Section	Criteria Revision	Date Modified
APPENDIX H **Principles and Requirements for Nontraditional Education**	(b) The syllabus for each course must be expanded to include clear learning objectives, student competency expectations, direct assessment techniques utilized by the faculty, criterion-based rating scales or rubric scores where appropriate, and the institution's systematic methods for determining credit hour or clock hour equivalencies. The syllabus must also clearly state how the student's progress will be monitored and how the final grades will be recorded.	1/1/2015

SECTION 1 DIRECT ASSESSMENT COMPETENCY-BASED PROGRAMS

Faculty and Instructional Support

Maximum support of the program faculty is essential to develop and implement this student-centered program. The institution must demonstrate that the faculty members are provided proper training, in-service and professional development activities to support this program. A rationale for faculty-student ratios must be developed. Adequate technology support must be provided as appropriate for faculty to monitor student progress and competency achievements.

Student Support Services

(a) The institution must demonstrate that it offers strong student support services to assist students in achieving their competency goals. Mentors and student counselors must be trained to provide suitable support.

(b) The institution must have a definite pathway for competency-based program students who may be advised to transition to a traditional fixed-schedule, teacher-directed format.

(c) Academic advisors, registrars, career counselors, and financial aid counselors must be provided special training to provide support to the direct assessment competency-based program students.

Utilization of External Entities and Experts

(a) If appropriate, the institution may utilize external entities and experts in providing a portion of the direct assessment competency-based program. The scope and nature of their involvement must be clearly outlined in a formal contract. The institution must demonstrate that it has sufficient academic control for the development and monitoring of the program. The contract must be approved by the Council prior to implementation.

(b) If external entities and experts are utilized, the institution's faculty must provide more than 50 percent of the direct assessments of the competency-based program.

Continuous Program Assessment and Improvement

The institution must have adequate plans for the continuous assessment of the effectiveness of the program and provide for continuous improvement. These plans must be described in the Campus Effectiveness Plan.

Publications

Full and accurate disclosure of an approved direct assessment competency-based program must be provided in the institution's catalog and Web site. The catalog disclosure must follow the requirements as described and outlined in Appendix C, Item 23.

Section	Criteria Revision	Date Modified
Glossary: Introduction.	The following definitions are provided in order to assist institutions in understanding and interpreting the Accreditation Criteria. The definitions include some of the most commonly used terms and are defined to reflect their most common usage. These ~~normative~~ definitions <u>are</u> drawn from <u>a variety of sources</u> ~~no single source~~ <u>and meant to be exemplary rather than limiting.</u> ~~are offered by way of example rather than limitation.~~ The Council recognizes the evolving and dynamic nature of post-secondary education in the U.S. and Internationally. ~~American postsecondary education.~~ <u>While it</u> ~~It~~ has no intention of imposing rigid expectations,~~.~~ <u>w</u>When an institution departs from these norms it may be called upon to defend the academic integrity of the questioned activity.	9/1/2014
Glossary: Credit Hour.	A unit by which an institution may measure its course work. The number of credit hours assigned to a traditionally delivered course is usually defined by a combination of the number of hours per week in class, the number of hours per week in a laboratory, and/or the number of hours devoted to externship times the number of weeks in the term. One unit of credit is usually equivalent to, at a minimum, one hour of classroom study and outside preparation, two hours of laboratory experience, or three hours of <u>externship</u> ~~internship or practicum~~, or a combination of the three times the number of weeks in the term. The number of credit hours assigned to a nontraditionally delivered course must be determined and justified by the institution and approved by the Council.	9/1/2014
Glossary: Degree, Associate.	The academic credential granted upon successful completion of an educational program of ~~at least~~ <u>generally</u> two but less than four years of <u>full-time equivalent</u> ~~academic years of~~ college-<u>level</u> work. <u>including a minimum number of credits as specified under Section 3-4-202.</u>	9/1/2014
Glossary: Degree, Baccalaureate.	The academic credential granted upon successful completion of an educational program of ~~at least~~ four years of <u>full-time equivalent</u> ~~academic years~~ of college-<u>level</u> work<u>, including a minimum number of credits as specified under Section 3-5-202.</u>	9/1/2014
Glossary: Externship.	~~See Practicum.~~ <u>A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty</u> ~~or staff~~ <u>member, a written agreement shall be developed that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria.</u>	9/1/2014
Glossary: General Education	Humanities—Courses in fields such as literature, philosophy, logic, foreign language, art, music, <u>theater</u> appreciation, and communications, including rhetoric, composition, and speech; but excluding business communications~~;~~ <u>and business writing</u> ~~spelling, letter writing, and word study~~.	9/1/2014
Glossary: Internship	See <u>Externship</u> ~~Practicum~~	9/1/2014
Glossary: Practicum	<u>See Externship.</u> ~~A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.~~	9/1/2014

Section	Criteria Revision	Date Modified
Glossary: Student Learning Outcomes	~~Student Learning Outcomes are a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). Student Learning Outcomes are defined by the institution based upon information collected on a regular basis by faculty in the programs offered by the institution. Recommended information includes data on student learning outcomes of job-specific courses as well as the outcomes of general education courses, where applicable. Measures should, where possible, be applied rather than abstract or theoretical, integrated rather than fragmented, and program level rather than course-level or institution-level. Examples of data include student externship/practicum grades, student portfolio, grades, capstone, course grads, GPA, CGPA, pre- and post-tests, Ability-to-benefit (ATB) and other entrance or course placement assessments, graded portfolios, standardized tests, professional licensure exams, program reviews, skill checklists, competency tests, clinical work, and senior projects. Placement data should not be used as a measure of student learning outcomes.~~

Concise measurable statements of direct and indirect learning outcomes with assessments that specify what students will know be able to do, or demonstrate as a result of a specific, planned education experience. Outcomes are expressed as measurable knowledge, skills, abilities or attitudes.

Direct and Indirect Assessment of Learning Outcomes. See Direct Assessment Competency-based Programs for examples. | 9/1/2014 |
Appendix A Article III Section 1	Section 1–Composition. The Council shall consist of the elected and appointed commissioners generally representing member institutions, appointed commissioners-at-large, who are unaffiliated with ~~an~~ member institution and public representatives formerly employed at a public institution. It shall comprise fifteen (15) commissioners, at least five (5) of whom shall be elected by the membership and the balance of whom shall be appointed by the Council, and it shall include at least two academic representatives and at least two administrative representatives. Academic representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research. Administrative representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary institutional or programmatic administration. At least three of the appointed commissioners shall be public representatives members. Notwithstanding the foregoing, an elected commissioner may be replaced by an appointed commissioner for the remainder of the elected commissioner's term in the event of a vacancy.	9/1/2014
Glossary: Campus, ~~Additional Location~~ Branch.	~~An additional location~~ A branch campus is ~~any~~ a location of an institution that is geographically apart and independent of the main campus of that institution, ~~other than the main,~~ but under the same corporate structure as the main campus (i.e., part of the main campus corporation or a wholly owned subsidiary) ~~that offers educational activities. (See Section 1-3-102).~~ The branch campus is permanent in nature, offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, and has its own budget, faculty, administrative staff and supervisory organization.	9/1/2014
3-1-513. Program Development.	(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract signed by the student and institution that outlines the course objectives and procedures unique to this form of instruction. For ~~practica,~~ externships, ~~or~~ and internships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the ~~practicum~~ site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi, independent study, ~~practica,~~ and externships, ~~and internships~~ are outlined in the Glossary.	9/1/2014

Section	Criteria Revision	Date Modified
3-1-516 **Course and Program Measurement**	The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/~~practicum~~ externship) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery. Institutions, therefore, must demonstrate in written policies and procedures for determining credit hours a knowledge of appropriate academic course and program measurement and correct application of the measurement. (a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas: (i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of externship ~~practicum~~. The formula for calculating the number of quarter credit hours for each course is: (hours of lecture/10) + (hours of lab/20) + (hours of externship ~~practicum~~/30); or (ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of practicum. The formula for calculating the number of semester credit hours for each course is: (hours of lecture/15) + (hours of lab/30) + (hours of externship ~~practicum~~/45). (a) Credit award rationales for nontraditional delivery of courses or programs (e.g., distance education or independent study) generally do not use the above lecture/laboratory/externship ~~practicum~~ formulas for credit calculation. The rationale used must be submitted to the Council for pre-approval of the credit calculation. As a part of the approval application, an institution must demonstrate that the clock or credit hours awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. The institution may accomplish this by demonstrating that students completing these programs or courses have acquired equivalent levels of knowledge, skills, or competencies to those acquired in traditional formats.	9/1/2014
3-7-303. **Program Advisory Committee**	A program advisory committee, comprised of individuals from similar accredited doctoral programs and representatives of the employers that would be hiring graduates, shall meet at least annually with program administrators and faculty. The committee shall provide advice and guidance about the program, the currency and content of its curriculum, admissions criteria, and internship/externship ~~practicum~~ opportunities. Members of this committee may also provide information regarding the validity and rigor of the program and the quality of the graduates.	9/1/2014
Appendix H **Principles and Requirements for Nontraditional Education**	(c) Curriculum & Instructional Delivery Institutions must demonstrate to the Council that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. Credit award rationales for distance education delivery of courses or programs generally do not use the traditional lecture/laboratory/externship ~~practicum~~ formulas for credit calculations (See Section 3-1-516, Course and Program Measurement). (b) Admissions Requirement and Enrollment Institutions must demonstrate to the Council that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. Credit award rationales for distance education delivery of courses or programs generally do not use the traditional lecture/laboratory/externship formulas for credit calculations (See Section 3-1-516, Course and Program Measurement).	9/1/2014

