



# CERTIFICATION COMMISSION

## **CPCA Certification Commission Institutional Certification Administration Manual Standards and Criteria**

Last Revised 2/01/2022

Institutions working on the  
INSTITUTIONAL CERTIFICATION  
ADMINISTRATION SECTION  
will be notified by the CPCA Certification Commission.  
of any revisions to this document.

### **CPCA Certification Commission**

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**CPCA Certification Commission**  
**INSTITUTIONAL CERTIFICATION MANUAL**  
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**CPCA Certification Commission Certification Process**

The Council of Private Colleges of America (CPCA) Board in 2010 commissioned an objective examination of USDE recognized Accrediting Agencies accreditation processes completed in 2014. We compared them to the existing CPCA certification process. The CPCA's purpose was to create the 21st Century Certification process comparable to USDE recognized Accrediting Agencies' academic and administrative standards for faith-based institutions. The Certification process excludes the massive USDE accreditation requirements pertaining to receiving US government grants, loans, and Title IV funds. The Certification process recognizes faith-based economic principles.

Accepting US government funds leads to "whoever pays the piper has the right to call the tune." First, this allows the government to have requirements that violate God's faith-based principles in the Bible. Second, this has and continues producing students having massive amounts of student loan debt. Therefore, the CPCA Certification Commission encourages students to avoid the student loan debt trap and CPCA and Florida Council of Private Colleges (FCPC) institutions to avoid US government funding.

The Certification requires affirmation of compliance with Certification process standards patterned after historical United States educational institutions that were founded on faith-based principles.

The FCPC and CPCA member organizations require each of its member institutions to be Certified starting with the Candidate Application for Certification. This enables Certified institutions to achieve; distinguished membership levels in the academic and administrative standards comparable to USDE recognized Accrediting Agencies', avoid the US government funding trap, and having the achievements published on the CPCA Certification Commission website, [cpca-commission.org](http://cpca-commission.org).

The Institutional Certification is a Self-Study of the institution, by the institution, using the Standards and Criteria established by the CPCA Certification Commission. To further assist each institution going through this Certification process the Commission has divided the Self-Study into two sections, Administrative (Section 1) and Academic (Section 2). Both Sections are divided with the Standards and Criteria in a Manual, and Worksheets that support the Manual requirements in a separate document.

The Certification Coordinator for the institution is provided with a Tracking Form to monitor progress of the required information. Completing the requirements of the Institutional Certification takes teamwork from designated individuals in the institution who know the required information and providing that information to the Certification Coordinator.

It is important to remember that line upon line, precept upon precept, and one step at a time will achieve success for the Institutional Certification.

The CPCA Certification Commission has created a set of Institutional Certification **WORKSHEETS** in

Word format to enable typing or copying items directly into that document below each question in the Institutional Certification Manual. The worksheets, **not this Institutional Certification Manual** are to be used to answer the questions and required actions in the Institutional Certification Manual.

The Certification Coordinator is provided with a set of **Institutional Certification Worksheets** and is authorized to make a copy of the **Worksheets** for use in this process. Distributing a copy of the **Worksheets** to designated individuals who know the required information will assist greatly in the overall process. The completed **Worksheets** are then provided back to the Certification Coordinator.

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A Comprehensive Review by the Commission of the institution’s compliance with the CPCA Certification Administration Section Standards and Criteria is conducted when the CPCA Certification Academic Section Standards and Criteria is also complete.	

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**I. CPCA Institutional Certification - Administration Section Application**

CPCA Consultants are available to assist the Candidate Institution with the preparation of the required documentation if that is viewed as being helpful by the institution.

When the Institutional Certification **Worksheets** are complete, the Certification Coordinator notifies their CPCA Certification Commission Staff Mentor stating the Institutional Certification Worksheets are complete and wherein the Institution's Cloud Account they can be located for review.

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**II. Governing Board, Administrators, and Reputation of Institution**

**II. A. Governing Board Members, and Administrators**

The Governing Board Members, and administrators possess appropriate qualifications and experience for their positions and roles and have demonstrated the ability to oversee institutional operations. The governing board members are knowledgeable and experienced in one or more aspects of educational Administration, finance, teaching/learning, and distance study. The institution has policies that clearly delineate the duties and responsibilities of governing board members, and administrators. Individuals in leadership and managerial roles are qualified by education and experience.

