INTERACTIVE DISTANCE LEARNING (IDL) TEMPLATE

INTRODUCTION

The Interactive Distance Learning (IDL) Template must be completed by institutions offering courses and/or programs via IDL technology and methodology. The template supplements and augments ACCET Document 3 – Analytic Self-Evaluation Report, which incorporates the ACCET Standards for Accreditation (Document 2). The template expands upon the ACCET Standards specifically referenced herein by adding Specific Field Criteria and Supplemental Questions/Statements, in order to elicit a more relevant and valid self-evaluation of the institution and emphasize those standards where unique characteristics are identified.

INTERACTIVE DISTANCE LEARNING

Interactive Distance Learning is a means of providing educational delivery which is conducted through an electronically facilitated environment, such as online instruction or video conferencing, accessible to participants who are separated by physical distance for all or part (blended) of the offering. Interactive distance learning supports regular and substantive interaction between the students and the instructor, either synchronously or asynchronously, as well as student-to-student interaction. Computerized electronic technologies utilized for IDL instruction, interaction between students and instructors, and interaction between students may include the internet, audio-conferencing, and one-way and two-way transmission through cable, fiber optics, and/or satellite or wireless communication devices. E-learning, correspondence, and self-study are not interactive distance learning, in that there is insufficient interaction between the instructor and students.

To ensure that IDL training is appropriate in content and length, ACCET will review IDL programs and/or courses, including those offered in an online, asynchronous delivery mode, to verify that clock hour requirements are met and that the length of the programs and/or courses (clock hours and/or credit hours) is appropriate and educationally sound. In conducting its review, ACCET will consider various methods utilized by institutions to demonstrate that their IDL training meets clock hour requirements and assigned clock hours and/or credit hours are appropriate, including providing: (1) a comparison of IDL training with comparable training offered in a traditional face-to-face delivery mode and/or (2) a time-on-task analysis such as those completed by publishers for their online curriculum and made available to their end-users. Methods utilized by institutions to track and monitor student progress and attendance for online, asynchronous training frequently involve the verifiable tracking of student log-in time in conjunction with active student participation. For example, institutions record and track student participation in online activities (e.g. faculty facilitated discussions forums) and direct assessments (e.g. testing, assignments, projects).

GENERAL REQUIREMENTS

Institutions that have never offered IDL courses/programs (defined as any course or program with at least a portion offered via IDL technology) must seek prior approval from ACCET for an out-of-scope program, including situations involving the application of IDL methodology to already-approved courses/programs of study. To be eligible for approval of additional IDL
courses/programs, an institution must first demonstrate the successful outcomes of graduates of its initial approved IDL program/course (e.g. above benchmark completion and, if applicable, placement rates), based upon the submission of a comprehensive report.

**STANDARD I – MISSION**

The institution has a mission that is compatible with the ACCET mission, scope, and standards.

A. **Mission Statement**: The institution clearly states its mission and makes it public. The mission is consistent with the Principles of Ethics for ACCET institutions; thereby providing a definitive basis upon which to deliver and assess the education and training programs. The education and training provided are consistent with the institution’s mission and are documented by either a needs assessment or market experience.

*Specific Field Criteria for Interactive Distance Learning*: The reasons for offering the courses/programs via IDL are consistent with the institution's stated mission and serve a comparable but remote target population to be enrolled in courses/programs offered at a distance.

*Supplemental ASER Question/Statement for Interactive Distance Learning:*

- What is the rationale for the selection of the particular IDL methodology in use, and how does it serve the target population?

C. **Planning**: The institution has sound, written one-year and longer-range plans that encompass both the educational and business objectives of the institution. The plans support the mission, facilitate the accomplishment of the broad institutional goals, and are updated at least annually. The plans include specific and measurable objectives, with corresponding operational strategies, projected time frames, required resources, and method(s) for subsequent evaluation of each objective.

*Specific Field Criteria*: Written plans are formulated and periodically updated which support the curricular, technological, and marketing objectives of the IDL courses/programs.

*Supplemental ASER Question/Statement for Interactive Distance Learning:*

- Does the institution maintain separate planning documents for IDL programs? If yes, please provide. If not, provide references to the pertinent sections of the institution’s current and long-term planning documents relative to its IDL programs.
STANDARD II – MANAGEMENT

The institution is capably and responsibly managed.