Section	Criteria Revision	Date Modified
2-2-400 – Ownership or Control	The Council at all times must know who is in control of an accredited institution. The transfer of ownership or a change in the control of an institution is a substantial change that must be ~~reported to~~ approved by the Council before continuation of accreditation can occur. ~~In addition, a~~Any institution or owning corporation that is contemplating a transaction that may result in a change of ownership/control must ~~notify~~ submit the appropriate application and supporting documentation to the Council for approval ~~at least 15~~ 30 days prior to consummating the proposed change. Failure to provide this notification in a timely manner may ~~result in a delay processing the application~~ negatively impact the continuation of accreditation. Transactions that constitute a change of ownership/control vary depending on the structure of the entity that owns or controls the institution.	9/1/2014
2-2-403. Change of Ownership or Control Review Procedures.	Institutions must submit Part I of the change of ownership/control process at least 30 days prior to the transfer of ownership or change in control occurs. Part II of the change of ownership/control process must be submitted within five business days after the transaction. The following procedures govern the Council's review of change of ownership/control: (a) Automatic Discontinuation. Any change of ownership/control results in the immediate and automatic discontinuation of an institution's grant of accreditation until approval of part II of the change of ownership/control process by Council. Because the discontinuation results without action or prior approval on the part of the Council, this change in status does not constitute withdrawal of accreditation and is not a negative action. (b) Reinstatement. After the grant of accreditation has been discontinued, it may be reinstated at the discretion of the Council action within 30 days of the change in ownership/control, ~~at such time and according to terms and conditions that it has established or may establish in the future~~. Those terms and conditions of the reinstatement process are set forth in policy statements issued to the field and in the change of ownership/control application document that institutions must file to initiate the reinstatement process. ~~When the Council is not in session, the Financial Review Committee is authorized to grant a temporary reinstatement of the grant of accreditation for a period sufficient to permit the Council to review and consider the application and all required supporting documentation.~~ The Council will conduct a ~~site~~ quality assurance monitoring visit ~~at any institution that has undergone a change of ownership/control~~ within six months of the effective date of ~~the~~ a change of ownership/control. ~~The Council will not consider the final reinstatement of an institution's grant of accreditation until this visit has been conducted. In addition, the Council may require the:~~ The new owner(s) ~~or~~ and the chief on-site administrator must provide evidence of attending an ACICS Accreditation Workshop within one year of the change of ownership or attend an Accreditation Workshop ~~before~~ prior to the quality assurance monitoring visit. ~~final reinstatement of an institution's grant of accreditation will be considered.~~ (c) Effect. Until ~~either temporary or final~~ the Council approves a reinstatement of the grant of accreditation ~~is granted~~, the accreditation of the institution remains in abeyance. If approval of the application for reinstatement is withheld, the matter will be treated procedurally as a deferral or denial, as the case may be. (See Title II, Chapter 3, Council Actions, for further information.)	9/1/2014
2-2-201. ~~Additional Location~~ Branch-to-Main Campus Reclassification.	~~An additional location~~ A branch is eligible for evaluation as the freestanding main campus of a separately accredited, single campus institution only if it has been operating as an approved ~~location~~ branch for at least two years. ~~Additional locations~~ Branches seeking main campus status must submit the appropriate application, and audited financial statements certified by an independent certified public accountant for the institution's most recent fiscal year~~, and undergo an on-site evaluation visit. The visit will not occur until audited financial statements are received.~~ The Council reserves the right to assign an on-site quality assurance monitoring visit at any time as it deems necessary.	9/1/2014

Section	Criteria Revision	Date Modified
3-1-541. Faculty Preparation.	Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach. Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods.	9/1/2014
	U.S. based institutions must provide evidence that all faculty members are graduates of institutions accredited by agencies recognized by the United States Department of Education. Credentials of faculty who are graduates from institutions outside the United States must ~~be graduates of institutions recognized by their respective governments as institutions of higher education or~~ be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials awarded by institutions in the United States.	
	Internationally based institutions must provide evidence that all faculty members are graduates of institutions recognized by their respective governments as institutions of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluations Services (NACES) to determine the equivalency of the credentials awarded by institutions in the United States. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. ~~to determine qualifications. Transcripts, in languages other than English, must be translated into English.~~	
3-3-302. Assignments. **(b)**	(b) Instructors teaching general education shall hold a minimum of a master's degree. Instructors shall have a minimum of 18 semester or equivalent hours of coursework in their teaching discipline. At internationally based institutions, transcripts in languages other than English for general education instructors must be translated into English.	9/1/2014
3-4-302. Assignments.	During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.	9/1/2014
	Instructors teaching general education shall hold a minimum of a master's degree. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline. At internationally based institutions, transcripts ~~for general education instructors,~~ in languages other than English, ~~must be translated into English~~ for general education instructors must be translated into English.	
3-5-302. Assignments.	During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.	9/1/2014
	Instructors teaching general education shall hold a minimum of a master's degree. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline. At internationally based institutions, transcripts ~~for general education instructors,~~ in languages other than English, ~~must be translated into English~~ for general education instructors must be translated into English.	

Section	Criteria Revision	Date Modified
3-4-401. Staff.	A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable, or, for foreign institu¬tions, who holds a bachelor's or master's degree recognized as appropriate for the position by its government or higher education authority. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. ~~Transcripts, in languages other than English, must be translated into English.~~ <u>ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English.</u> The professionally trained individual must participate in documented professional growth activities.	9/1/2014
3-5-401. Staff.	A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable, or, for foreign institu¬tions, who holds a bachelor's or master's degree recognized as appropriate for the position by its government or higher education authority. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. ~~Transcripts, in languages other than English, must be translated into English.~~ <u>ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English.</u> The professional trained individual must participate in documented professional growth activities.	9/1/2014
3-6-701. Staff.	A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one with special qualifications to aid students in research and who holds a M.L.S. degree or the equivalent, or, for foreign institutions, who holds a master's degree recognized as appro¬priate for the position by its government or higher education authority. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Educa-tion. If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equiva¬lency of the degree to degrees awarded by institutions in the United States. ~~Transcripts, in languages other than English, must be translated into English.~~ <u>ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English.</u> The professionally trained individual must participate in documented professional growth activities.	9/1/2014

Section	Criteria Revision	Date Modified
3-7-701. Staff.	A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one with special qualifications to aid students in research and who holds a M.L.S. degree or the equivalent, or, for foreign institutions, who holds a master's degree recognized as appro¬priate for the position by its government or higher education authority. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equiva¬lency of the degree to degrees awarded by institutions in the United States. ~~Transcripts, in languages other than English, must be translated into English.~~ <u>ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English.</u> The professionally trained individual must participate in documented professional growth activities.	9/1/2014
1-3-102. ~~Additional Location~~ <u>Branch Campus.</u>	~~An additional location~~ <u>A branch campus</u> is ~~any~~ <u>a</u> location of an institution <u>that is geographically apart and independent of the main campus of that institution,</u> ~~other than the main,~~ but under the same corporate structure as the main campus (i.e., part of the main campus corporation or a wholly owned subsidiary) ~~that offers educational activities.~~ <u>The branch campus is permanent in nature, offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, and has its own budget, faculty, administrative staff and supervisory organization.</u> Full disclosure must be made in the catalogs of the main campus and/or ~~additional locations~~ <u>branch campus</u> as to the credentials and programs offered at each location. ~~An additional location~~ <u>A branch campus</u> may publish its own catalog.	9/1/2014
<u>**3-1-501. Faculty Involvement in Academic Governance.**</u>	<u>The faculty shall have a clear responsibility, distinct from that of developing institutional policy, to participate in administering and implementing policy, especially as it pertains to academic affairs. The institution shall adopt and publish a policy on the responsibility and authority of faculty in matters of academic governance. At a minimum, the policy should address the role of faculty in:</u> <u>(a) the development of the educational program of the institution;</u> <u>(b) the selection of course materials, instructional equipment and other educational resources;</u> <u>(c) systematic evaluation and revision of the curriculum;</u> <u>(d) assessment of student learning outcomes; and</u> <u>(e) planning for institutional effectiveness.</u>	9/1/2014
<u>**3-1-502. Programs Requiring Certification or Licensure.**</u>	<u>For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.</u>	9/1/2014

Section	Criteria Revision	Date Modified
3-1-503. Specialized/ Programmatically Accredited Programs.	Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner. The institution must provide and document notification to students as to: (a) which programs hold specialized or programmatic accreditation; (b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and (c) any other requirements that are generally required for employment. The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.	9/1/2014
3-1-505. Direct Assessment Competency-based Programs.	Competency-based programs utilize direct assessment of student learning by faculty and other experts in the field serving under the supervision of the institution for academic progression in lieu of clock or credit hours. The institution must demonstrate that it has utilized a robust and structured process for identifying the required knowledge, skills and professional behavior ("soft skills") to be considered "competent" in the field. The syllabus for each course must clearly define the competency standards and how the direct assessment of student learning will be conducted.	9/1/2014
1-3-103. ~~Campus Addition~~ Learning Site.	**1-3-103.** *Learning Site.* A ~~campus addition~~ learning site is a location where educational activities are conducted apart from a main or ~~additional location~~ branch campus that does not, on its own, qualify as an ~~additional location~~ branch.	9/1/2014
TITLE III Evaluation Standards **Chapter 3 Standards for Occupational Associate's Degree Programs**	**INTRODUCTION** In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to institutions offering occupational associate's degree programs. Occupational associate's degree programs are those programs which award associate's degrees that contain less than ~~a maximum of~~ 15 semester hours, 22.5 quarter hours, or the equivalent of general education ~~unless otherwise required by the state~~.	
Bylaws Article IV	*Section 2–Eligibility for Election and Voting.* Any person employed by a member institution in good standing and meeting other eligibility criteria is eligible to run for Council and Board membership ~~provided that person has been registered pursuant to these Bylaws with the Board of Directors by the ownership of a member institution. That person must be identified as the "Designated Delegate" of that member. Each main and additional location is entitled to one Designated Delegate. Such designation also authorizes that person to be the voting representative of the member on all ACICS matters requiring a vote of the members.~~ Each main and branch campus is entitled to one Designated Delegate who is authorized to vote in all elections on behalf of that member institution as well as, in all other matters requiring a vote of the members. Appointment of the Designated Delegate is made by the chief executive officer of the institution by notice in writing to ACICS. Multiple campuses under common ownership may be represented by one designated delegate, who shall be empowered to cast votes on behalf of each campus. Changes of Designated Delegate shall be made in writing at least fifteen (15) days prior to the date of any scheduled election which becomes the record date for determining eligibility to vote. Results of elections shall be certified by the Executive Committee.	

Section	Criteria Revision	Date Modified
Bylaws Article IV	*Section 5–Terms.* Term of service as a commissioner shall be five years~~, except that a~~ . A person elected or appointed to fill a term of less than two and one-half years is entitled to <u>apply</u> ~~submit~~ for nomination and election or appointment to a full term. Upon completion of a commissioner's term, the commissioner shall not be eligible to serve another term through election or appointment until three (3) years have elapsed. <u>However,</u> a ~~A~~ commissioner who is elected to the Office of Chair-Elect in the final year of that commissioner's term shall have that term extended for one year to allow service as the Chair of the Council to be fulfilled. <u>If nominated, public representatives may serve one additional appointment without the three-year waiting period.</u>	
ARTICLE I- General Provisions and Definitions	*Section 7–Public Representatives.* Representatives of the public are persons who are interested in career education; have knowledge or experience useful to the accreditation process; are willing to contribute opinion, advice, and expertise to the endeavors of ACICS and the Council; and are not (1) employed <u>or formerly employed</u> by an institution or program that either is accredited by the agency or has applied for accreditation or (2) associated as members of the governing board, owners, shareholders, consultants or in some other similar capacity with an institution or program that either is accredited by the agency or has applied for accreditation; or (3) a member of any related, associated, or affiliated trade association or membership organization; or (4) a spouse, parent, child or sibling of an individual identified in paragraph (1), (2) or (3) of this definition.	
Chapter 2 Institutional Changes	INTRODUCTION Approval by ACICS is required before substantive changes are implemented, and institutions should notify ACICS of other significant changes. The material in this chapter explains the evaluation procedures that ACICS will follow for approving substantive <u>and non-substantive</u> changes. ~~The Council shall be notified immediately of substantive changes at an institution, including changes in its mission or objectives, management, ownership, control, educational programs, mode of delivery, name, geographic location, and state or local authority to operate, any of which may result in a comprehensive review by the Council.~~	12/11/13

EVALUATOR REIMBURSEMENT INFORMATION
POLICY AND PROCEDURES

ACICS GUIDELINES FOR TRAVEL REIMBURSEMENT
Each person is expected to exercise the same caution and care for incurring expenses while traveling for ACICS activities that a prudent person exercises when traveling on personal business. The institutions we accredit pay for the expenses related to evaluation visits and may review the expenditures and reimbursement requests made by our staff and volunteer evaluators. Additionally, ACICS needs to ensure that expenditures being reimbursed are reasonable and justifiable to meet IRS regulations (accountable plan) and recommendations from our auditor.

