institution provides opportunity and methods for students to challenge the accuracy of the contents of their educational records, and opportunity for correction.</p>	<p><input type="checkbox"/> Describe how the institution or program ensures the accuracy, security and confidentiality of student educational records, including the location of records and how records are protected from fire, water, theft or tampering.</p> <p><input type="checkbox"/> Describe how students are informed of FERPA regulations.</p> <p><input type="checkbox"/> Describe the process for students to access, review and comment on their educational records.</p> <p><input type="checkbox"/> If your institution releases student information for directory purposes, describe how students select in or out of the process.</p> <p><input type="checkbox"/> Describe the policy and procedure for the release of student or graduate transcripts.</p>	<p><input type="checkbox"/> List of all documents kept in a student's educational record.</p> <p><input type="checkbox"/> Copy of published policy and communication regarding confidentiality and access to student educational records.</p> <p><input type="checkbox"/> Documentation of the process for students to select in or out of directory.</p> <p><input type="checkbox"/> Copy of actual graduate transcript.</p>

<p><b>7.1.3 Institutions and programs develop, publish and follow policies governing the release of student records and other student information, which conform to all applicable laws and regulations.</b> 7.1.3.1 Transcripts are released only in response to student or graduate request.</p> <p><b>7.1.4 Educational records are reasonably accessible to students.</b> 7.1.4.1 Records are secured in a location where instruction regularly takes place. 7.1.4.2 Records are accessible at reasonable times.</p>		
<p><b>7.2 Institutions and programs monitor and evaluate student performance and completion.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>7.2.1 Institutions and programs have and follow written policies for monitoring student attendance.</b> 7.2.1.1 Instructional personnel are consistent in their implementation of attendance policies. 7.2.1.2 Students are informed when attendance standards are not being met.</p> <p><b>7.2.2 Institutions and programs have and follow written policies for monitoring student academic performance and completion.</b> 7.2.2.1 Instructional personnel are consistent in their implementation of grading policies. 7.2.2.2 Students receive progress reports regularly. 7.2.2.3 Students are informed when grading and program completion standards are not being met.</p>	<p><input type="checkbox"/> Describe the institution's or program's policy on attendance. <input type="checkbox"/> Identify the page(s) in the catalog where the attendance policy is published. <input type="checkbox"/> Describe the process for monitoring and recording attendance. <input type="checkbox"/> Describe the institution's or program's grading and completion policies. <input type="checkbox"/> Identify the page(s) in the catalog where the grading and completion policies are published. <input type="checkbox"/> Describe the process for monitoring and recording grades and program completion. <input type="checkbox"/> Describe the process of giving students progress reports. <input type="checkbox"/> Describe how students are informed when attendance, grading or program completion standards are not being met. <input type="checkbox"/> Describe how the institution or program ensures that instructional personnel are consistent in their implementation of attendance and grading policies.</p>	<p><input type="checkbox"/> Copy of published attendance policy. <input type="checkbox"/> Copy of published grading and completion policies. <input type="checkbox"/> Evidence of communication with instructional personnel regarding attendance, grading and completion policies (e.g. minutes of faculty meetings; memos; e-mails; notes). <input type="checkbox"/> Samples of attendance records by class and by student. <input type="checkbox"/> Samples of grade reports by class and by student.</p>

<b>7.3 Institutions and programs have and follow policies regarding student progress.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>7.3.1 The institution or program strictly adheres to its published standards of satisfactory progress.</b></p> <p><b>7.3.2 Satisfactory progress policies include a qualitative measure of student progress (e.g., overall average of 75%, a cumulative GPA of 2.0).</b></p> <p><b>7.3.3 Satisfactory progress policies include a quantitative measure of student progress (e.g., maximum timeframe in which students must complete program requirements).</b></p> <p>7.3.3.1 For clock hour programs the maximum timeframe may not exceed 1.5 times the normal duration of the program.</p> <p>7.3.3.2 For credit hour programs the maximum credit hours attempted may not exceed 1.5 times the credit hours required to complete the program.</p> <p><b>7.3.4 Satisfactory progress policies establish increments at which the student progress is assessed.</b></p> <p>7.3.4.1 The increments cannot be more than one (1) academic year in length.</p> <p>7.3.4.2 Programs less than one year should, at a minimum, assess student progress at the midpoint of the program.</p> <p><b>7.3.5 Satisfactory progress policies define the effect on satisfactory progress of course withdrawals, incomplete grades, course repetitions and non-credit remedial classes.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the institution's or program's satisfactory progress policy</li> <li><input type="checkbox"/> Identify the page(s) in the catalog where the satisfactory progress policy is published</li> <li><input type="checkbox"/> Describe the process for monitoring satisfactory progress.</li> <li><input type="checkbox"/> Describe how students are informed when satisfactory progress standards are not being met.</li> <li><input type="checkbox"/> Describe how the institution or program intervenes with students who are failing to meet satisfactory progress standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of published satisfactory progress policy</li> <li><input type="checkbox"/> Evidence of communication with students who have not met satisfactory progress standards.</li> </ul>