1. a. Give the name, position, and qualifications of the governing board members, chief executive officer (CEO), and top institution administrators  
b. Explain how they are qualified to oversee or direct the institution's operations.
2. Explain how the governing board members are knowledgeable and experienced in one or more aspects of educational Administration, finance, teaching/learning, and distance study.
3. Provide the institution's policies that clearly delineate the duties and responsibilities of the governing board members and administrators.
4. Document that individuals in leadership and managerial roles are qualified by education and experience.
5. a. Explain what experiences the CEO and top administrators have had in educational Administration including previous educational Administration positions.  
b. Explain how those positions helped prepare them for their current positions.

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**II.B. Reputation of Institution, Governing Board, and Administrators**

The institution and its governing board members, and administrators possess sound reputations and possess a record of integrity and ethical conduct in their professional activities, business operations, and relations.

1. Explain how the institution and its governing board members, and administrators possess a sound reputation.
2. Show a record of integrity and ethical conduct in their professional activities, business operations, and relations.
3. Has any individual above ever been debarred by federal or state authorities from participating in any funding programs?

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**II.C. Succession Plan**

The institution has a written plan that outlines the process by which the Governing Board and Administration succession would be approached and realized. Identify specific positions, committees, or boards that would be responsible to carry on with the operation of the institution. The plan should be reviewed and revised on an annual basis.

1. Provide a copy of the Governing Board and Administration's plan for succession.
2. Outline the process by which the Governing Board and Administration's succession would be executed.
3. Identify specific positions, committees, or boards that would be responsible to carry on with the operation of the institution.
4. Explain how the plan is reviewed and revised on an annual basis.



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**II.D. Chief Academic Officer and/or Department Heads**

A qualified person serves as the chief academic officer (CAO) or educational director. This person has overall Administration responsibilities for the educational program(s), faculty/instructors, and a policy-making voice in advertising, sales, and collections. In large institutions, qualified department heads or persons with similar titles are delegated educational, editorial, and research responsibilities within departmental subject fields.

1. a. List the qualifications of the chief academic officer or educational director,  
b. List the previous positions he or she has held that are relevant for this position.  
c. Explain how the experiences of these prior positions have contributed to qualifying for this position.
2. Describe how the CAO and/or educational director has overall Administration responsibilities for the educational program(s), faculty/instructors, and a policy-making voice in advertising, sales, and collections.
3. For institutions granting Doctorate Degrees, explain how the institution has on its full-time staff, a Dean or other academic officer with credentials that are appropriate to this level of degree(s) being offered.

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**II.D. Position Responsibilities**

There is a position responsibilities document for all administrators and staff positions.

Provide a position responsibilities document for each of the positions above.

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**II.E. Position Responsibilities**

Provide a position responsibilities document for each position in the institution.

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**II.F. Organizational Chart**

Provide a copy of the organizational chart.

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**III. INSTITUTION MISSION, GOALS, and OBJECTIVES**

**III.A. Description of the Mission, Goals, and Objectives**

The statement of institutional mission and goals of a faith-based postsecondary educational institution as well as the mission and goals related to all the activities of the institution must support the institution's Christian philosophy of education.

The institution has a mission statement that clearly shows on what principles the institution is built and includes its general purpose and is supported by specific, clearly defined goals and objectives appropriate to the level of study provided including an institutional commitment to providing quality education programs regardless of delivery methodology.

1. Present the institution's overall mission statement, goals, and objectives, and the institution's commitment to providing quality educational programs.
2. Explain how the Mission Statement supports the institution's Christian philosophy of education.
3. Explain how the goals and objectives are attained and how they are appropriate to the level of study provided.
4. Explain the institutional commitment to providing quality education programs regardless of delivery methodology.

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**III.B. Review and Publication of Mission Statement**

The Governing Board, Administration, instructors/faculty, and any institutional advisory committees, regularly review the mission statement, goals, and objectives. The current mission statement, goals, and objectives are widely distributed and readily accessible to students, faculty, staff, and other stakeholders.

1. Explain how the institution's Governing Board, Administration, instructors/faculty, and any institutional advisory committees, regularly review and revise, as necessary, its mission statement, institutional goals, and objectives, institutional policies, and practices to ensure consistency and integrity in all of its representations about its mission, goals, objectives, programs, and services.
2. Explain the process for circulating and ensuring that the institution's current mission statement, goals, and objectives are accessible to students, faculty, staff, and other stakeholders. Include the position(s) responsible for assuring the institution's current mission statement, goals, and objectives are consistently used in institutional publicity and state where these are published.