Policy and Procedures require travel expenses to be itemized and submitted using the Concur expense reimbursement tool. Access to Concur is obtained by logging on through ACICS and clicking LINK TO CONCUR

- All expenditures <u>must</u> be supported by <u>original receipts</u>. Please attach to "8 ½ x 11" sheets of paper with tape and send them to ACICS, 750 First Street, NE, Suite 980, Washington DC 20002. Provide as much detail as possible on the nature and reason for the expenditures involved. *Failure to provide adequate documentation of expenses will void ACICS' reimbursement responsibilities.*

The following are valid business travel expenses and will be reimbursed by ACICS if the documentation identified below is provided:

I. Transportation:
　　Team members are responsible for making their own transportation arrangements. Please do not schedule return transportation that would require you to leave the premises of the institution being visited before 5:00 p.m. on the last day of the visit unless advised otherwise. The Council provides travel/accident insurance for evaluators.
　Air
　A. Coach/economy class fares will be covered by ACICS when purchased through the Concur travel expense system using the ACICS American Express account. Advance purchase of airfare (<u>more than 7 days</u> <u>before date of departure</u>) should be made whenever possible.
　B. Advance approval must be given by the ACICS staff member coordinating the visit for tickets costing more than $1,000.
　C. A copy of the travel itinerary with total cost paid (holds or quotes are unacceptable), departure and destination, dates of travel, and rate class is required for reimbursement.
　D. Passenger receipts without the above information are not acceptable documentation for reimbursement.
　E. Travel agent invoices for airline tickets are not acceptable documentation.

Train
Train travel to and from a visit requires the same documentation as commercial airfare. Business class is acceptable when less expensive than coach airfare. (Note: If the total cost is $500.00 or less an airline comparison is not required.)

Personal Auto Use
A. If personal auto is used for travel from home base (i.e., personal residence or place of employment) to a visit site and back, total reimbursement for the trip is limited to the amount of the cost of round-trip coach class airfare purchased more than 7 days prior to departure.
B. If you choose to drive from your home base to the visit location, include a printout of airline "quotes" from travel services such as Travelocity, Expedia, or Orbitz documenting what round trip coach class airfare purchased more than 7 days prior to departure would cost for travel from your home base to the visit site. (Note: If the total miles driven from your home base to the site visit and back is 400 or less an airline comparison is not required.)
C. If a personal automobile is used to travel to and from a visit, mileage reimbursement is at the current government rate. A "map it" mileage printout from Map Quest, AAA, etc. with home base starting address and visit ending address must accompany the request for mileage reimbursement.
D. In-transit meals or hotel accommodations will be reimbursed during use of personal automobile to or from a visit if receipts are provided; however, the total reimbursement for mileage and other travel expenditures for the trip are limited to the equivalent of the cost of round-trip airfare as defined in A, above.

Rental Cars
A. Rental car expenses will not be reimbursed unless approved in advance by the ACICS staff member coordinating for the visit. Preferred rental car agency is Avis (use discount #D375300).
B. Receipts should show date/time out, miles traveled, date/time of return and total cost paid.
C. The Council does not reimburse for **insurance coverage** of a rental vehicle.
D. The "bring it back full" gas option should be chosen upon signing a rental agreement
E. If you are asked to rent a car by an ACICS accreditation coordinator and agree to do so, the Council has coverage for both Liability and Physical Damage for rented vehicles. You should complete the rental agreement with Your Name, c/o Accrediting Council for Independent Colleges & Schools, 750 First Street, NE, #980, Washington, DC 20002. This is needed to tie the company into the contract for coverage. If there is a loss or claim, it would be reported directly to the Hartford, under policy number 42SBANK8991, Hartford's direct reporting number is 1-866-467-8730 and their E-mail address is agency.services@thehartford.com

Commercial Ground Transit

A. Taxi**,** commuter bus and mass transit system fares that take you between the airport, station or your hotel and the work location of an ACICS institution will be reimbursed.

B. Airport or hotel shuttles are to be used whenever possible.

C. Receipts are required with the following information:
   1. Date of travel
   2. Name of transporter (Cab Company, rail line, etc.)
   3. Departure and arrival locations
   4. Names of people riding, if more than one

II. Lodging:

Normally, hotel reservations will be made by the ACICS accreditation coordinator, but **payment is the responsibility of each team member**. (*Staff will not pay for the hotel/ lodging costs of team members unless you ask them to do so.*)
Regardless of who's credit card is used for the hotel costs, all incidentals are the responsibility of the evaluator. Incidental expenditures are reimbursable pursuant to the allowed expenses within this travel policy.

For convenience, all team members will stay at the same hotel. The accreditation coordinator will notify team members of the name, address, and phone number of the hotel as well as the confirmation number for their reservations. In the event that travelers are unable to find reasonable flight accommodations on the last day of the visit, approval by the accreditation coordinator will be needed in order to submit for an additional night's stay.

A. Expenses for spouses, relatives or guests' hotel accommodations or room service meals are not reimbursed. All reimbursements for hotel rooms will be at the single rate.

B. Changes made to hotel reservations by a team member may create a rate change. Any rate increases due to changes made will be the responsibility of the team member.

C. Reasonable personal long distance telephone calls home, related to arrival and departure plans, are authorized. Receipts are required (may be on hotel bill). Personal cell phone use is encouraged.

D. A daily Internet connection charged to the hotel bill will be reimbursed.

E. Reasonable laundry service is authorized on extended visits consisting of four or more visit days. Receipts are required

F. In-room movie expenses will not be reimbursed.

G. In-room "honor" bars/boxes/refreshments will not be reimbursed.

III. Meals and Beverages

A. A credit card "total only" receipt is not acceptable documentation. For reimbursement documentation, printed receipts should include:
   1. The name and location of the restaurant
   2. The names of people served
   3. The food/beverages ordered

4. The date and amount of the expense

NOTE: Increasingly tips are automatically added to meal receipts. They may also be referred to as a service charge or delivery charge for in room dining. Additional tipping will <u>not</u> be covered by ACICS. Tipping beyond 20% will also <u>not</u> be reimbursed.

B. Meals charged to hotel bills must be reasonable and documented with a receipt showing:
1. The name and location of the restaurant
2. The names of people served
3. The food/beverages ordered
4. The date and amount of the expense
C. Reimbursement for meals/food/beverages normally begins after departure from the home base and continues until returning to the home base. Therefore, reimbursement for meals/food/beverages purchased (at airports or in transit to or from the airport) before departures from or after return to your airport of departure is not normally provided. However, reimbursement will be given for meals/food/beverages purchased before departures from an airport if there is a delay in departure time or the flight is longer than three hours and for meals/food/beverages purchased after return if an unusually late arrival is involved. A written explanation should accompany requests for such reimbursements.
D. For meal and beverage purchases only, which are under $10 and if a receipt is not available, are no longer necessary. However, an explanation for the expense must include the purpose of the expense, the amount and date.
E. Lavish or extravagant meals – Each visit is unique; lavish and extravagant meals should be avoided. ACICS staff has been advised that perception by others is important when choosing restaurants.
F. Alcohol: Discretion should be used. Perception by others is important.
1. Reimbursement will not be made for alcohol consumed other than that served with dinner and detailed on a meal receipt. Alcohol consumed in a bar area while waiting to be seated for dinner may be considered as being served at the meal that follows.
2. There is a maximum of 2 alcoholic beverages per dinner per person
3. Alcoholic beverages served for group consumption, such as pitchers of beer or bottles of wine are not allowed.
4. Prior to operating motor vehicles, abstain from consuming alcohol.

IV. **Preparing Team Reports**: Up to a maximum of $25.00 will be honored for the costs of producing, duplicating, or preparing team reports or for phoning team members before or after the visit.

V. **Miscellaneous:** Reimbursement will not be made for prescription or over-the-counter drugs, souvenirs, clothing, books, magazines/newspapers, bar bills, or non-Council related travel.

TIPS – The maximum amount of cash tips related to maid, baggage and concierge services is $20.00 per visit. This does not include tips for car/cab service and meals. Any excessive tipping as it relates to these and other services will be reviewed for approval and/or rejection. Tips should be listed with amount and purpose in the explanation field.

VI. Honorariums:

A. An honorarium of $350 per actual visit day is paid to the chair of the evaluation team. The honorarium covers all telephone calls, mailing expenses, etc., incurred by the chair for team coordination and report preparation. Separate reimbursement will not be provided for these items.

B. An honorarium of $250 per actual visit day is paid to evaluators for participating as a team member.

C. An evening school visit, when coupled with a one- or two-day visit, does not qualify an evaluator for an additional day's honorarium. Honoraria are based on the number of full days scheduled for the visit. Each honorarium is intended to cover travel time, time on the premises, and time involved in preparing the formal report to the Council.

D. The honoraria will be paid by the Council upon completion of the visit and receipt of reimbursement request forms with receipts incurred. All requests for reimbursement are to be sent to the Council office in Washington, D.C., not to the institution visited.

Expense forms must be submitted within 60 days of completion of the activity. Requests for reimbursement received after 60 days will <u>not</u> be honored.

Thank you for your work as an evaluator.

TEN GUIDING PRINCIPLES FOR THE SITE VISIT

1. CONFIDENTIAL INFORMATION
Site visitors often learn private matters about an institution that otherwise are not publicly known. Do not disclose evaluation visit activities or results following the visit.

2. PERSONNEL OPPORTUNITIES
Site visitors often discover talented personnel during evaluation visits. Do not take advantage of the opportunity afforded by your position on the team to recruit personnel.

3. SERVICES AND GIFTS
Site visitors may be invited to services or gifts. Do not accept any articles, no matter how small. Be mindful of any activity or the appearance of impropriety.

4. CONSULTING
Site visitors might see an opportunity to suggest themselves for consultant services, a temporary job, or a permanent position with the institution. Actively paid consultants should not serve on ACICS site evaluation visits.

5. DEFICIENCIES
Site visitors should report deficiencies that violate Council expectations. Areas in which the institution may correct minor details should be permitted and encouraged.

6. GOOD JUDGMENT
The accreditation process is developmental, not punitive. Site visitors should see accreditation as a mechanism to (1) assure the quality of the institution, and (2) promote the improvement of the institution.

7. BEST INTENTIONS
Site visitors should report the positive and negative side of their findings. Evaluators should not attempt to fix concerns. Rather, constructive criticism should be provided for overall institutional improvement.