<p><b>7.3.6 Satisfactory progress policies state the actions that will be taken as a result of failure to maintain satisfactory progress.</b></p> <p>7.3.6.1 A probationary policy identifies the length of time a student may be on probation.</p> <p>7.3.6.2 Conditions for reinstatement of financial aid are specified if aid is denied because of unsatisfactory progress.</p> <p><b>7.3.7 Satisfactory progress policies include an appeal procedure for students who may be denied financial aid as a result of not making satisfactory progress.</b></p>		
<p><b>7.4 Institutions and programs monitor student completion, graduate placement, and graduate credentialing or licensure.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>7.4.1 Institutions and programs have a process for monitoring completion, placement and licensure rates on an annual basis.</b></p> <p>7.4.1.1 Rates are calculated using the Completion, Placement and Licensure Chart (Appendix D.12).</p> <p>7.4.1.2 Verifiable records of initial graduate employment are kept.</p> <p>7.4.1.3 Records of state or municipal credentialing or licensure are kept, where available.</p> <p><b>7.4.2 Institutions and programs meet minimum completion, placement and licensure rates as established by the Commission.</b></p>	<p><input type="checkbox"/> Describe the process for monitoring completion, placement and licensure rates.</p> <p><input type="checkbox"/> Provide an analysis of the completion, placement and licensure rates for the current reporting period.</p>	<p><input type="checkbox"/> Copy of the completed Completion, Placement and Licensure chart (Appendix D.12) for the current reporting period.</p> <p><input type="checkbox"/> Copy of the instruments used to determine placement data.</p> <p><input type="checkbox"/> Verifiable records of initial graduate employment.</p>

## 8.0 Financial Practices

*Institutions and programs should be financially sound, show adequate financial planning and management, and in compliance with all regulatory agency financial requirements.*

<b>8.1 Institutions and programs are administered competently and legally to ensure long stability.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>8.1.1 A responsible financial management system ensures the continuance of the program.</b></p> <p>8.1.1.1 Financial books and bank accounts are separate from any other finances not connected to the institution.</p> <p>8.1.1.2 A budget for the upcoming fiscal year exists, that realistically projects income and expenses for the institution and its program(s) .</p> <p>8.1.1.2 The program complies with the financial practices of the institution (for programmatic accreditation only)</p> <p>8.1.1.3 For all payments received by the institution or program, a receipt or statement of account is issued to the payer, and records are maintained of that transaction.</p> <p><b>8.1.2 Institutions and programs are adequately financed.</b></p> <p>8.1.2.1 A record of income and reserves is maintained (as evidenced by an independent audited financial statement) sufficient to complete the instruction of currently enrolled students and to maintain a program consistent with the standards.</p> <p>8.1.2.2 Financial statements specifically and clearly demonstrate a ratio of current assets to current liabilities of at least 1:1.</p> <p>8.1.2.3 The institution demonstrates a commitment to and the financial</p>	<p><input type="checkbox"/> Describe the financial management system. Include the method of record keeping for all transactions, the financial checks and balances and the method for acknowledging payment.</p> <p><input type="checkbox"/> Discuss policies and procedures designed to assure the safety, accountability and effective use of financial resources.</p> <ul style="list-style-type: none"> <li>Describe how the program complies with the financial practices of the institution (programmatic only).</li> </ul> <p><input type="checkbox"/> Identify how business record keeping is maintained separate from personal accounts.</p> <p><input type="checkbox"/> Describe the measures taken to assure accuracy and security of financial records.</p> <p><input type="checkbox"/> Describe the current assets to liabilities ratio and explain if not at the 1:1 level.</p> <p><input type="checkbox"/> Discuss whether the income and reserves are sufficient to complete the instruction of currently enrolled students while still meeting COMTA standards and applicable legal requirements. Be specific. Specify use of tuition bonds, tuition insurance, or contribution to a public fund, and whether this is required by law or regulation.</p> <ul style="list-style-type: none"> <li>Discuss the institution's financial support of and continuity plan for the program (programmatic only)</li> </ul> <p><input type="checkbox"/> Describe the professional liability insurance coverage maintained on the institution, faculty and students.</p> <p><input type="checkbox"/> Describe the general liability insurance coverage maintained by the institution.</p>	<p><input type="checkbox"/> Reviewed or audited financial reports (statement of financial affirmation and assets, liabilities, equities or equivalent) income statements, budget documents comparing budgeted items to actual amounts, detailed operating statements and other relevant data for the past two completed fiscal years.</p> <p><input type="checkbox"/> Current financial statements with year to date information.</p> <p><input type="checkbox"/> Budgets for the upcoming fiscal year detailing income sources and expense categories for each program, with notes justifying the projected amounts.</p> <p><input type="checkbox"/> Copy of tuition bond, tuition insurance or inclusion in a similar plan to ensure ability to complete instruction of current students.</p> <p><input type="checkbox"/> Sample set of documents showing a student's payment activity for one quarter/semester.</p> <p><input type="checkbox"/> Copy of the professional and general liability insurance policies</p>