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**III.C. Implementation of the Mission, Goals, and Objectives**

The institution can demonstrate that it is effectively carrying out its mission, is attaining its goals and objectives, and is sharing appropriate information on its attainments with relevant groups. The institution identifies the key indicators it uses in determining how it is meeting its stated mission, goals, and objectives.

1. Explain the measures and/or processes the institution uses to determine whether it is meeting its stated mission, goals, and objectives.
  - a. Include how the Governing Board, administrators, instructors/faculty, and staff responsible for institutional planning, instructional planning and delivery, educational services, financial resources, and physical facilities, contribute to successful implementation and attainment of the stated mission and objectives.
2. Explain how the mission is integrated into the work of each department or how academic and Administration units align their duties with the mission.
3. Explain how the institutional mission statement, goals, and objectives are used to guide strategic planning.
4. Explain the ways in which the Governing Board, Administration, instructors/faculty, and staff interact with relevant communities of interest to keep the goals and objectives current.
5.
  - a. Provide examples of how the results of surveys of students, outside evaluations by experts, comments from students and employers, and evaluations by institution administrators, instructors/faculty, and staff are used to evaluate the success of the institution in meeting its goals and objectives.
  - b. Explain how the results are shared with relevant groups.
6. Identify the key indicators that the institution uses in determining how it is meeting its stated mission, goals, and objectives.

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**IV. FINANCIAL RESPONSIBILITY**

**IV.A. Financial Practices**

The institution shows, by year-end financial statements for the past three years (if the institution has IRS 501(c)3 status, copies of the IRS 990 report for the past three years is preferable), that it is financially responsible and that it can meet its financial obligations to provide quality instruction and service to its students. The institution has budgeting processes that demonstrate the current and future budgets are sufficient to allow the institution to accomplish its mission and goals.

1. Submit copies of the institution's year-end financial statements for the past three years (if the institution has IRS 501(c)3 status, copies of the IRS 990 report for the past three years, a Balance Sheet, Income Statement, Statement of Cash Flow, and Explanatory Notes.
2. Submit a copy of the Teach-Out Commitment Plan signed by the Chair of the Governing Board accepting all obligations for the fulfillment of agreements made with students.
3. Demonstrate that there are sufficient current assets to handle a teach-out of students
4. Describe the budget-making process used by the institution
5. Document how budgets are sufficient to allow the institution to accomplish its mission and goals successfully.
6. Describe how current assets are sufficient to meet the current liabilities
7. Describe what reserves are kept for honoring future service obligations, bad debts, and refunds.
8. Explain how the accounts payable (numbers, amounts, and age) reflect sound financial responsibility and management
9. Describe how inventories of instructional materials for programs are adequate for current and future servicing requirements.
10. Describe the extent and allocation of insurance coverage
11. Explain if there have been any significant claims made in the past 3 to 5 years
12. For an institution with a resident program(s), explain what liability coverage is available or students at resident sites.



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**IV.B. Financial Management**

Individuals who oversee the fiscal and budgeting processes are qualified by education and experience. The institution must have adequate Administration staff for effectively operating, and at least one person who is qualified and able to prepare accurate financial reports in a timely manner. Internal auditing trails and controls are in place to ensure finances are properly managed, monitored, and protected. Adequate safeguards are in place to prevent unauthorized access to online and on-site financial information.

1. Identify and provide the appropriate qualifications of the person(s) that demonstrate that he/she is qualified by education and experience to prepare accurate financial reports in a timely manner. Explain if these people are bonded if required by state law. List any bonding or insurance retained to insure against fraudulent conduct.
2. Describe the institution's internal audit trails and controls that are in place to ensure finances are properly managed, monitored, and protected.
3. Describe what financial policies and procedures the institution has in place to ensure that its finances and financial data are properly managed, monitored, and protected, including the prevention of unauthorized access to online and on-site financial information.

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**IV.C. Financial Sustainability and Stability**

The institution can demonstrate that it maintains adequate Administration staff and other resources to operate effectively as a going concern and is not exposed to undue or insurmountable risk. Any risk that exists is adequately monitored, manageable, and insured.