8. PERSONAL OPINION
School personnel often see site visitors as being the final authority. Site evaluators should refrain from personal theories, philosophies, or techniques as the solution to areas of concern. Council standards should be the rule of measure. Recommendations should be included following the conclusion of the report and should be based on practicality, applicability, and merit.

9. DISCRETION
Site evaluators are privileged to hear personal opinions and concerns from school personnel. This candor is essential to the evaluation process. As a result, the information received should be positively used and shared when appropriate, but all efforts should be made to protect the identity of those critical of an institution.

10. OBJECTIVITY
Site evaluators should conduct their review with objectivity. All institutions should receive the same level of review scrutiny regardless of their size, affiliation, or accreditation history.

ACICS
QuickStart Guide
Concur® Travel and Expense – For Evaluators

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Concur® Travel and Expense QuickStart Guide

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Welcome to Concur

Concur integrates expense reporting with a complete travel booking solution. This comprehensive Web-based service provides all of the tools users need to book travel as well as create and submit expense reports. Managers use the service to review and approve expense reports. Back-office employees use the service to produce audit reports, ensure compliance, and deliver business intelligence to help ACICS reduce its costs.
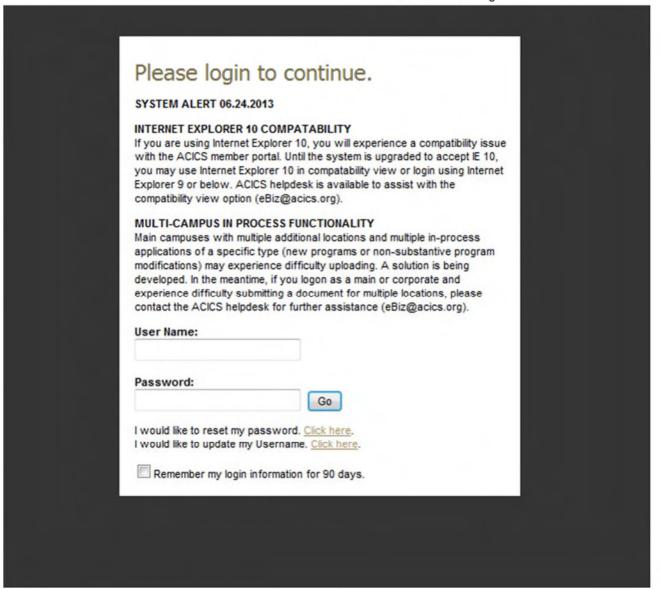
Section 1: Log on to the ACICS website

How to...	Additional Information
1. Log on to the ACICS website.	Your password is case sensitive. If you are not sure how to log on, check with the ACICS Evaluator Manager.

Please login to continue.

SYSTEM ALERT 06.24.2013

INTERNET EXPLORER 10 COMPATABILITY
If you are using Internet Explorer 10, you will experience a compatibility issue with the ACICS member portal. Until the system is upgraded to accept IE 10, you may use Internet Explorer 10 in compatability view or login using Internet Explorer 9 or below. ACICS helpdesk is available to assist with the compatibility view option (eBiz@acics.org).

MULTI-CAMPUS IN PROCESS FUNCTIONALITY
Main campuses with multiple additional locations and multiple in-process applications of a specific type (new programs or non-substantive program modifications) may experience difficulty uploading. A solution is being developed. In the meantime, if you logon as a main or corporate and experience difficulty submitting a document for multiple locations, please contact the ACICS helpdesk for further assistance (eBiz@acics.org).

User Name:

Password: [Go]

I would like to reset my password. Click here.
I would like to update my Username. Click here.

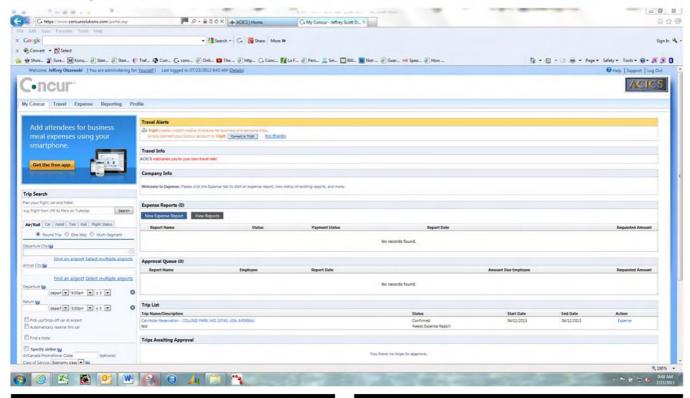☐ Remember my login information for 90 days.

Revised: April 29, 2013

ACICS Membership Services - MyAccount

Once you are logged into the ACICS site, you can go to the Concur site by clicking "link to Concur"

Section 2: Explore the My Concur Page

The **My Concur** page includes several sections that make it easy for you to navigate and find the information you need.

Trip Search		**Additional Information**	
		This section provides the tools you need to book a trip with any or all of these: flight, car and hotel.	
Company Info		This section displays information and links provided by ACICS.	

Section 2: Explore the My Concur Page (Continued)

	Additional Information
Expense Reports	This section provides links to create a new expense report, or view your existing reports, authorization requests. It also lists your unsubmitted expense reports.
Trip List	This section lists your outstanding trips awaiting an expense report.
Travel Info	This section provides contact information for help with booking travel and general travel information.

Section 3: Update Your Travel Profile

Before you use Travel for the first time, update your profile. You must save your profile before you first attempt to book a trip in Travel.

Update Your Personal Information

How to...

1. On the **My Concur** page, click **Profile** on the menu at the top of the page.

2. On the **Profile** submenu, click **Personal Information**.

3. On the **My Profile** page, update the appropriate information, and then click **Save**.

> Be sure that your profile name matches your driver's license and passport.

Additional Information

The submenu is listed horizontally under the **Profile** tab. You can also hover over the **Profile** tab to view a dropdown version of the submenu.

Complete these sections of your travel profile:

- Name & Airport Security
- Home Address
- Work Address
- Contact Information
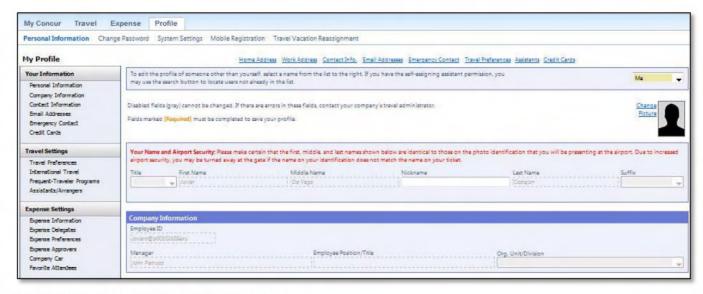- Emergency contact
- Travel Preferences/Rewards Programs

You must complete all fields marked **Required** (in orange) to save your profile.

Verify that the first and last name fields match the ID used at the airport.

The country you select in the work address fields will determine the default map that appears on the **Concur Travel Map** tab.

There are several **Save** buttons on the profile page. You only need to save once as every **Save** button saves the entire profile.

Section 4: Make a Travel Reservation

Step 1: Make a Flight Reservation

How to...	**Additional Information**
1. On the **My Concur** page, click the **Flight** tab at the left side of the page.	If you have a car, hotel, limo, or rail to book without airfare, use the corresponding tabs.
2. Select one of the following types of flight options: • Round Trip • One Way • Multi-Segment **(ACICS staff approval needed)**	

3. In the **Departure City** and **Arrival City** fields, enter the cities for your travel.	When you type in a city, airport name, or code, Travel will automatically search for a match.
4. Click in the **Departure** and **Return** date fields, and then select the appropriate dates from the calendar.	You can also select the appropriate **Departure** and **Return** times and time range. Travel searches before and after the time you select.

Section 4: Make a Travel Reservation

Step 1: Make a Flight Reservation (Continued)

How to...	Additional Information

5. Select **Search flights by Price** or **Schedule.**

6. Click **Search**.

The forward tab that you see on the search results screen will depend on which you select.

Depending on ACICS's configuration, you might be notified that there are non-stop flights, but they don't exactly fit the times you have entered. If you want, you can change your search criteria to include non-stop flights.

To filter the results, select a column, row, or cell in the airline grid at the top of the results screen or use the sliding scales on the right. You can easily switch between the **Shop by Fares** tab and the **Shop by Schedule** tab by clicking on the tab.

You can also click the **more like this** link, and then select either **Outbound flight** or **Return flight** to view more options for the selected flight.

Step 1: Make a Flight Reservation (Continued)

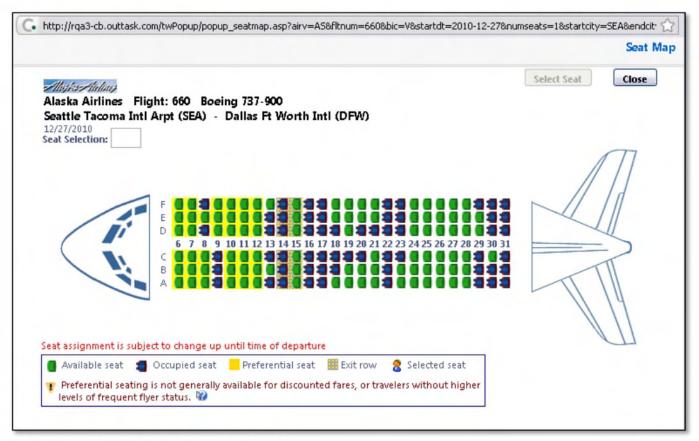| How to...	Additional Information
7. Review the search results on the **Shop By Fares** tab, and then click **Show Details**.	Click **show details** to expand flight information, to view fare rules and, if needed, to add or choose a different frequent flier program. Travel automatically selects the corresponding frequent flier program from the profile, if available.
	To select a seat, click the **View Seatmap** icon next to the flight. A code for seats appears at the bottom of the page, showing which seats are available, occupied, or considered preferential.
8. Select any green (unoccupied) seat and position the mouse pointer over a seat to see the seat number.	Select preferential seats (highlighted in yellow) **only** if you have preferred status on the selected airline. Your frequent flyer number must be in your Travel profile. If you select a preferential seat and this information is not in Travel, your seat request might not be honored **(Note: Once the flight is ticketed, you can manage your seat selection directly through the air carrier website).**
	Some seats are marked handicapped and can only be selected by a travel agent. If you are entitled to a handicapped seat, make sure your travel agent is aware of your situation.

Step 1: Make a Flight Reservation (Continued)

How to...