<p>resources for the education of all currently enrolled students.</p> <p><b>8.1.3 Institutions carry adequate insurance coverage to insure ongoing viability of the institution and program.</b></p> <p>8.1.3.1 Institutions carry adequate professional liability insurance on the institution, faculty and all students for each program.</p> <p>8.1.3.2 Institutions carry adequate general liability insurance to address extraordinary events which could disrupt business operations (e.g. fire, water, theft or tampering).</p>	<p><input type="checkbox"/> Describe the steps your school/program is taking to ensure its long-term financial health.</p>	
<p><b>8.2 Tuition policies are clear and uniformly applied.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>8.2.1 All program costs, including extra costs, are fully and clearly disclosed to prospective students.</b></p> <p>8.2.1.1 In larger institutional settings where detailed program information is not published in the catalog, programs may publish program-specific cost information in brochures made available to prospective students.</p> <p><b>8.2.2 Tuition policies are published.</b></p> <p>8.2.2.1 Tuition policy addresses adjustment of charges in case of student withdrawal before program start date, student withdrawal after the program start date, student dismissal and cancellation of classes.</p> <p>8.2.2.2 Policies are in compliance with federal and state laws (or equivalent outside of United States).</p> <p>8.2.2.3 Refund policy is based on a percentage of course completed, plus applicable administrative costs.</p> <p>8.2.2.4 Refunds are calculated from</p>	<p><input type="checkbox"/> Describe how prospective students are informed of program costs, tuition and refund policies.</p> <p><input type="checkbox"/> Identify the page(s) in the catalog where the program costs, tuition and refund policies are outlined.</p> <p><input type="checkbox"/> Describe the requirements for refunds within your jurisdiction.</p> <p><input type="checkbox"/> Describe refund calculations. Give examples.</p> <p><input type="checkbox"/> Provide information on refunds over the past year, including: how many students dropped, how much money was refunded, the median refund, and the location of the records of refunds.</p> <p><input type="checkbox"/> Describe the process for signing an enrollment agreement. (for institutions and programs required to do so by state law).</p>	<p><input type="checkbox"/> Copy of jurisdictional requirements regarding tuition. Highlight the relevant sections.</p> <p><input type="checkbox"/> Copy of the jurisdictional requirements for refund. Highlight the relevant sections.</p> <p><input type="checkbox"/> Copy of the enrollment agreement with a completed Enrollment Agreement Checklist (Appendix D.16).</p> <p><input type="checkbox"/> Copy of the printed tuition and refund policies.</p> <p><input type="checkbox"/> Copy of an enrollment agreement signed by students (for institutions and programs required to do so by state law).</p> <p><input type="checkbox"/> Report for the past year showing drops and refund data (date of drop, amount of refund, date of refund) for each drop. <input type="checkbox"/> Refund calculation and evidence of refund for a student who withdrew.</p>