A. Governance: The institution has a governing board and/or senior management team that is responsible for developing and maintaining an effective framework of written strategies and policies. This management structure ensures the integrity and effectiveness of the institution and its compliance with statutory, regulatory, and accreditation requirements.

Specific Field Criteria for Interactive Distance Learning: The institution maintains adequate written policies and procedures specifically designed to address the effective delivery of IDL courses/programs, whether discretely organized or incorporated as elements of other policies and procedures.

Supplemental ASER Question/Statement for Interactive Distance Learning:

- Provide a representative sample of policies and supporting procedures that guide the establishment, organization, funding, and management of IDL programs.

B. Operational Management: Operational management is responsible for systematically and effectively implementing the strategies and policies of senior management within an organizational framework that is clearly defined, understood, and effective. Written policies and procedures guide the day-to-day operations of the institution.

Specific Field Criteria for Interactive Distance Learning: Operational management oversees the effective implementation of systems to guide the day-to-day operations of IDL courses/programs.

Supplemental ASER Questions/Statements for Interactive Distance Learning:

- Describe how the organizational structure supports the IDL programs. Provide an organizational chart for all IDL personnel.

- Describe how operational management facilitates relationships between instructional staff, technical support services, and student services.

D. Records: The institution has an organized record-keeping system that ensures all institutional records are maintained in an accurate, orderly, and up-to-date manner. The record-keeping system facilitates ready access and review of those records by appropriate parties. All records are protected from unauthorized access and undue risk of loss. Employees and students have appropriate access to information contained in their files. Records are maintained for a period of time consistent with applicable statutes, regulations, and sound business and educational practices.

Specific Field Criteria: Resources are available to provide appropriate access to electronic records (e.g. student/faculty computerized databases) for students, regulatory bodies, and
ACCET. Backup copies are produced and maintained off site on a scheduled basis. Electronic records are keyed and retrievable, both by student number and name. Records can be selected by start date or scheduled-to-graduate date cohorts, and by program of study.

Supplemental ASER Question/Statement for Interactive Distance Learning:

- Briefly describe the student/faculty database(s). Describe the structure and organization of student and faculty databases and list the contents of both a typical student and a typical faculty record.

- What operational safeguards, including written procedures, exist to ensure the integrity of and access to electronic IDL student records in the event of equipment problems and/or school closure?

F. Professional Relationships: The institution establishes relationships with other organizations within the education/training and employer/industry network. These relationships are maintained, utilized, and documented for the purpose of enhancing the quality of the education, training, and student services.

Specific Field Criteria for Interactive Distance Learning: Cooperative relationships with other IDL institutions, vendors, sponsoring organizations, and networks are maintained. Such relationships are used to develop institutional expertise in the design and delivery of quality courses that use effective IDL technologies.

Supplemental ASER Questions/Statements for Interactive Distance Learning:

- Describe the institution's professional relationships with other organizations. How are they used to enhance the quality of the educational design and methodology of the IDL programs?

STANDARD III – FINANCIAL PRACTICES

The institution is fiscally sound and demonstrates ethical financial practices.

B. Financial Procedures: The institution assesses its finances at adequate intervals, not less than quarterly. Written policies and procedures exist for proper financial controls and supervision of financial management staff. Tuition charges are applied fairly and consistently; receipt of tuition payments and other monies is properly recorded and tracked. Cancellation and refund policies are written, fair and equitable; are consistently administered; and comply with statutory, regulatory, and accreditation requirements. Qualified and capable individuals manage and evaluate the effectiveness of the financial operations and practices.

*The on-site evaluation team will review and rate this standard in the context of ACCET Document 50FR – On-Site Financial Review Checklist to provide the Commission an on-site verification of related operational practices, including the accuracy and availability of this
information. A completed sample copy may be submitted with the ASER, at the option of the institution, in order to test its readiness.

Specific Field Criteria: The institution maintains effective oversight of the financial status of its IDL programs and implements procedures to timely determine the enrollment status of students relative to financial obligations and graduation processes.

Supplemental ASER Questions/Statements for Interactive Distance Learning:

- How are IDL programs included in the institution’s overall budget?
- Demonstrate that the budget provides for appropriate updating of the technologies adopted for IDL programs.
- For IDL students, what are the policies and procedures for:
  - determining last date of attendance (LDA);
  - monitoring student attendance;
  - identifying drop outs and making timely refunds; and
  - conducting initial and exit counseling?