9. Click the appropriate seat to select it, and then click **Select Seat**.

10. Once you have made your seat selection, click **Close**. Repeat for all flights.

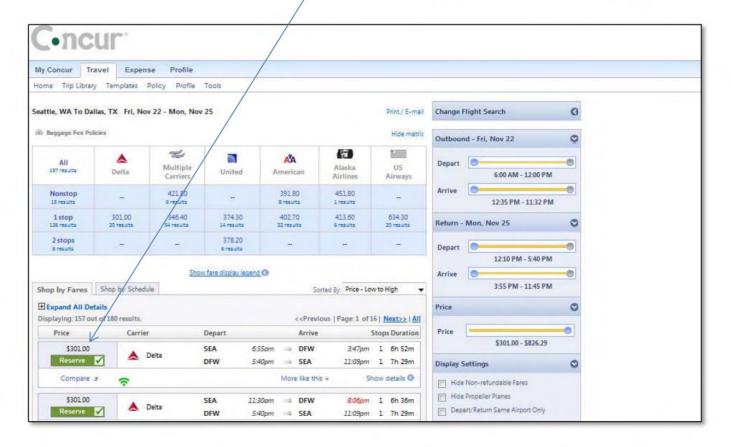11. From the **Shop By Fares** tab, click **Reserve** to select your airfare.

Additional Information

To change your seat, click the seat you prefer. Point to a seat to view the seat number.

After you select your seat for a flight, you can either click **Change Seat** or select the next flight in your reservation. Travel will prompt you to save your new seat selection.

Policy information appears next to the **Reserve** button. The **Reserve** buttons are color coded as:

- A *green* **Reserve** button indicates the fare is within policy.

- A *yellow* **Reserve** indicates the fare is outside of policy. If you select this fare, you must enter additional information.

- A *red* **Reserve** button indicates the fare is outside of policy. If you select this fare, you must enter additional information and wait for manager approval. The trip will not be ticketed until it is approved by a manager.

Section 4: Make a Travel Reservation (Continued)

Step 2: Complete the Reservation

How to...	Additional Information
1. Review the details of the reservation, and then click **Next**.	From here, you can add or make changes to the dates of the flight.
2. On the **Trip Booking Information** page, enter your trip information in the **Trip Name** and **Trip Description** fields.	The trip name and description data are for your record keeping. If you have any special requests for the travel agent, please enter them into the agent comments section. Some request may result in higher fees.
3. Click **Next**.	You will see the name and itinerary, along with the quoted airfare amount.
4. Click **Purchase Ticket** to finalize your trip.	

If you need to contact our travel counselor, they are available 24 hours a day.

Travel Incorporated
4301 Anchor Plaza Pkwy
Suite 125
Tampa, FL 33634
Phone: 866 712-2801

Online Support is 866 738-6444.
Monday through Friday from 7:30 AM EST to 12 midnight.

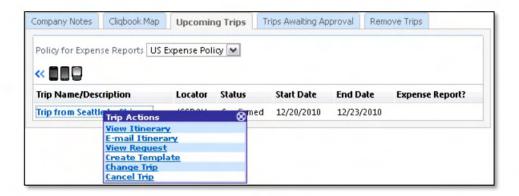# Section 5: Cancel or Change an Airline Reservation

How to...	Additional Information

1. At the top of the **My Concur** page, click **Travel**.

2. On the **Upcoming Trips** tab, click the name of the trip you want to change.

Flight changes are available for e-tickets that include a single carrier.

If the trip is already ticketed but has not occurred, you can change the time and/or date of the flight. Your change options will be with the same airline and routing.

Directly contact your travel agency, the appropriate Website, or vendor if you did not book your trip using Travel.

3. From the **Trip Actions** menu, click **Change Trip**.

4. On the **Itinerary** page, select the portion of the trip you want to change.

From the **Itinerary** page, you can:
- Email your itinerary
- Change seat
- Change the flight day or time for travel (you cannot change the airline)
- Add, change, or cancel car rental

5. To cancel your entire trip, click the **Upcoming Trips** tab.

6. From the **Trip Actions** menu, click **Cancel Trip**, and then click **OK**.

When you cancel a trip an e-ticket will be retained that you can apply to future ACICS trips.

Section 6: Create an Expense Report from a Completed Trip

1. On the **My Concur** page, in the **Expense Report** column of the **Trip List** section, click the button for the appropriate trip.

2. Complete all required fields (those with the red bar at the left edge of the field) and the optional fields as directed by ACICS.

The button appears in the **Expense Report** column after you have completed the trip.

Concur transfers the data from your travel booking itinerary and automatically creates the expense report. The report will have the same name as your trip itinerary and contains all the expense entries for each of the trip reservations, including your airfare and car rental (if applicable).

Revised: April 29, 2013

Section 7: Create a New Expense Report

Step 1: Create a New Report

How to...	**Additional Information**
1. In the or **Expense Reports** section of the **My Concur** page, click **New Expense Report**.	The **Create a New Expense Report** page appears. The fields that appear on this page are defined by ACICS.
2. Complete all required fields (those with the red bar at the left edge of the field) and the optional fields as directed by ACICS.	
3. Click **Next**.	The expense report page appears.

Add type of visit, city and state

A report name needs to be created

Select the **correct** Project ID for the visit. For questions regarding the Project ID contact the ACICS coordinator.

Verify that the school ID and name corresponds with the visit for which you are submitting expenses.

Section 7: Create a New Expense Report (Continued)

Step 2: Import ACICS Business Card Transactions to the New Expense Report

ACICS business card transactions are automatically imported into Expense for you – ready to be added to an expense report. ACICS determines how frequently new card transactions appear.

How to...	Additional Information
1. On the **Expense Report** page, from the **Import** dropdown menu, select **Charges & Expenses**.	The **Smart Expenses** pane appears. A Smart Expense combines: trip data from Travel, corporate card data.

2. In the **Smart Expenses** section, select each transaction that you want to assign to the current expense report.

   From the **Import** dropdown menu, select **To Current Report**.

The expense appears on the left side of the page, with all applicable icons, such as ACICS business card.

Section 7: Create a New Expense Report (Continued)

Step 3: Add an Out-of-Pocket Expense to the New Expense Report

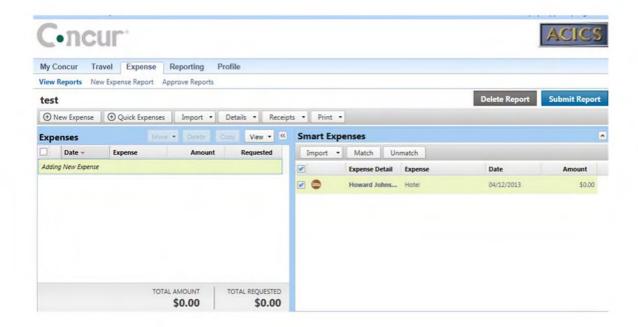| How to...	Additional Information
1. Click **New Expense**.	The **New Expense** tab appears.
2. On the **New Expense** tab, select the appropriate expense type.	The page refreshes, displaying the required and optional fields for the selected expense type.

Do **not** select this field

The American Express – Air Travel/Hotel payment type should be selected for Airfare or Train expenses when the ACICS American Express account was used. Car Rental - Avis/Hertz payment type should be selected for Car Rental expenses when the ACICS American Express account was used.

"Out of Pocket" payment type must be selected for all expenses except: Airfare, Train, Hotel and Car Rental. (Note: This payment type must be used for all expenses paid with a personal credit card. Do NOT choose American Express even if a personal American Express card was used)

Section 7: Create a New Expense Report (Continued)

Step 3: Add an Out-of-Pocket Expense to the New Expense Report (Continued)

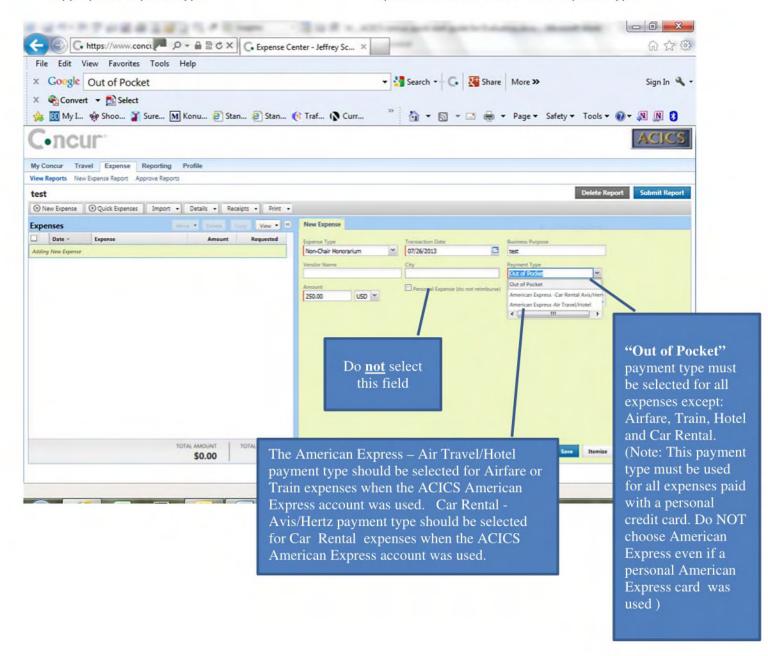For date fields, use the calendar to select the date of the expense.

Transaction Date
09/10/2010

September 2010 ▾						
S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	**10**	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2
3	4	5	6	7	8	9

Today

For lists, select from the list.

Vendor Dropdown | Class of Service
Economy Class

Aer Lingus
Aero Mexico
Air Berlin
Air Canada
Air France
Air New Zealand

For auto-complete fields, type the first portion of your choice and then select from the list.

City
Redmond, Washington
Redmond, Washington
REDMOND, AUSTRALIA
REDMOND WEST, AUSTRALIA
Redmond-Bend apt, Oregon
All Countries

Complete other text fields and checkboxes as usual.

Comment

Business Purpose

☐ Personal Expense (do not reimburse me)

How to...	Additional Information

3. Complete all required fields (those with the red bar at the left edge of the field) and the optional fields as directed by the ACICS travel policy.

For different types of expenses, such as hotel or car mileage, or for expenses incurred in a foreign currency, refer to *Using Special Features* in this guide.

4. Click **Save**.

The expense appears on the left side of the page.

Section 8: Review and Edit an Expense Report

You should review for accuracy and edit (if necessary) your reports and all expenses, including ACICS business card transactions, before submitting your expense report.

Step 1: Review the Report Information

How to...	Additional Information
1. On the **Expense Report** page, in the **Expenses** area, click any transaction to view the details.	The expense details appear on the right side of the page.
2. From the **Details** dropdown menu, select **Report Header**.	The **Report Header** page appears and you can view and update report header information.
3. Make the appropriate changes, and then click **Save**.	

Step 2: Review the Exceptions

How to...	Additional Information
1. On the **Expense Report** page, click **Show Exceptions**.	The **Exceptions** pane opens, which displays all exceptions for the expense report. In this pane, you can select an exception to view the expense details.
2. Click the exception that you want to review.	The expense details appear on the right side of the page.