<p>the last day of attendance and made within forty-five (45) days of the termination date.</p> <p>8.2.2.5 Policy defines an official termination date for non-starts and dropouts.</p> <p>8.2.2.6 Written records are maintained on enrollment cancellations and tuition refunds.</p> <p><b>8.2.3 All students who enroll in the same program are charged the same tuition, excepting that:</b></p> <p>8.2.3.1 Public institutions may charge different rates to residents and non-residents.</p> <p>8.2.3.2 Institutions or programs may raise tuition, award scholarships, grant cash discounts to students for advance payment of tuition, and offer educational benefits to employees or their families.</p> <p><b>8.2.4 Complete enrollment agreements with students exist in schools that are required by state law to utilize enrollment agreements.</b></p> <p>8.2.4.1 The enrollment agreement includes, at a minimum, all required items listed on the Enrollment Agreement Checklist (Appendix D.16).</p> <p>8.2.4.2 The institution ensures that the applicant is fully informed of the rights, responsibilities and obligations of both the institution and the student under the enrollment agreement before it is signed by the applicant.</p> <p>8.2.4.3 No enrollment agreement is binding until it has been signed by the applicant and accepted by the appropriate school official.</p> <p>8.2.4.4 A copy of the fully signed</p>		
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enrollment agreement is furnished to the student at the time the student signs.		
<b>8.3 Institutions and programs participating in state or federal student financial aid programs comply with all applicable laws and regulations of the sponsoring agency.</b>		
Standard Components	SSR Narrative must address	Required documentation
<p><b>8.3.1 Institutions and programs demonstrate the administrative capability to participate in these financial aid programs through satisfactory reviews conducted by the applicable funding source.</b></p> <p><b>8.3.2 Institutions employ specifically designated staff members in sufficient numbers to effectively administer the various funding programs.</b></p> <p>8.3.2.1 At least one individual, who is an employee of the institution and who is designated as having responsibility for student financial aid programs, is on-site and available to students to answer questions and to effectively administer the programs.</p> <p>8.3.2.2 The size of the financial aid staff and the number of hours devoted to the administration of the financial aid programs is governed by the size of the school and the number of students participating in the financial aid programs.</p> <p>8.3.2.3 Individuals designated as having responsibility for student financial aid shall demonstrate on-going professional awareness and knowledge of financial aid rules and regulations through membership and participation in state, regional or national financial aid associations, through attendance at financial aid</p>	<p><input type="checkbox"/> Describe the institution's participation in Title IV programs or other public sector financial aid programs.</p> <p><input type="checkbox"/> Identify who is responsible for administering the program, the qualifications for fulfilling that role and the amount of time specifically assigned to financial aid.</p> <p><input type="checkbox"/> If external vendors or consultants administer, in whole or part, the financial aid programs, describe the activities performed on behalf of your institution.</p> <p><input type="checkbox"/> State the number of currently enrolled students participating in the program and the percentage of your total enrollment this accounts for.</p> <p><input type="checkbox"/> Describe the institution's procedures related to financial aid administration including identifying who is responsible for determining the financial aid awards and who is responsible for disbursement of funds.</p> <p><input type="checkbox"/> Describe how the institution ensures that the person responsible for managing the financial aid program stays current with financial aid rules and regulations.</p> <p><input type="checkbox"/> Discuss the findings of the most recent compliance review for Title IV funding. Identify any concerns expressed and remedies taken.</p> <p><input type="checkbox"/> Describe your default management program. Include a detailed description of your financial aid counseling, entrance and exit interviews and cooperation with the lenders.</p> <p><input type="checkbox"/> Identify the default rate for each of the past</p>	<p><input type="checkbox"/> Copy of the most recent compliance audit report.</p> <p><input type="checkbox"/> Copy of the program participation agreement from USDE regarding Title IV funding.</p> <p><input type="checkbox"/> Copy of the record of continuing education, courses, seminars attended by the individual responsible for financial aid program</p>