1. Describe how the institution maintains adequate Administration staff and other resources to operate effectively, including the ability to continue to operate in the event of a nature disaster and/or financial calamity.
2. Explain how the institution is not exposed to and is protected from any undue or insurmountable risk.
3. If any risk exists, describe them and explain how it is monitored, managed, and insured against.
4. Describe what safeguards are in place to prevent unauthorized access to online and on-site financial information. Explain what security systems are in place to deter theft, sabotage, or other threats.

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**IV.D. Financial Reporting**

Financial statements are prepared by an independent CPA's audit or review report accompanies these statements, and a written plan is provided that documents how the institution can resolve any challenges or anomalies identified in the CPA's report.

1. Describe the qualifications and experience of the institution's independent auditing firm.
2. Include copies of the auditor opinion letters that accompany the institution's financial statements.
3. Describe any deviations from GAAP principles that the independent auditor felt had to be taken in conducting the institution's audit.
4. For any challenges, anomalies or threats facing the institution and which have been identified by the independent audit firm, describe how the institution is addressing and resolving them, and include the institution's written plan.
5. The institution documents with its financial statements that it has sufficient liquid assets to provide for quality staff and faculty that characterizes a quality-focused degree-awarding institution. There are adequate funds readily available for attracting superior faculty, in-service training, a high-level faculty to learner interactivity, continuous improvement of curricula and services.

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**IV.E. Demonstrated Operations**

In all respects, certified institutions must document continuous sound and ethical operations, as well as the necessary resources to accommodate demand and to ensure all learners receive a quality educational experience. Candidate institutions must document two continuous years of sound and ethical operation under the present ownership and with the current programs offered as a bona fide electronically delivered, online, or other delivery method of distance study. This documentation shall show that the name being used by the institution is free from any association with activity that could damage the reputation of the CPCA accrediting process, such as illegal actions, fraud, unethical conduct, or abuse of consumers.

1. Document that the institution has had at least two continuous years of experience/operation as a distance study institution under the current ownership and with the current programs. Provide evidence that the institution offers instruction predominately at a distance.
2. Describe how the institution has achieved two years of sound and ethical operation for its most recent operating period. State that the name of the institution is free from any association with an activity that could damage the standing of the accreditation process.
3. Describe how the institution's inventories of texts, kits, and other instructional materials are maintained, and discuss how inventory levels are kept current.
4. Describe how the institution has the allocation of resources to the advanced degree program does not detract from the other offerings of the institution.

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**V. Advertising, Promotional Literature, and Recruitment Personnel**

**V.A. Advertising and Promotion**

All advertising, promotional, and recruitment activities of the institution fully conform to this certification standard.

1. Describe the advertising and promotion programs of the institution, and explain who is responsible for the philosophy and techniques used in the preparation of these programs.
2. Provide evidence that the institution is meeting this certification standard.
3. Provide the person(s) name who is responsible for ensuring compliance.
4. All advertisements, website copy or promotional literature with respect to the institution, its personnel, its courses and services, or the occupational opportunities for its graduates are accurate, clear, and readily accessible to the public and clearly indicate that training or education is being offered at a distance where applicable.
5. The institution's name and street address must appear in catalogs, enrollment agreements, published promotional literature, websites, and official CPCA Certification Commission listings (P.O. Box numbers are not considered physical addresses). At a minimum, all advertisements must include the city and state of the institution and/or the institution's website URL or destination.
6. The word "guarantee" is not used in advertisements. The word "free" is not used to describe any item, service, or materials regularly included as part of the institution's curricula offerings.
7. Testimonials and endorsements are truthful and current (less than 4 years old, except for those historical in nature). Signed student consent forms are kept on file.
8. Advertisements do not imply that employment is being offered and are placed in the appropriate place in media, e.g., under sections identified for education, training, or instruction.
9. Institution's website makes available information on program requirements, course descriptions, tuition and related costs, schedules, course delivery formats, and its catalog, prior to the collection of personal contact information.
10. The institution must disclose in its catalog and on its website information which accurately describes the institution and its programs. At a minimum, the institution must disclose to prospective students, prior to enrollment, the admission policies, description of its programs, grading policies, appropriate technology requirements, statement of all fees and tuition, refund policy, and contact information including hours of operation and holiday schedules.
11. Institution discloses on its website, its enrollment forms, and in its catalog that the acceptance for transfer of its academic credits is determined by the receiving institution.
12. The institution routinely provides reliable, current and accurate information to the public on their website on its performance, including student achievement, as determined by the institution.
13. The institution does not provide the names of other institutions as triggers for their own sponsored links on Internet search engines.