Exceptions			
Expense Type	**Date**	**Amount**	**Exception**
Local Phone	09/13/2010	$20.00	❗ Missing required fields: City

3. Make the appropriate changes, and then click **Save**.

Section 8: Review and Edit an Expense Report (Continued)
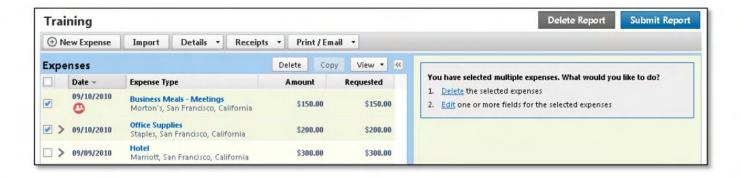
Step 3: Edit Multiple Expenses

How to...	Additional Information
1. On the **Expense Report** page, in the **Expenses** area, select the checkbox for the expenses that you want to update.	The multiple expense options box appears. When you select more than one expense, you will have the ability to delete, allocate, or edit the expenses at the same time.
2. Select the action you would like to perform for the expenses.	If you choose to **Edit** the selected expenses, you will be prompted for all of the field(s) that you can update.

Training

	Date ▼	Expense Type	Amount	Requested
☑	09/10/2010	**Business Meals - Meetings** Morton's, San Francisco, California	$150.00	$150.00
☑ >	09/10/2010	**Office Supplies** Staples, San Francisco, California	$200.00	$200.00
☐ >	09/09/2010	**Hotel** Marriott, San Francisco, California	$300.00	$300.00

You have selected multiple expenses. What would you like to do?
1. Delete the selected expenses
2. Edit one or more fields for the selected expenses

Section 9: Use Special Features

Add Attendees to Meals (when meals include other team members)

For some expense types, such as business meals, ACICS requires that you list the attendees who were present at these events.
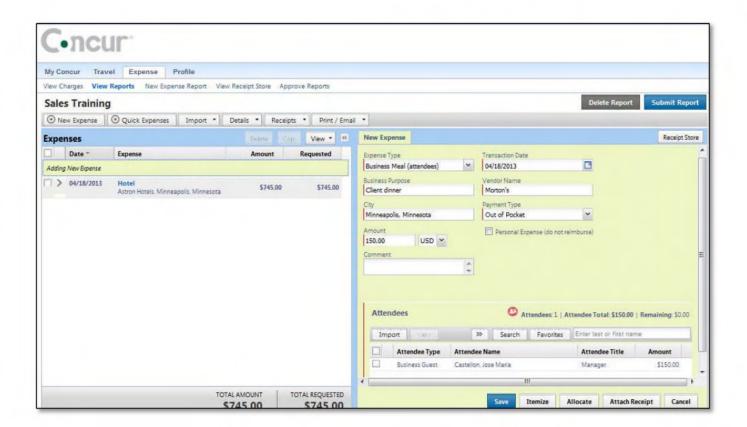
How to...	Additional Information
1. Click **New Expense**.	The **New Expense** tab appears.
2. On the **New Expense** tab, select Meals expense type.	The page refreshes, displaying the required and optional fields for the selected expense type.
3. Complete all required fields *except* the attendee information.	In the attendee area, your name automatically appears as an attendee with the full amount of the expense. As you add attendees to the expense, the expense amount is distributed over all attendees.

Section 9: Use Special Features (Continued)

Add Attendees to Meals (Continued)

How to...	Additional Information
4. Click **Favorites**.	The **Search Attendees** window opens. You can also locate an attendee that is already in your **Favorites** list by typing the first letter of the attendee name in the **Favorites** field, and then selecting the attendee name from the dropdown list.
5. On the **Favorites** tab in the **Search Attendees** window, select the attendees for this expense, and then click **Add to Expense**.	
6. To add a new attendee to the expense, click **New Attendee**, complete the required information, and then click **Save**.	The new attendee is added to the list. The expense amount is distributed among the attendees.
7. To search for an attendee, click **Search**, enter your search criteria in the **Search Attendees** window, and then click **Add to Expense**.	The "found" attendee is added to the list. The expense amount is distributed among the attendees.
8. Click **Save**.	The expense appears on the left side of the page.

Section 9: Use Special Features (Continued)

Convert Foreign Currency Transactions

When adding an out-of-pocket expense that was incurred in a foreign currency, Expense will assist you in converting the expense to your currency.

How to...	Additional Information
1. Click **New Expense**.	The **New Expense** tab appears.
2. On the **New Expense** tab, select the appropriate expense type.	The page refreshes, displaying the required and optional fields for the selected expense type.
3. Complete all required fields as usual *except* **Amount**.	Because the currency conversion rate is based on the Transaction Date that you select, be sure to select the exact Transaction Date.
4. In the **Amount** field, enter the foreign currency amount.	
5. Select the "spend" currency from the dropdown list to the right of the **Amount** field.	If you select a **City** that has a different currency than your currency, Expense automatically selects the spend currency for you.
	Expense supplies the **Rate** and calculates the reimbursement **Amount**.
6. Click the multiplication sign to switch, if needed, and then click **Save** (or click **Itemize** to itemize the expense).	Currency can be converted by multiplying by a particular rate or dividing by a different rate. You may need to switch from multiplication to division of the rate, depending on the type of rate you received, by clicking the symbol above the rate field.

Section 9: Use Special Features (Continued)

Work with Mileage

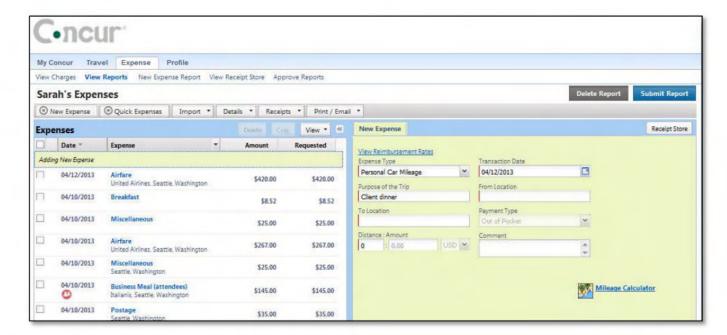| How to...	Additional Information
1. Click **New Expense**.	The **New Expense** tab appears.
2. On the **New Expense** tab, select the appropriate expense type.	ACICS determines the name of the expense type. It may be called Car, Mileage, or something similar.
3. In the **Transaction Date** field, type the date or use the calendar.	
4. In the **From Location** field, enter the starting location of your trip.	
5. In the **To Location** field, enter the ending location of your trip.	
6. Click the **Mileage Calculator**.	The **Mileage Calculator** helps you to determine mileage between locations. Notice that the To and From locations that you entered for the expense automatically appear. Using the **Mileage Calculator**, you can change the locations or add additional locations. The distance between locations will appear for you to add to your expense report.
7. Click **Add Mileage to Expense**.	
8. Complete any additional required fields as directed by ACICS, and then click **Save**.	The expense appears on the left side of the page. **Note: Maps and required documentation must be included with your printed expense report. (Consult the travel policy for more information)**

Section 9: Use Special Features (Continued)

Copy an Expense

Use the copy feature to copy an expense within an expense report. You can then edit the copied expense, as needed.
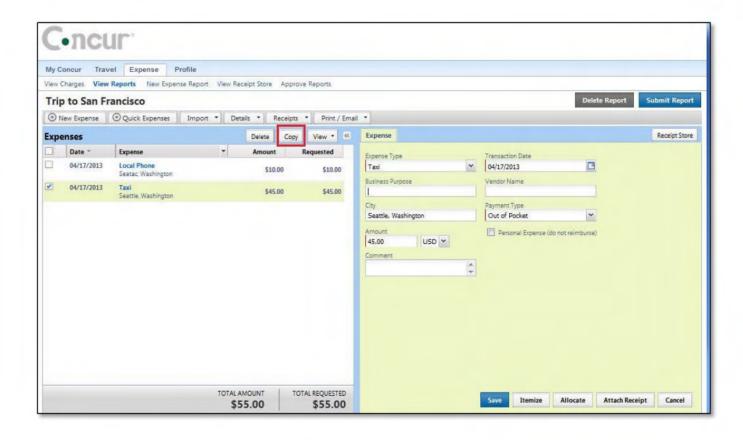
How to...	Additional Information
1. On the **Expense Report** page, from the **Expenses** area, select the checkbox next to the expense you wish to copy.	The expense is highlighted.
2. Click **Copy**.	The new expense appears below the original.
3. Click on the new expense.	The expense details appear.
4. Make all necessary changes to the new expense.	
5. Click **Save**.	

Section 9: Use Special Features (Continued)

Allocate Expenses

The Allocations feature allows you to allocate expenses to projects or departments. The departments you choose will be charged for those expenses.
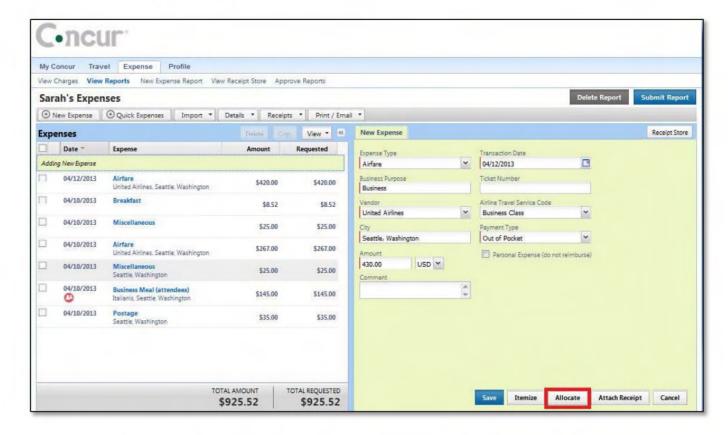
How to...	Additional Information
1. Complete all expenses as usual.	
2. Select the expense you wish to allocate from the expense list.	The expense details appear.
3. Click **Allocate** near the lower right-hand corner of the expense details section.	The **Allocate Report** window appears.

4. From the **Allocate By** dropdown menu, select either **Percentage** or **Amount**.

5. In the **Allocate By** field, enter the *Percentage* or *Amount*.

6. Click in the field under the **Project ID** column heading.

7. Select the **Project ID** that will receive the allocation.

When you select the correct project ID, the correct school ID will populate in the **School ID** field.

Revised: April 29, 2013

Section 9: Use Special Features (Continued)

Allocate Expenses (Continued)

8. Click **Add New Allocation**.

A new allocations field appears.
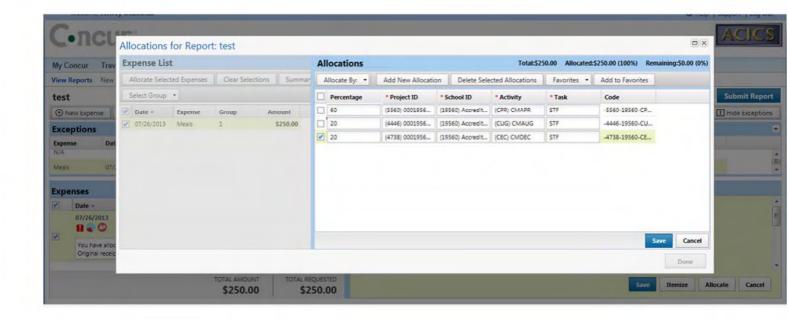
9. Repeat steps 5-7 for each new allocation.

Add as many allocations as necessary. You can adjust the amounts and percentages. You **must** allocate 100% of the total.