<p>workshops or seminars on at least an annual basis, and through reading professional journals and publications on financial aid that are designed to keep the financial aid officer up to date on changes in financial aid regulations.</p> <p>8.3.2.4 The person or persons responsible for determining the amount of student awards may not be responsible for disbursing those awards.</p> <p>8.3.2.5 Staff members whose primary responsibility is for student recruitment may not have decision-making authority in the approval or awarding of student financial aid.</p> <p><b>8.3.3 Institutions and programs participating in the Federal Family Educational Loan or in William D. Ford Federal Direct Loan programs have in place appropriate programs designed to encourage students to repay their loans.</b></p> <p>8.3.3.1 Default management programs include financial aid counseling, entrance and exit interviews, and cooperation with lenders, including the collection of information to facilitate the location of borrowers.</p> <p>8.3.3.2 If required by the federal government, the institution must use a default management plan approved by the United States Department of Education.</p> <p>8.3.3.3 Institutions must maintain an official fiscal year cohort default rate that is below the federal threshold rate.</p> <p><b>8.3.4 The catalog of the institution or program accurately describes the financial aid programs in which the school participates.</b></p>	<p>three years.</p> <p><input type="checkbox"/> Outline the methods used to inform students and prospective students of the financial aid options available. Discuss how you inform the students of the various different types of financial aid mechanisms such as grant, loan, scholarship and the eligibility requirements for financial aid.</p> <p><input type="checkbox"/> Identify the page(s) in the catalog where financial aid is outlined.</p>	
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<p>8.3.4.1 The catalog distinguishes in meaning between the terms scholarship, grant, loan and financial aid.</p> <p>8.3.4.2 The catalog includes the requirements that students must meet in order to maintain their eligibility for continued participation in these programs.</p>		
<p><b>8.4 Institutions and programs offering scholarships provide full disclosure of their terms and conditions of availability.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>8.4.1 Institutions and programs publish terms of scholarships, including the basis for selection, deadline dates for applications, the number of scholarships to be awarded, and any other applicable terms and conditions.</b></p>	<p><input type="checkbox"/> Describe the scholarships offered and the eligibility criteria. Include a discussion of the terms and the notifications to students about the criteria.</p>	<p><input type="checkbox"/> Copy of the flyers, postings and catalog information regarding scholarships offered.</p>

## 9.0 Management

Management's primary role is to oversee the development, implementation and evaluation of an effective program. For programs within larger institutions, there must be evidence the management of the program is within the boundaries of the law and able to provide effective oversight of the program. Management should engage in on-going process of assessing effectiveness in meeting its mission and educational objectives. On a regular basis, institutions and programs should collect and analyze feedback from a variety of sources, including students, graduates, employers and other interested parties. This information should be used in revising educational offerings. Management should have short and long-term plans for the organization as a whole. The plan should include a review of past retention and placement rates, identification of trends, explanations for fluctuations, and goals set for the future, including planned actions to achieve those goals. The plan should include an evaluation of such things as physical facilities, staffing and program offerings, along with short-term and long-range plans. The plans need to include strategies, timelines and benchmarks. Management should have in place a structure and organization to allow for effective and efficient operation. There should be published lines of authority so that faculty, students, and administrators understand the channels for procedures.

<b>9.1 Institutions and programs have adequate management capacity in place.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>9.1.1 For programs within an institution, there is a minimum of one full time employee of the institution designated with the responsibility of overseeing the management functions of the program.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the legal organization of the entity offering the program under review (e.g. sole proprietorship, corporation, non-profit, public).</li> <li><input type="checkbox"/> Describe the ownership or control of the institution. If a corporation, a limited liability company, partnership or limited partnership, list the names, addresses and percentage of ownership of anyone owning more than 10% of the institution.</li> <li><input type="checkbox"/> Provide a brief history of the institution, including past owners, different names under which the institution has operated, changes in organizational or corporate form and relevant dates for all of these items.</li> <li><input type="checkbox"/> Describe the management's operational structure and function.</li> <li><input type="checkbox"/> Discuss why an outside consultant has been or might be brought in to support operational effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed organizational chart, including the functions and names of persons filling various Roles.</li> <li><input type="checkbox"/> Evidence of legal structure, including incorporation papers, bylaws, etc.</li> </ul>
<b>9.2 Management ensures that the program is operated in accordance with law and the institutions or program's own internal policies and procedures.</b>		
Standard Components	SSR Narrative must address	Required documentation
<b>9.2.1 The institution or program is licensed as required by local, state (provincial) or national law.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and summarize the local, state (provincial) or national governmental agencies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of all state (provincial) and local laws relating to the operation of the institution or</li> </ul>