14. The institution refers to its certification level; Institutional Certified, Comprehensive Certified, or Advanced Certified by the CPCA Certification Commission. The institution states its certification level in its catalog and on its website.
15. CPCA Certification Commission's name, address, telephone number, and website [www.cPCA-commission.org](http://www.cPCA-commission.org) is published in the institution's catalog.
16. The institution publicly corrects any misleading or inaccurate information it releases on its certification level, contents of reports of the examining committee from certification related visits, and/or actions taken by the CPCA Certification Commission with respect to the institution.
17. Provide evidence supporting any advertised employment opportunities that have been or are available for graduates/completers of each program. Demonstrate how advertisements do not imply that employment is being offered and are placed in the appropriate place in media, e.g., under sections identified for education, training, or instruction.
18. If outside advertising agencies are retained, explain how the advertising copy is reviewed and controlled by the institution. Describe procedures in place to ensure that any third-party lead providers or referral companies comply with CPCA Certification Commission's Criteria.
19. Supply copies of all advertising and promotional literature; telephone, radio, and TV sales scripts; Website information; and mailing pieces used within the last 12 months to invite inquiries from prospective students or to inform of institutional programs.
20. Supply copies of all sales letters, printed materials, and catalogs mailed or delivered to individuals on a direct mail basis or in response to inquiries from prospective students.
21. Describe how advertising and promotional budgets are established for any given fiscal period, and tell what percent of the institution's total operating budget is used for advertising and promotional purposes.
22. The institutional catalog must contain and accurately depict, at a minimum, the following:
  - a. The institutional mission, goals, and objectives.
  - b. Names and titles of administrators of the institution.
  - c. The legal control, names of Governing Board, and/or officers of the institution.
  - d. A general statement of accredited status and governmental approvals (including CPCA's address, phone number and website address).
  - e. Hours of operation, including holiday schedule, and faculty/instructor's availability.
  - f. List of full-time and part-time faculty, each listed separately, with degrees held and conferring institutions, and the area of teaching specialization.
  - g. Academic calendar for combination programs or any programs that operate on a fixed calendar.
  - h. Institution's admission policy for each specific degree offered, i.e., Associate, Baccalaureate, Master's, First Professional, or Professional Doctoral degree.
  - i. Statement of curricula offered including curriculum objective, courses included, total credits required, required prerequisites, requirements for certification, and licensing as appropriate.
  - j. Expectations for maintaining satisfactory academic progress.
  - k. Explanation of grading policies, transfer of credits, and equivalent.
  - l. Assessment and proctoring procedures.
  - m. Student code of conduct and academic and non-academic dismissal policies.
  - n. Student complaint or grievance policies and procedures, including CPCA contact information.

- o. Student identity verification procedures.
  - p. If residence training is required, facilities and/or equipment available to support courses or programs.
  - q. Graduation requirements, including minimum passing grades.
  - r. Statement of fees, tuition, and all regular and special charges for each program.
  - s. Statement of refund policy and cancellations.
  - t. Description of counseling and/or placement services available to students, if any.
  - u. The institution should include on the front cover or title page of the catalog (or the online equivalent) the year or years for which the catalog is effective.
23. Describe how the institution permanently archives its catalogs.
24. Verify that no direct or implied promise is given that it is easy to earn the degree or that it is easy to earn in a short period of time.

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**V.B. Control and Monitoring of Student Recruitment Personnel**

The institution's policies and practices in the hiring, training, monitoring, managing, and evaluating of all recruiting or sales personnel fully conform to this certification criteria.