STANDARD IV – CURRICULA

The institution’s curricular design, materials, and outcomes measurements follow sound educational practices.

A. Educational Goals and Curricular Objectives: The institution’s programs and courses have appropriate educational goals and objectives. The curricular content and learning experiences are preplanned and present a sound, systematic, and sequential educational methodology. Sufficient and appropriate knowledge and skill elements are included to ensure adequate preparation for the expected performance outcomes in the specific program or course for which the students enroll.

Specific Field Criteria for Interactive Distance Learning: The curricular content and learning experiences are structured in a form appropriate for IDL commensurate with institution-wide standards. Further, this structure is demonstrated to be well suited to the technology selected to deliver the training.

Supplemental ASER Questions/Statements for Interactive Distance Learning:

- List the courses/programs that are offered in whole or in part via IDL.
- Describe how the institution determines the clock hour length and applicable credit hour attribution for the IDL program or portion of the program.
• Describe how the institution ensures that the clock hour or applicable credit hour requirements are met for courses/programs offered in an online, asynchronous delivery mode.

• Provide a copy of the institution's written policy and procedure for course design and development. How does the process ensure that the technology utilized in course delivery is appropriate for the course content?

• Demonstrate that the same courses/programs offerings in both IDL and classroom based formats share the same curricular objectives and expected learning outcomes.

B. Program/Instructional Materials: Program materials, including syllabi, lesson plans, instructional guides, and texts demonstrate the appropriate scope, sequence, and depth of each program or course in relation to the stated goals and objectives. Instructional materials, including supplementary textbooks, software, learning activities, visual aids, electronic links, and other teaching tools support the goals and objectives. All materials are up-to-date, readily available, and facilitate positive learning outcomes.

Specific Field Criteria for Interactive Distance Learning: Program materials that clearly guide students through courses/programs have been adopted or adapted and are demonstrated to be effective and appropriate to the selected technology/methodology.

Supplemental ASER Questions/Statements for Interactive Distance Learning:

• Describe how the design of course materials and syllabi contain clear directions and helpful guidelines that support the IDL students relative to the unique demands of the delivery/student feedback methodology in use.

• Demonstrate how course materials provide a structure that enables interaction between learners and instructors.

• Provide copies of the written policies and procedures for ensuring that program materials including textbooks are delivered timely to participants. Identify whether program materials are delivered electronically, in hard copy, or both.

• Describe the library and other electronic resources available to support the curriculum requirements of IDL students.

STANDARD V – INSTRUCTIONAL DELIVERY

The institution utilizes appropriate and effective instructional methods and other resources to ensure sound instructional delivery.

A. Instructional Methods: Instructional methods encourage active and motivated responses from participants. Written policies and procedures are in place to ensure that the curricula are followed and that there is consistency of application by all instructional staff.
The instructional methodology is consistent with current training industry standards and appropriate to the educational goals and curricular objectives, facilitates learning, and serves the individual learning needs and objectives of participants. Instructional methods provide encouragement, motivation, challenges, and learning opportunities for all participants, taking into account different backgrounds, learning abilities and styles, and prior levels of achievement.

*Specific Field Criteria for Interactive Distance Learning:* The methodology suits the delivery of the materials, the information being conveyed, and is consistent with stated outcomes for IDL. Instructional methods are appropriate for courses/programs offered via IDL and encourage active participation from students. The importance of appropriate interaction (synchronous or asynchronous) between instructors and students and among students is reflected in the design of the program and its courses and in the technical facilities and services provided. Any portions of the courses/programs that are contracted out must meet the requirements of ACCET Document 34 - Policy on Contracting for Educational Delivery.

**Supplemental ASER Questions/Statements for Interactive Distance Learning:**

- Describe how the technology used to mediate the courses supports an effective and dynamic virtual classroom environment.
- What provisions for faculty-student and student-student interaction are included in the program design and course syllabi?
- Provide copies of the written procedures used to ensure that faculty implement the technology/methodology consistently.
- Are students required to adhere to a structured time line? If so, how is the timeline defined: daily objectives, weekly objectives, modular/term objectives, etc.? Describe techniques used to keep the class on the same time line.
- Describe any portion of the curriculum delivery contracted out to a third party. Provide evidence of compliance with the requirements outlined in ACCET Document 34 - Policy on Contracting for Educational Delivery.