10. Click **Save**.

11. In the confirmation message box, click **OK**.

12. In the **Allocate Report** window, click **Done**.

The allocation icon appears on the left side of the page with the expense.

Section 9: Use Special Features (Continued)

Allocate Multiple Expenses

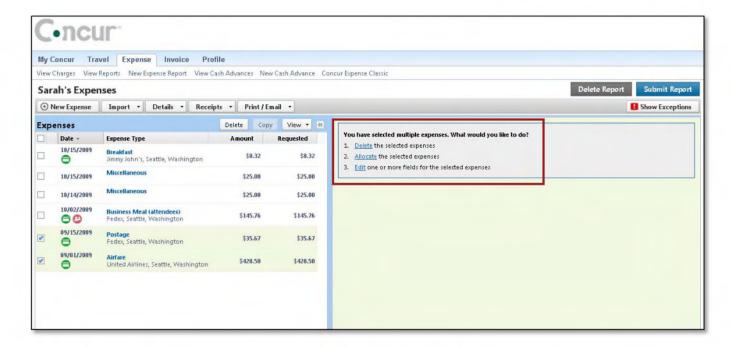If you have multiple expenses in a report to allocate, you can select and allocate all applicable expenses at the same time.

How to...	Additional Information
1. Complete all expenses as usual.	
2. Select all the expenses you wish to allocate from the expense list.	A message appears in the right pane, which states that you have selected multiple expenses and provides three options.

How to...	Additional Information
3. Click **Allocate**.	The **Allocate Report** window appears.
4. From the **Allocate By** dropdown menu, select either **Percentage** or **Amount**.	
5. In the **Allocate By** field, enter the *Percentage* or *Amount*.	
6. Click in the field under the **Project ID** column heading.	A dropdown list of project IDs appears.
7. Select the **Project ID** that will receive the allocation.	
8. Click **Add New Allocation**.	A new allocations field appears.

Section 9: Use Special Features (Continued)

Allocate Multiple Expenses (Continued)

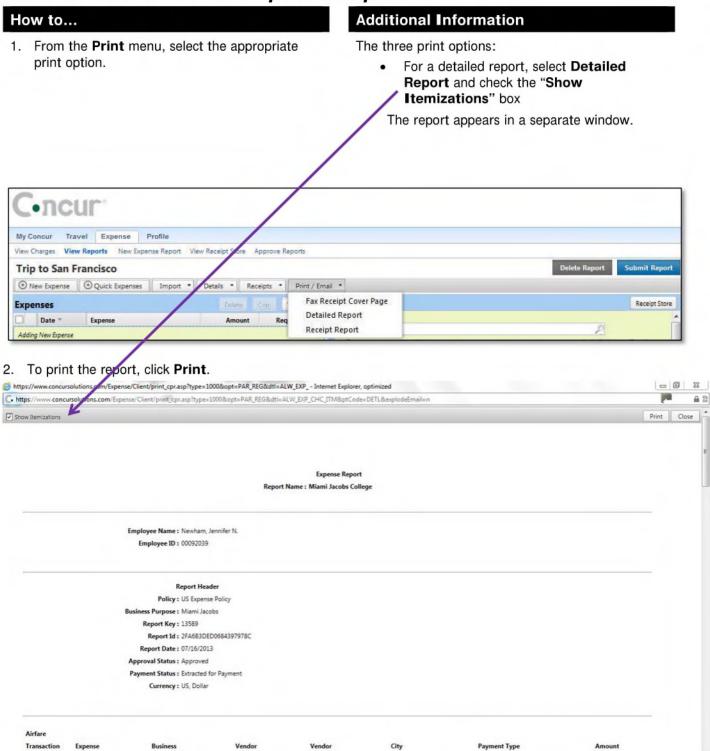| How to...	Additional Information
9. Repeat steps 5-7 for each new allocation.	Add as many allocations as necessary. You can adjust the amounts and percentages. You **must** allocate 100% of the total.
10. Click **Save**.	
11. In the confirmation message box, click **OK**.	
12. In the **Allocate Report** window, click **Done**.	The allocation icon appears on the left side of the page with the expense. If the expense is 100% allocated, the icon is yellow, red, and green.
	Note: You may return to an expense that was previously entered and allocate as long as the report has not yet been submitted.

Section 10: Print and Submit/Resubmit Expense Reports

Preview and Print Your Expense Report

How to...	Additional Information
1. From the **Print** menu, select the appropriate print option.	The three print options: • For a detailed report, select **Detailed Report** and check the "**Show Itemizations**" box The report appears in a separate window.

2. To print the report, click **Print**.

Section 10: Print and Submit/Resubmit Expense Reports

Submit Your Completed Expense Report

If ACICS uses cost object approval, your expense report might be sent to multiple approvers at the same time. If one of the approvers makes changes to your expense report, you will be notified and the report might need to go through the approval process again. Cost object approval allows multiple approvers to review a report at once and helps to ensure control, compliance, and visibility of expenses.

How to...	Additional Information
1. On the **Expense Report** page, click **Submit Report**.	The **Final Review** window appears, which lists all expenses that require receipts.
2. Click **Submit Report**.	The **Report Submit Status** window confirms that the report was successfully submitted.
3. Click **Close**.	The **Expense Report List** page appears.

Correct and Resubmit a Report Sent Back by Your Approver

If your approver requires changes or additional information, he/she will return your expense report.
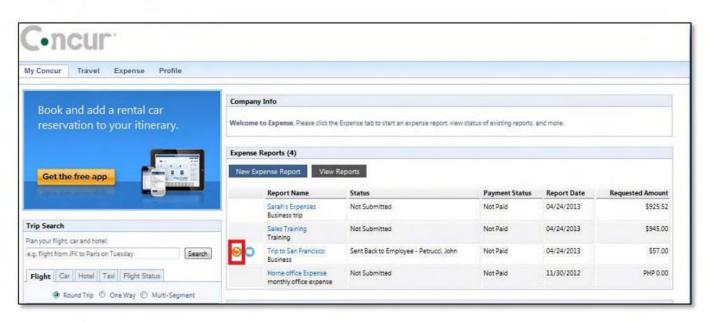
The returned report appears in the **Expense Report** section of the **My Concur** page, along with a comment from your approver.

How to...	Additional Information
1. Click the report name (link) to open the report.	The **Expense Report** page appears.
2. Make the requested changes.	
3. Click **Submit Report**.	

Section 11: Action Buttons and Icons

	Button/Icon Description
Add New Allocation	**Add New Allocation:** Add a new allocation row.
(airfare icon)	**Airfare:** Click to view your airfare booking information.
Allocate By: ▼	**Allocate By:** Choose between allocating by percentage or amount.
(allocations icon)	**Allocations:** Indicates that an expense entry has been allocated.
(attendees icon)	**Attendees:** Indicates that an expense entry has associated attendees.
Approve	**Approve:** Approve the expense report for processing.
(car rental icon)	**Car Rental:** Click to view booking information for your car rental.
(comments icon)	**Comments:** Indicates that an expense entry has comments associated with it.
(create expense report icon)	**Create Expense Report From Trip:** Creates an expense report from a completed trip.
Delete Report	**Delete Report:** Deletes the current expense report.
Details ▼	**Details:** Provides options to view details of the expense report such as the report header, allocations, and audit trail.
(yellow warning icon)	**Exceptions (Yellow):** Indicates that an expense entry has an exception associated with it.
(red exclamation icon)	**Exceptions (Red):** Indicates that an expense entry has an exception associated with it that must be resolved before you can submit the expense report.
Import ▼	**Import:** Provides access to import trip details or ACICS American Express credit card charges to the current expense report.
(mobile expense icon)	**Mobile Expense:** Indicates that the expense was entered in Concur Mobile.
✖	**Multiply:** Reverses the exchange rate when working with foreign out of pocket transactions.
New Attendee	**New Attendee:** Add a never before used attendee to an expense report.
⊕ **New Expense**	**New Expense:** Create an out of pocket expense entry.
New Expense Report	**New Expense Report:** Create a new expense report.
Next >>	**Next:** After creating the expense report header go to the next step in the process.
(personal icon)	**Personal:** Indicates that an expense entry was marked as personal.
Print / Email ▼	**Print:** Print the detail report for the current expense report.
(rail icon)	**Rail:** Click to view your rail booking information.
Reserve	**Reserve:** Reserves the selected trip details.
(report returned icon)	**Report returned to Approver:** Indicates that the report was returned to the submitter from the approver.
(seat map icon)	**Seat map:** Click to view the flight seat map.
Submit Report	**Submit Report:** Submit the expense report for approval.
(tooltip icon)	**Tooltip:** Click the tooltip icon to view the associated field-related help.
◆	**Yellow Diamond:** Indicates a company preferred vendor.

Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-91

IRC Member	Public vs. Member	Administrative vs. Academic	November 2017	March 2018
Billy Ferrell	Public	Admin	x	
Pam Bennett	Public	Academic	x	
Jack Jones	Public	Admin	x	
Andrea Olson	Member	Admin	x	
Wyman Dickey	Member	Admin	x	x
Darlene Minore	Public	Admin		x
Harpal Dhillon	Public	Academic		x
Kathryn Sellers (Kaplan, Ashford, Fortis (ACCSC))	Member	Academic		x
Scott DeBoer (Santa Barbara Business, Cal. Aeronautical)	Member	Admin		x

ADMINISTRATIVE EXPERIENCE

INTERNATIONAL EDUCATION CORPORATION, INC.   *Irvine, CA 92618*
ACCREDITATION CONSULTANT for nine UEI campuses pursuing initial ACICS accreditation
(September 2015 – June 2016)

SEMI-RETIRED (July 2013 – August 2015)
Evaluation visits for the Association of Independent Colleges and Schools
Extensive travel both in and out of the United States

CORINTHIAN COLLEGES, INC.   *Santa Ana, CA 92707*
ACCREDITATION AND LICENSING SPECIALIST for 16 CCI campuses in Canada pursuing
initial ACICS accreditation
(October 2011-June 2013)

SEMI-RETIRED (March 2011 – September 2011)
Evaluation visits for the Association of Independent Colleges and Schools
Extensive travel both in and out of the United States

CORINTHIAN COLLEGES, INC.   Santa Ana, CA 92707
DIRECTOR OF ACCREDITATION AND LICENSING
(October 2005-February 2011)

FLORIDA METROPOLITAN UNIVERSITY (FMU)   *Clearwater, FL 33759*
CAMPUS PRESIDENT
(October 1999 - October 2004)

FLORIDA METROPOLITAN UNIVERSITY (FMU)   *Ft. Lauderdale, FL 33304*
CAMPUS PRESIDENT
(July 1997 - October 1999)

NEW ENGLAND INSTITUTE OF TECHNOLOGY
FLORIDA CULINARY INSTITUTE   *West Palm Beach, FL 33407*
PROVOST/SENIOR ACADEMIC OFFICER
(August 1995- July 1997)

KATHARINE GIBBS SCHOOL   *Boston, MA 02116*
PRESIDENT
(December 1994 - July 1995)

STRAYER COLLEGE   *Washington, DC 20005*
DEAN, INSTITUTIONAL PLANNING
(July 1993 - December 1994)
DEAN, GRADUATE SCHOOL OF BUSINESS
(April 1991 - January 1994)

BERKELEY COLLEGE OF BUSINESS   *West Paterson, NJ 07424*
PRESIDENT (1982 - 1991)

JACK R. JONES, ED.D.