1. Describe the selection criteria and procedures used in screening, recruiting, and hiring recruiting personnel.
2. Explain how the institution has full responsibility for the actions, statements, and conduct of its student recruitment personnel, including any required licensures or registrations.
3. Explain and document how the institution adequately trains its student recruitment personnel (including providing them with a sales manual or materials covering applicable procedures, policies and presentations) and provides them with accurate information concerning employment, remuneration, and a signed written agreement. Supply copies of current manuals and letters and bulletins provided for guidance with recruiting. Include copies of all training manuals, scripts, or guidelines used.
4. Describe how the institution maintains appropriate and current records on its student recruitment personnel.
5. Describe how the institution routinely monitors for compliance with standards its student recruitment personnel, including any independent organizations providing prospective applicants names to the institution.
6. Describe how recruiting personnel are supervised, monitored, and evaluated. Show evidence that each recruiter clearly understands and takes seriously the "Code of Ethics for Student Recruitment Personnel the institution may have in effect.
7. Describe the selection criteria and the training, supervision, and monitoring process of any other outside agencies or persons (other than the institution's sales personnel) used to solicit prospective students.
8. Describe any direct mail, telemarketing, or other marketing methods used by recruiting personnel and other outside agencies or persons.
9. If sales recruitment personnel are employed, answer the following:
  - Number of sales personnel
  - Number that are full-time; i.e., the institution provides the sole source of income
  - The title used to designate sales personnel
  - Average length of service.
10. Provide copies of any studies and/or records of institutional trends in compensation levels, turnover, supervisory ratio, and number of complaints about sales recruitment personnel. Provide a complete description of all the sales recruitment personnel compensation plans used. Provide the percent of turnover for the institution's sales force for the last two years, and state what the average length of service is for sales recruitment personnel and sales supervisors, if any.
11. Explain how the student recruitment personnel's written agreement with the institution spells out the responsibilities, rights, and provisions of both the institution and the student recruitment personnel. Supply copies of the written agreements/contracts with student recruitment personnel.
12. Explain how student recruitment personnel are informed of and kept up-to-date on changing relevant federal and state laws.



13. If recruitment supervisors are used, report the number of such supervisors, criteria used to select and evaluate them, and the number of persons whom they supervise.

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**V.C. Degree Wording on Diploma**

Provide evidence that the institution is in compliance with the name of the degree wording on each of its diplomas. Provide copies of each different diploma.

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**VI. FACILITIES, EQUIPMENT, SUPPLIES, AND RECORD PROTECTION**

**VI.A. Facilities, Equipment, and Supplies**

A comprehensive overview of the institution's facilities, including a written plan for usage as well as handicap access and state and local requirements for a campus and/or distance learning institution must be part of the Requirements.

The institution maintains sufficient facilities, equipment, and supplies to achieve its mission and goals and support its programs and future growth. A written plan exists to maintain and upgrade facilities, equipment, and supplies. The plan states the resources that will be budgeted to support its goals. Buildings, workspace, and equipment comply with local fire, building, health, and safety regulations and are adequately equipped to handle the educational program(s) of the institution.

1. Explain and document how the institution maintains sufficient facilities, equipment, and supplies to achieve its mission and goals and support its programs and future growth.
2. Provide a copy of the institution's written plan to maintain and upgrade facilities, equipment, and supplies, and explain what resources are budgeted to support the plan's goals.
3. Document that the buildings, workspace, and equipment comply with local fire, building, health, and safety regulations and are adequately equipped to handle the educational program(s) of the institution.
4. Provide a basic site plan for the institution. Include a floor plan of each building indicating the occupant/activity in each area, and explain how workspace is functional, hygienic, safe and satisfactory.
5. Describe any special purpose equipment, first aid equipment, computers, record systems, or other technologies used, and indicate which equipment is owned or leased.
6. Describe any disaster recovery plans developed by the institution.

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**VI.B. Record Protection**

Institutional financial and Administration records and students' educational records are maintained in a reasonably accessible place and are adequately protected as long as they are likely to be needed. Protection may be by: (1) an active fire suppression system, or (2) passive protection using two-hour rated files or vaults for hard copy files/records, or (3) using off-site back up files for electronic files/records. Other records are maintained in accordance with current educational, Administration, business, and legal practices.

1. Describe the organization and management of the Administration office(s) responsible for maintaining financial, Administration, and student records. Explain how financial, Administration and student records are maintained, stored, and retained.
2. Describe how long student educational records are kept and how they are kept legible and accessible. If electronic records are used, explain how the systems are back-up and adequately protected.
3. Describe the type of equipment or other means used to protect financial, Administration, and student records from vandalism, theft, damage, or fire. Describe how paper files are protected in fire-proof filing cabinets or a fire suppression system; and how the electronic files are backed up off-site.

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**VII. INSTITUTIONAL EFFECTIVENESS Administration Section**

**VII.A. Planning and Evaluation**

A certified institution has a written plan that is designed to identify internal and external trends and patterns, optimize opportunities, address challenges, reflect on achievements, and maintain quality. The planning enables the institution to improve services to students, ensure the professional growth of its instructors/faculty and staff, and provide for the long-term quality and growth of the institution. The institution collects and analyzes data on a systematic, consistent basis to monitor the status and effectiveness of the plan and evaluates its full range of services.