**C. Equipment, Supplies, and Learning Resources:** Adequate, appropriate, and functional equipment, supplies, furnishings, and learning resources required to effectively provide the education and training services are readily available for instructor and participant use.

*Specific Field Criteria for Interactive Distance Learning:* The institution provides a consistent and coherent technical framework for student and faculty use. Changes in technologies are systematically and effectively implemented to minimize the impact on students and faculty.
Supplemental ASER Questions/Statements for Interactive Distance Learning:

- Does the institution utilize a software application (learning management system) for delivery and/or management of the IDL program/course? If so, identify the learning management system (LMS) and describe how the LMS is used for the administration, documentation, tracking, and/or delivery of the IDL program/course. Attach the LMS agreement and identify the expiration date for the agreement.

- What provisions have been made to assure a robust and secure technical infrastructure, providing maximum reliability and privacy for students and faculty? Describe the software and hardware used to deliver the courses/programs offered at a distance. Is the equipment/software owned, leased, or rented? How is the equipment/software maintained? Provide a schedule for upgrading equipment and software.

- Describe the equipment and/or software students will need to access the courses/programs. Is any equipment or software provided by the institution? How are students informed of technical requirements?

- Describe how students and faculty are oriented and trained in the use of the technologies required for successful course participation.

- Describe how technical support is reasonably available to students during hours when it is likely to be needed. How do students access this support? How is the effectiveness of this support measured, and what have been the results of such evaluations in the last 12 months?

- When a student or instructor progresses or transfers from one course or program to another, is it necessary to learn another software program or set of technical procedures? If so, how is this facilitated?

- Describe the processes in place to orient instructors and students to new software or systems when they are adopted.

STANDARD VI – INSTRUCTIONAL PERSONNEL

The institution ensures that qualified instructors, under professional and capable direction, effectively deliver educational and training services.

B. Supervision of Instruction: Individuals with relevant education and experience in instructional delivery and management supervise instructional personnel. Supervisors of instructional personnel demonstrate good practice in the evaluation and direction of instructors. Regular classroom observations, along with student, peer, and supervisory feedback are documented and effectively utilized to enhance the quality of instruction.

Specific Field Criteria for Interactive Distance Learning: Individuals with relevant education and experience in IDL are utilized effectively in planning, developing, implementing, and monitoring the courses/programs.
Supplemental ASER Questions/Statements for Interactive Distance Learning:

- Describe the education and experience of each instructional supervisor and course designer relative to IDL expertise and provide a resume and/or ACCET Document 6 for each.

- Provide a copy of the institution's written policy and procedure for the observation of IDL classes. Describe how the results of the observations are used to improve the performance of instructors.

C. **Instructor Orientation and Training:** The institution develops and implements a written policy for the effective orientation and training of instructional personnel to ensure a consistent, high level of instruction. The institution also develops and implements an effective written policy for the ongoing professional development of instructional personnel that is systematically implemented, monitored, and documented.

*Specific Field Criteria for Interactive Distance Learning:* Instructors who teach IDL courses are appropriately oriented and trained in the effective use of the technology/methodology to ensure a high level of instructional quality and effective communications with students.

Supplemental ASER Questions/Statements for Interactive Distance Learning:

- Provide a copy of the institution's written policy and procedure for instructor orientation and training activities that prepare faculty to teach via IDL.

- What provisions ensure that adequate attention is given to teaching methods that are either unique to IDL or desirable for effective teaching in the IDL environment?

- Provide a copy of the institution's written policy and procedure relative to continuing professional development opportunities for instructional staff to enhance skills in distance learning methodology. How is the effectiveness of this professional growth and development assessed? Provide documentation demonstrating the completion of professional development by IDL faculty and staff over the past 12 months.

**STANDARD VII – ADMISSIONS AND STUDENT SERVICES**

The institution recruits and enrolls only qualified participants who can reasonably be expected to benefit from the education and training services and provides student services appropriate to their needs.

A. **Recruitment:** Informational and promotional materials, advertising, and representations made by or on behalf of the institution for recruiting purposes make only justifiable and provable claims regarding the courses, programs, costs, location, instructional personnel, student services, outcomes, and other benefits. All communication with prospective students is ethical and honest. The institution does not state or imply that employment, occupational advancement, and/or certification and
licensing are guaranteed.