<p>9.2.1.1 Requirements for the certificate, diploma or degree offered are consistent with recognized educational standards and regulations of the jurisdiction where the program is located.</p> <p><b>9.2.2 The institution or program develops and follows internal policies and procedures.</b></p> <p>9.2.2.1 Management ensures the institution or program continues to comply with accreditation standards and policies throughout the term of accreditation.</p>	<p>that license or regulate the institution.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the relationship among the state law (provincial) or local ordinances, and COMTA Standards, paying particular attention to the manner in which the applicant meets the most restrictive of these conditions, ensuring that the more strict of the conditions prevails.</li> <li><input type="checkbox"/> If state law or local ordinance describe branch campuses and auxiliary classrooms, etc., differently than COMTA Standards describe branch and auxiliary classrooms, articulate the differences and describe how the applicant meets the more restrictive of the two definitions.</li> <li><input type="checkbox"/> Describe the approval process for offering the certificate, diploma or degree you award within the jurisdiction(s) of your program or institution.</li> <li><input type="checkbox"/> Describe any other types of accreditation held by the institution and state if its owners are affiliated with any other educational institutions.</li> <li><input type="checkbox"/> Describe any legal actions against the institution in the past five years and the outcome of those actions.</li> <li><input type="checkbox"/> Describe any currently pending regulatory or legal actions. Identify the issues, parties and status in detail.</li> <li><input type="checkbox"/> Describe how critical management documents or files are maintained and secured.</li> </ul>	<p>program. Highlight the relevant sections.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Names, addresses and phone numbers of the state/provincial and local regulatory agencies.</li> <li><input type="checkbox"/> Evidence of current legal operation</li> <li><input type="checkbox"/> Evidence of accreditation status with other accrediting agencies.</li> <li><input type="checkbox"/> Evidence of management policies and procedures.</li> </ul>
<p><b>9.3 Management regularly assesses the educational programs and updates them as needed.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>9.3.1 Institutions and programs have a process for collecting and analyzing data about the quality and effectiveness of educational programs.</b></p> <p>9.3.1.1 There is a system in place for analyzing student performance</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the process for gathering and analyzing data about the quality and effectiveness of educational programs.</li> <li><input type="checkbox"/> Provide current data and analysis for each section of the standard (student performance,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of the assessment process and the use of the results in planning and program improvement activities (e.g. minutes of faculty, staff, administrative or board meetings; memos; e-mails; notes)</li> </ul>

<p>(grades, retention rates, satisfactory progress) in each program.</p> <p>9.3.1.2 There is a system in place for gathering and analyzing student evaluations of faculty, courses and the overall program.</p> <p>9.3.1.3 There is a system in place for gathering and analyzing input from employers, including individuals not employed by or otherwise affiliated with the program or institution.</p> <p>9.3.1.4 There is a system in place for gathering and analyzing input from a program advisory committee.</p> <p>9.3.1.5 There is a system in place for gathering and analyzing input from graduates concerning their education at the institution or program.</p> <p><b>9.3.2 Institutions and programs consider the results of assessment data collection and analysis in planning and implementing change in the educational programs.</b></p>	<p>student evaluations, employer input, program advisory input, graduate input).</p> <p><input type="checkbox"/> Describe the role and composition of the program advisory committee and the frequency of their meetings.</p> <p><input type="checkbox"/> Describe how assessment results are considered in planning and program improvement. Provide specific examples.</p>	<p><input type="checkbox"/> The instruments used to assess student satisfaction with instruction and the program.</p> <p><input type="checkbox"/> The instruments used to assess graduate satisfaction with the instruction received.</p> <p><input type="checkbox"/> The instruments used to assess employer or client satisfaction with graduates' performance or education received.</p> <p><input type="checkbox"/> Documentation of input from Program Advisory Committee.</p>
<p><b>9.4 Management engages in strategic and operational planning.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>9.4.1 Institutions and programs have a process for collecting and analyzing data about overall effectiveness.</b></p> <p><b>9.4.2 Institutions and programs engage in regular review and update of strategic and operational plans.</b></p> <p>9.4.2.1 Plans link mission and goals to resources (e.g., financial, personnel, space).</p>	<p><input type="checkbox"/> Describe the process for collecting and analyzing data about overall effectiveness</p> <p><input type="checkbox"/> Describe the planning process, including who is involved in planning activities.</p> <p><input type="checkbox"/> Describe the method of assigning resources to various activities.</p>	<p><input type="checkbox"/> Copy of a short and long-range plan with resource allocations identified.</p> <p><input type="checkbox"/> Evidence of the planning process (e.g. minutes of faculty, staff, administrative or board meetings; memos; e-mails; notes).</p>
<p><b>9.5 Management uses effective human resource strategies to ensure effective staff performance.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>9.5.1 Management recruits and hires personnel with appropriate training and experience.</b></p>	<p><input type="checkbox"/> Describe the human resources strategies for recruiting, hiring, orientation, supervising and evaluating personnel. Include who has hiring</p>	<p><input type="checkbox"/> Policy and procedure pertaining to management and administrative personnel. Employee handbook if one exists.</p>