1. Describe how the institution has a written plan that is designed to identify internal and external trends and patterns, optimize opportunities, address challenges, reflect on achievements, and maintain quality. Provide a copy of the institution's written plan.
2. Explain how the planning enables the institution to improve services to students, ensure the professional growth of its instructors/faculty and staff, and provide for the long-term quality and growth of the institution.
3. Describe how the institution collects and analyzes data on a systematic, consistent basis to monitor the status and effectiveness of the plan and evaluates its full range of services. In particular discuss how results of the institution's outcomes assessments have been incorporated into the plans for self-improvement.
4. Describe how the institutional improvement plan includes details on how the institution will undertake the development, improvement, or expansion of its curriculum and services for its students, instructors/faculty, and staff.
5. Explain how the plan contributes to improving institutional quality and provides adequate and realistic growth of the institution and the personnel needed to support the growth, as well as the finances needed.
6. Identify and briefly describe the major strengths and weaknesses of the institution.
7. As candidly as possible, describe the significant challenges currently facing the institution. State how the process of CPCA self-evaluation has helped to clarify/identify these challenges as well as other major issues or problems. Describe what plans have been developed to meet these challenges and solve these problems and the process for implementing solutions.
8. List, in order of importance, those activities or innovations undertaken in the past five years/most recent strategic planning cycle considered particularly worthy of notice by the CPCA.
9. State what institutional problems, actions, or policies should be emphasized to the CPCA as examples of significant institutional achievements in quality distance study.

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**VII.B. Self-Improvement**

A certified institution shows evidence of continuous progress and self-initiated efforts to improve operations and educational offerings and services. Sound research procedures and techniques are used to measure how effectively the stated institutional mission, goals, and objectives are being met.

1. Identify who is responsible for conducting and/or overseeing research activities.
2. Explain how the institution evaluates its programs and services.
3. Submit any other material or data giving evidence of present efforts to extend and/or improve the institution.
4. Explain how the institution demonstrates improvement and upgrading by membership and active participation in professional associations; application of recent research results in both the academic and clinical/practical portions of the program; and continuing study and practical experience in the profession, related subject areas, adult education, and distance education.
5. Describe the policies and procedures for improving instruction and upgrading faculty, practitioners, and staff.
6. Demonstrate how the institution as an on-going part of its self-study, strategic planning and outcomes assessment programs, regularly examines all aspects of its performance of its doctoral degree programs to determine if any changes are needed to improve its compliance with its program responsibilities.

Share any comments on the process of self-evaluation or certification the institution would care to offer and list any suggestions for improvement of the process. Also, list any additional questions for the Certification Criteria that would help present the merits of the institution, and list/identify those questions that could be modified or deleted in the Certification Criteria.

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**VIII. Actions by the CPCA Certification Commission for Certification Applicants**

VIII.A. The CPCA Certification Commission Staff Mentor advises the Candidate Institution with the planning process for the Candidate Certification Administration Section of the Self-Study.

A review of the complete Self-Study by the CPCA Certification Commission does not occur until both the Administration Section and the Academics Section are submitted.

VIII.A.1. The Candidate institution may desire to secure the services of one of the CPCA Consultants to review all required Candidate Certification documents for completeness prior to submitting the documentation to the CPCA Certification Commission.

VIII.B. During the Certification process the institution will maintain all designated fees and reporting required annually by the Certification Commission.

An institution may voluntarily withdraw at any time from the Certification process. All fees paid to the Certification Commission are nonrefundable.

**VIII.C. Annual Report Requirement**

The Certification Commission requires each Certification Institution to complete a report regarding the overall activities of the institution over the current year.

This report is divided into 4 sections so that institutions that have individuals familiar with the specific happenings of a specific section can complete that section of the overall report. This will assist the institution to complete this task quickly without major interruption to the institution's activities. Unfortunately, in small institutions, the burden for this annual report tends to fall on the shoulders of one individual, usually the President.

The 4 sections of the report are: (Click on the section name to bring up the specific report form)

[Governance](#)

[Administration](#)

[Academics](#)

[Statistics](#)

The Annual Report sections are available on the CPCA Certification Commission's website [www.cPCA-commission.org](http://www.cPCA-commission.org) under Resources.

The Annual Report is due **the 1<sup>st</sup> week January each year**. The CPCA Certification Commission reviews the report by the end of February then issues a report to the institution.