**Specific Field Criteria for Interactive Distance Learning:** All advertising, promotional materials, and other representations by or on behalf of the institution clearly indicate which courses/programs are offered in whole or in part in an IDL format. These materials and representations include reference to any requirements unique to students participating in courses/programs taught via IDL.

**Supplemental ASER Questions/Statements for Interactive Distance Learning:**

- Demonstrate that prospective students receive all necessary information to make an informed choice prior to application, including, but not limited to, the following disclosures:
  - the level of technical competence required for successful participation;
  - estimated time line for program completion;
  - library and other learning services either required or available to support IDL students, and the skills necessary to access them;
  - arrangements for interaction with the faculty and fellow students; and
  - information to assist prospective students in understanding learning expectations.

- For programs that require both resident and IDL participation, how are students properly informed prior to enrolling?

**B. Enrollment:** The institution’s written policy for enrollment is clearly stated, defined, and in compliance with statutory, regulatory, and accreditation requirements. Reliable and regular means are utilized to ensure that, prior to acceptance, all applicants are able and qualified to benefit from the education and training services. The enrollment process is preplanned, effective, and regularly monitored by the institution to ensure its integrity.

The institution provides in its written enrollment agreement or contract full disclosure of the rights, obligations, and responsibilities of all parties, including (1) all costs stated in clear and explicit language, and (2) cancellation and refund policies that comply with statutory, regulatory, and accreditation requirements. The enrollment agreement or contract is furnished to appropriate parties before any payment or obligation is made.

**Specific Field Criteria for Interactive Distance Learning:** Admissions policies, procedures, and practices, including enrollment agreements and catalogs, fully and clearly represent the conditions and requirements related to IDL.

**Supplemental ASER Questions/Statements for Interactive Distance Learning:**

- What criteria are used to determine the student’s eligibility for admission to the IDL courses/programs, if different from those used for residential students? Where are they published?

- Are there any specific enrollment criteria for international students in IDL programs?
• Provide a copy of the cancellation and refund policy/procedures specific to IDL students, as stated in the enrollment agreement and catalog.

• In what format(s) is the catalog available to students? What procedures of the institution ensure that all students receive a catalog in one format or another prior to making any obligation to the institution?

• How does the institution address the issue of electronic signatures and electronic enrollment agreements?

• Describe how the institution provides IDL students with the following:
  - admissions counseling;
  - application/registration processing;
  - any entrance examinations; and
  - financial counseling, including access to secure payment arrangements.

• Describe what methods the institution has established to:
  - verify the identity of students to ensure that the student who registers for a program/course delivered by interactive distance learning is the same student who participates in and completes the course or program and, if applicable, receives the academic credit;
  - protect the privacy of students enrolled in IDL training; and
  - notify students, prior to enrollment in IDL training, of any projected additional student charges associated with the verification of student identity.

D. **Student Services**: Student services, consistent with the mission and learning objectives of the institution, are provided, such as academic advising, tutoring, placement assistance, extracurricular activities, and housing, as applicable.

*Specific Field Criteria for Interactive Distance Learning*: Appropriate services are available for students of IDL programs, both on and off of the institution's physical campus.

**Supplemental ASER Questions/Statements for Interactive Distance Learning:**

• List and describe how the institution provides services to IDL students, including the following:
  - academic advising;
  - tutoring;
  - bookstore services; and
  - complaint procedures (including implementation of the requirements of ACCET Document 49.1).

• What challenges have been identified unique to the institution's IDL students? How does the institution identify students at risk, and what steps are taken to counsel/advise them in order to maximize retention?
STANDARD VIII – EVALUATION AND DOCUMENTATION

The institution utilizes appropriate methods of evaluation to ensure that outcomes are consistent with the mission and goals. The institution maintains all required documentation.

A. **Student Progress:** The institution effectively monitors, assesses, and records the progress of participants utilizing a sound assessment system with a set of defined elements that are appropriately related to the performance objectives of the programs or courses. Semester credits, quarter credits, clock hours, and/or continuing education units are used to denote the successful completion of the education and training services. Student progress is documented consistently in accordance with institutionally established performance outcomes and is communicated to all participants. Participants are informed of their progress on a regular and timely basis. Institutions publish clear descriptions of their requirements for satisfactory student progress and utilize sound written policies and procedures to determine student compliance with these requirements and to document the results.