<p>9.5.1.1 Individuals with specific responsibilities for curriculum design, curriculum assessment, instructional supervision and instructional evaluation have appropriate education or experience to perform their functions.</p> <p><b>9.5.2 Written job descriptions for all staff and management positions exist, are periodically reviewed and are available to the personnel filling the positions.</b></p> <p><b>9.5.3 Procedures exist for orienting, supervising and annually evaluating personnel.</b></p> <p><b>9.5.4 The institution or program provides ongoing developmental opportunities for management and support staff.</b></p>	<p>and firing authority within the organization.</p>	<p><input type="checkbox"/> Job descriptions for all non-faculty positions. Documents should include reporting relationship, specific essential job functions and qualifications (training, experience, special skills).</p> <p><input type="checkbox"/> Administrative Personnel Information Form (Appendix D.8) for all management and staff personnel identified on the organizational chart.</p> <p><input type="checkbox"/> Resume or CV of the administrator and Education Director.</p> <p><input type="checkbox"/> Documentation of orientation, supervision and evaluation of staff.</p> <p><input type="checkbox"/> Evidence of ongoing training for staff.</p>
<p><b>9.6 Effective mechanisms exist for consistent and systematic communication between management, other staff, and students.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>9.6 Effective mechanisms exist for consistent and systematic communication between management, other staff, and students.</b></p>	<p><input type="checkbox"/> Describe the communication channels available within the management team, between management and other employees and between employees.</p> <p><input type="checkbox"/> Describe the channels available to students for communications with both faculty and administration.</p>	<p><input type="checkbox"/> Agendas and minutes of the two most recent faculty and staff meetings.</p> <p><input type="checkbox"/> Samples of formal and informal communication between groups (e.g., memos, correspondence, meeting announcements and statements of new policy).</p>
<p><b>9.7 Management provides a written complaint procedure for students, faculty and staff.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>9.7.1 The procedure includes a reasonable quantified timeframe for responding to the complaints.</b></p> <p><b>9.7.2 Records of student, staff and faculty complaints are maintained and available for inspection by the accrediting agency.</b></p> <p><b>9.7.3 If the institution or program has a flat organizational chart wherein all faculty and staff report directly to the director/owner,</b></p>	<p><input type="checkbox"/> Describe the formal complaint procedure for staff, faculty and students.</p> <p><input type="checkbox"/> Identify where it is published and how staff, faculty and students are informed of the policy.</p>	<p><input type="checkbox"/> The published complaint procedure for staff, faculty and students.</p>

<p><b>the policy delineates how complaints directed at the school director/owner will be investigated and who will respond to the complaints.</b></p>		
<p><b>9.8 The institution and program’s practices are non-discriminatory with respect to race, gender, religion, nationality, age, disability, sexual orientation or other status protected by law.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>9.8 The institution and program’s practices are non-discriminatory with respect to race, gender, religion, nationality, age, disability, sexual orientation or other status protected by law.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the institution’s non-discrimination policy.</li> <li><input type="checkbox"/> Identify the document(s) and page number(s) where the policy is published.</li> <li><input type="checkbox"/> Describe how the institution or program monitors the effectiveness of the policy and its compliance with the law.</li> <li><input type="checkbox"/> Describe the mechanisms that exist for students and employees to report possible violations of the policy to administration.</li> <li><input type="checkbox"/> Describe what policies govern how reports are evaluated and responded to.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of notification of students and employees.</li> <li><input type="checkbox"/> Documentation of the process used to report violations.</li> </ul>
<p><b>9.9 The institution or program has a policy and procedure for handling any student, staff and faculty complaints of sexual harassment.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>9.9.1 The policy and procedure is in compliance with federal and state government requirements (or their equivalents outside of the United States).</b>  <b>9.9.2 The policy includes a definition of sexual harassment.</b>  <b>9.9.3 Students, staff and faculty are informed in writing of the policy and procedure.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the institution’s sexual harassment policy and procedure.</li> <li><input type="checkbox"/> Identify the document(s) and page number(s) where the policy is published.</li> <li><input type="checkbox"/> Discuss how the institution has determined that the policy meets applicable law and how the institution monitors the effectiveness of the policy.</li> <li><input type="checkbox"/> Discuss how students and employees are informed of the policy and procedure and report possible violations of the policy to administration.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Summary of complaints and their resolution for the past three years.</li> </ul>

## 10.0 Degree Programs

*In addition to complying with all other applicable accreditation standards, institutions offering degree programs are to meet the requirements in this section.*

<b>10.1 All institutions offering degree programs adhere to the following general degree program standards.</b>		
<b>Standard Components</b>	<b>SSR Narrative must address</b>	<b>Required documentation</b>
<p><b>10.1.1 Degree programs are reviewed and approved by COMTA before being offered.</b></p> <p><b>10.1.2 Degree programs are measured in credit hours, according to the conversion outlined in Standard 2.3</b></p> <p><b>10.1.3 Students admitted to associate degree programs have earned a high school diploma or recognized equivalency certificate before starting class.</b></p> <p>10.1.3.1 Proof of high school diploma or its equivalent is in evidence before the end of the first semester or quarter of attendance.</p> <p><b>10.1.4 Transfer of credit may be applied toward the degree.</b></p> <p>10.1.4.1 A minimum of 25% of the required curriculum must be completed at the school awarding the degree.</p> <p>10.1.4.2 A maximum of 30 semester credits or the equivalent of the general education requirement may be provided by another degree granting institution.</p> <p><b>10.1.5 The institution may award appropriate credit to students in attendance at the time the institution becomes degree granting.</b></p> <p>10.1.5.1 Former students must meet all equivalent course work and degree requirements and complete a minimum of 15 semester credits or the equivalent in the new degree program.</p> <p><b>10.1.6 Faculty teaching in degree programs</b></p>	<p><input type="checkbox"/> Describe the type of degree program offered and how you meet all elements of this standard.</p> <p><input type="checkbox"/> Describe the authority to grant degrees within your State or province, and how you received authority to grant degrees.</p>	<p><input type="checkbox"/> Documentation of authority to grant degrees from the appropriate agency of the State or province.</p> <p><input type="checkbox"/> Student files, showing proof of high school graduation or equivalent and transfer of credit documentation</p> <p><input type="checkbox"/> COMTA faculty form (Appendix D.7) for instructional personnel.</p> <p><input type="checkbox"/> COMTA staff form (Appendix D.8) for the personnel supervising the library.</p>

<p><b>meet minimum requirements</b></p> <p>10.1.6.1 Instructors for technical courses have a minimum of three years of practical work experience or equivalent training in the field being taught.</p> <p>10.1.6.2 Instructors for general education courses shall hold, at a minimum, a baccalaureate degree with appropriate education in the specific courses being taught.</p> <p><b>10.1.7 The institution maintains a library/resource center</b></p> <p>10.1.7.1 The library/resource center is supervised by a staff member who demonstrates competence to provide oversight and management.</p> <p>10.1.7.2 The library/resource center includes holdings appropriate to the courses of study, standard works of reference, relevant current periodicals, and relevant reference materials in sufficient titles and numbers to adequately serve the students.</p> <p>10.1.7.3 Study space appropriate for the number of students served is provided.</p> <p>10.1.7.4 Appropriate assistance is available to the students from qualified staff personnel.</p>		
<p><b>10.2 All institutions offering Occupational Associate degree programs adhere to these additional standards.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p><b>10.2.1 Occupational Associate degrees are a minimum of 60 semester credits or 90-quarter credits.</b></p> <p><b>10.2.2 A minimum of 45 semester credits or 67.5 quarter credits are included in the occupational area for which the degree is offered.</b></p>	<p><input type="checkbox"/> Describe the type of degree program offered and how you meet all elements of this standard.</p>	

<p>10.2.3 A minimum of six semester credits or nine quarter credits in applied/related education courses are also included.</p> <p>10.2.4 General education courses may be offered as desired, but the faculty requirements apply.</p> <p>10.2.5 The title of the degree program, the name of the degree, the credential issued and all advertising, promotional materials and literature make clear that the degree is occupational.</p>		
<p><b>10.3 All institutions offering Academic Associate degree programs adhere to these additional standards.</b></p>		
<p>Standard Components</p>	<p>SSR Narrative must address</p>	<p>Required documentation</p>
<p>10.3.1 All courses required for the degree program are offered at the school awarding the degree.</p> <p>10.3.2 Academic Associate degree programs are a minimum of two academic years.</p> <p>10.3.3 A minimum of 15 semester credits or 22.5 quarter credits are general education courses.</p> <p>10.3.4 A minimum of 30 semester credits or 45 quarter credits are in the technical field for which the degree is awarded.</p> <p>10.3.5 Full-time faculty teach the majority of hours. Teaching loads and schedules will vary, but in all cases they allow time for student advising, adequate preparation and continuing professional growth.</p> <p>10.3.6 A person with appropriate education or library work experience supervises the library.</p>	<p><input type="checkbox"/> Describe the type of degree program offered and how you meet all elements of this standard.</p> <p><input type="checkbox"/> Describe the faculty teaching load and schedule.</p>	