*Specific Field Criteria for Interactive Distance Learning:* Policies, procedures, and practices are documented and consistently implemented in order to reliably measure student progress within the context of the IDL format. When examinations are employed (paper examinations, online examinations, writing assignments, demonstrations of competency, etc.), they take place within circumstances that include verified student identity. The institution otherwise seeks to assure the integrity of student work.

**Supplemental ASER Questions/Statements for Interactive Distance Learning:**

- How and when are students provided with information about their assignments, progress, and grades, including specific feedback on assignment results? How is this information secure? How are student assignments submitted?

- Describe how the institution ensures the authenticity of the student’s work, including what measures/safeguards are in place to ensure that the enrolled student is the individual completing assignments, tests, and evaluations. Included must be evidence that the institution verifies the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as: (a) a secure login and pass code; (b) proctored examinations; and (c) new or other technologies and practices that are effective in verifying student identity.

- How is instructor response time to student assignments/tests/evaluations measured and evaluated, and relative to what standards?

- Describe the process for administering student examinations. Provide copies of the written policies and procedures in place to assure the identity of the student and the integrity of student work.
• Describe how student satisfactory academic progress (SAP) is tracked, including how the institution identifies and counsels IDL students who fall behind in their work and/or are struggling academically. Attach written SAP policies and procedures for: (1) tracking student participation and satisfactory academic progress and (2) providing student counseling to remedy academic deficiencies.

• Describe the institution’s retention strategies and attach written retention policies and procedures to ensure students’ academic achievement and successful completion of the IDL programs/courses.

B. **Attendance:** The institution establishes and implements written policies and procedures for monitoring and documenting attendance. The attendance policy is effective in ensuring that student participation and preparation are consistent with the expected performance outcomes of the course or program.

*Specific Field Criteria for Interactive Distance Learning:* Policies have been established for expected levels of student participation in IDL courses/programs. All students and faculty are aware of these policies, which are consistently and accurately administered, monitored, and documented.

Supplemental ASER Questions/Statements for Interactive Distance Learning:

• How is attendance defined (e.g. how does the institution account for the students’ time on task compared to the clock hours comprising the courses/programs) and monitored for IDL students? How and where are attendance records maintained?

• Can students complete assignments at their own pace? If so, describe how student participation is monitored.

C. **Participant Satisfaction:** Open lines of communication with participants exist and demonstrate responsiveness to student issues. Written policies and procedures are followed that provide an effective means to regularly assess, document, and validate student satisfaction relative to the quality of education and training offered, as well as the student services provided. Interim evaluations and a final evaluation upon completion of the term of enrollment are specified components of determining participant satisfaction.

*Specific Field Criteria for Interactive Distance Learning:* The institution’s processes for measuring and analyzing participant satisfaction should yield useful data specific to the IDL technology/methodology and the student experience interacting with instructors and other students within the virtual classroom environment.
Supplemental ASER Question/Statement for Interactive Distance Learning:

- Describe procedures for obtaining feedback from IDL students. How is this feedback used to evaluate course content and to assess and improve the effectiveness of course design, materials, and technology/methodology utilized in the IDL environment?

E. Completion and Placement: Written policies and procedures are followed that provide an effective means to regularly assess, document, and validate the quality of the education and training services provided relative to completion and placement rates, as applicable.

- Completion: The number of participants who complete the programs and courses in which they enroll is consistent with the benchmarks established by the Accrediting Commission.

- Placement: Institutions offering vocational programs provide job placement assistance to graduates and document the results to enhance the effectiveness of the training services provided. The quality of such programs is validated by positive training-related outcomes consistent with the benchmarks established by the Accrediting Commission.

Specific Field Criteria for Interactive Distance Learning: Completion and placement rates, as applicable, for IDL courses/programs are monitored apart from the institution's non-IDL courses/programs to ensure outcomes consistent with ACCET-mandated benchmarks.

Supplemental ASER Question/Statement for Interactive Distance Learning:

- **Avocational courses/programs only**: How does the institution define a completer of its IDL courses or programs in order to calculate completion rates? What are the completion rates for students in each IDL course/program?

- **Vocational programs only**: Provide a separate ACCET Document 28.1 for each vocational IDL program distinct from those documents that might record completion and placement outcomes for any residential version of the same program.

- **Vocational programs only**: Describe how placement services are provided to IDL students. How are job referrals generated and disseminated? How is placement data gathered, documented, and verified for use in creating ACCET Document 28.1?