TAYLOR BUSINESS INSTITUTE   *Bridgewater, NJ 08807*
   COORDINATOR/VICE PRESIDENT OF ACADEMIC AFFAIRS
   (1978-1982)

BLOOMFIELD COLLEGE   *Bridgewater, NJ 08807*
   PROGRAM DIRECTOR
   (1977 - 1978)

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION   *Trenton, NJ 08652*
   VETERANS EDUCATION AND TRAINING SUPERVISOR
   (1972 - 1977)

JERSEY CITY STATE COLLEGE   *Jersey City, NJ 07305*
   PROGRAM SUPERVISOR, OCCUPATIONAL EDUCATION
   (1971 - 1972)

TEACHING EXPERIENCE

CORINTHIAN COLLEGES/FMU (Online)
   Adjunct Undergraduate Business Administration
   (2004 - 2006)

STRAYER COLLEGE
   Adjunct Undergraduate and Graduate Business Administration
   (1991 - 1994)

BERKELEY COLLEGE OF BUSINESS
   Adjunct Undergraduate Business Administration
   (1990 – 1991)

LINDEN HIGH SCHOOL   *Linden, NJ 07065*
   Business Teacher
   (1967 to 1971)

EDUCATION

SETON HALL UNIVERSITY   *South Orange, NJ*
   Ed.D. Higher Education Administration, 1986
TEMPLE UNIVERSITY   *Philadelphia, PA*
   C.A.G.S., Business Education, 1980
SETON HALL UNIVERSITY   *South Orange, NJ*
   M.A., Educational Administration, 1970
MONTCLAIR STATE COLLEGE   *Upper Montclair, NJ*
   B.A., Business Education, 1967

WYMAN DICKEY

BACKGROUND SUMMARY

An exceptional manager with a proven track record for consistently achieving success in multiple arenas. Experience encompasses team-building, marketing, teaching, business, and management within the field of education. Excellent written and verbal communication skills complimented with extensive reports submittal and public speaking experience. A compassionate individual with high standards, qualified in personnel development, advising, project management, training, analysis, lecturing, employee supervision, and evaluation…Recognized as intelligent, energetic, enthusiastic, and hard working.

SKILLS SUMMARY

- Analyzing
- Communications
- Team-Building

- Evaluating
- Implementing
- Management

- P & L Oversight
- Teaching/Training
- Writing

SELECTED ACCOMPLISHMENTS

- Established a startup campus from construction through initial accreditation. Responsibilities included hiring and training of faculty & staff in all departments, compliance oversight, policy & procedure implementation, and budget creation. **Results:** Completed construction and started classes in five new diploma and associate degree programs including attaining Florida Board of Nursing Approval for a Practical Nursing program. Included a successful initial accreditation visit highlighted with a reported 100% student satisfaction rating.

- Managed the successful transition of a campus following a change of ownership in mid-2003 through personnel review and team-building, technology improvements, policy and procedure changes, P & L oversight, compliance submittals, and improved service to the student. **Results:** Following the change of ownership, achieved start, re-enter, retention, cash collection, bad debt, and placement goals for the 4th Quarter of 2003. Achieved start, re-enter, cash collection, placement, and EBITA goals for the 1st Quarter of 2004. Included during this time frame was the modification of an existing program, addition of a new program, and opening of a 12,000 square foot facility expansion.

- Established 10,000 square foot Medical Facility expansion. Responsibilities included design, construction oversight, hiring, compliance review, program training, furniture and equipment purchasing and other phases in the setup of an educational facility. **Results:** Expanded the institution's program offerings to include three health-related programs and additional bachelor's degree classes at the new facility. This allowed for an increased student population growth of over 50%. Began classes on schedule and under budget in October 2002.

- Analyzed weekly, monthly, and quarterly retention reports to gauge changes in student population and identify which teachers were most effective in the classroom for post-secondary proprietary institution of learning. **Results:** Increased overall revenue thereby assisting institution in becoming the most profitable school in the company.

- Advised students on an as needed basis in one-on-one or group sessions for personal or professional growth relating to a variety of situations. **Results:** Institution received the highest student satisfaction rating in the company for the 1998 fiscal year.

- Evaluated the preparedness, effectiveness, development, and performance of staff members through daily observations, formal written assessments, and continuous feedback. **Results:** Dramatically reduced the faculty turnover rate by establishing a reliable and competent staff.

- Planned the successful completion of multiple accreditation visits and reports through the establishment of a proper time schedule, delegation of tasks, acquisition of information, training of staff, and submittal of final reports. **Results:** Received Four-year initial grant of accreditation from ACICS while maintaining appropriate standards for continuing accreditation from ABHES. Received Six-year renewal grant of accreditation from ABHES and Five-year renewal grant of accreditation from ACCSCT.

- Implemented new record keeping system for student files by simplifying the process and establishing a series of review points to ensure the accuracy of information. **Results:** Decreased turnaround time for financial aid materials to fewer than 24 hours thereby significantly reducing the percentage of bad debt.

EXPERIENCE

FORTIS COLLEGE, Orange Park, FL   2007-Present
CENTRAL FLORIDA COLLEGE, St. Petersburg & Largo, FL   2006-2007
Campus President Responsible for the operation of these campuses including a campus relocation & construction, facility expansion, new program additions, change of ownership, and initial programmatic accreditation approval.

KEISER CAREER COLLEGE, St. Petersburg, FL   2005-2006
Vice President Responsible for the startup of the St. Petersburg Campus including but not limited to: Construction completion, P&L oversight, budget, implementation of five diploma and associate degree programs, hiring of entire staff & faculty, expense control, direct oversight of admissions, education, bursar, and student services departments, and maintaining a high level of student satisfaction.

SANFORD-BROWN INSTITUTE, Jacksonville, FL   2003-2005
President Responsible for the entire operation of the Jacksonville Campus including but not limited to: P& L oversight, budget preparation, strategy development, expense control, population and revenue growth, retention analysis, expansion of facilities and new programs, employee turnover efforts, maintenance of compliance requirements, leadership of faculty and staff in achieving established goals, and maintaining a high level of student satisfaction.

EDUCATION AMERICA JACKSONVILLE CAMPUS, Jacksonville, FL   2000-2003
Director of Student Services/Medical Facility Director Perform multiple administrative functions dealing with admissions, education, records management, accreditation, public relations, and student services progressing to the design and establishment of a medical training facility. Directed Posted top five placement statistics within the company while serving as Director of Student Services.

ULTRASOUND DIAGNOSTIC SCHOOL, Jacksonville, FL   1998-1999
Director of Education. Managed the Department of Education at a post-secondary institution with 320 students and over 20 faculty and staff members. Assignments included: fiscal budget preparation, quarterly budget analysis and management, the development of instructors, in-service training sessions, maintenance of accreditation standards, performance evaluations of department members, graduation proceedings, leading faculty and student orientation, integration of new programs, handling of student complaints, scheduling of classes, review of academic file and records, and maintaining a high student satisfaction at the institution.

UNIVERSITY OF FLORIDA, Gainesville, FL   1997-1998
Department of Health Science Education
   Graduate Instructor Taught "HSC 2100-Personal and Family Health." Developed and
   presented educational lessons on a variety of health topics.
   Graduate Research Assistant Analyzed School Improvement Plans for the State of Florida   1997

MATTHEWS ORTHOPAEDIC CLINIC, Orlando, FL   1996
Marketing and Public Relations Internship. Designed and placed printed marketing ads, maintained company web-site and public relations.

EDUCATION

University of Florida, Gainesville, FL
Master of Health Science Education.
University of Central Florida, Orlando, FL
Bachelor of Science in Health Services Administration. Magna cum Laude

SPECIAL SKILLS

- Accreditation Project Submittals
- Creation and design of school self-evaluations for the purpose of attaining or renewing institutional accreditation with the Accrediting Council for Independent Colleges and Schools (ACICS), the Accrediting Bureau of Health Education Schools (ABHES), and the Accrediting Commission for Career Schools and Colleges of Technology (ACCSCT).

Pamela K. Bennett, M.Ed., M.L.S.

EDUCATION

• M.L.S.	Library Science	Texas Woman's University, Denton, TX
• M.Ed.	Business Education	University of North Texas, Denton, TX
• B.A.	Business Education	Marygrove College, Detroit, MI

EXPERIENCE

2005 – Present	**Bennett Consulting Inc., Coppell, TX**
Part-time	***Accreditation and Library Specialist***

- Review the administration, business programs, and/or library services of private post-secondary institutions in preparation for the onsite visits of national accrediting agencies
- Consult with career schools regarding library requirements in order to meet accreditation standards
- Evaluate campus library holdings, services, policies, and procedures
- Recommend applicable guidelines to ensure basic library services for students and faculty
- Identify appropriate library collection materials to support mission and programs of instruction
- Develop bibliographies for program offerings
- Recommend suitable library computer hardware, software, and furnishings
- Negotiate with vendors to provide print, digital, database, and e-book services to the campus
- Conduct live and web-based training of local campus personnel in essential library services
- Provide "Librarian of Record" services for the campus
- Provide "Ask a Librarian" web-based reference services for campus students and faculty
- Participate in ongoing librarian and accreditation professional development activities

2005-Present	**Accrediting Council for Independent Colleges and Schools, (ACICS)**
Part-time	**Washington, DC**

- Serve on Intermediate Review Committee (IRC) to analyze team reports and institutional documents and recommend initiation, continuation, or denial of accreditation to the Council
- Responsible for critical assessment of school administration, business and court reporting programs of study, and libraries of private colleges throughout the U.S., Puerto Rico, and Europe while participating in onsite team visits
- Interface with school management, faculty, and students as a peer evaluator and team leader with report writing responsibilities

2006-Present   **Carrollton Public Libraries, Carrollton, TX**
Part-time   ***Contract Librarian II***

- Answer adult and youth reference questions using print and electronic resources
- Contribute to collection development and cataloging efforts
- Co-chair reading club
- Assist with desk rotation schedules

4/28/2008 – 12/31/2015   **Dallas Nursing Institute, Dallas, TX**
                             Director of Library Services and Campus Compliance

Library Director

- Maintain and support the institution's academic library and website
- Collaborate with instructors, program directors, the director of education, and advisory boards to identify program-related library materials
- Select, acquire, catalog, process, and circulate library holdings
- Continually assess library materials for currency and relevance to mission and program curricula
- Develop appropriate bibliographies for instructional program offerings
- Assist students and faculty with reference/research questions
- Design, develop, coordinate, and deliver live and web-based training courses and materials
- Conduct literacy training of students and instructors
- Prepare and execute annual budget
- Develop and maintain relationships with vendors, publishers, and e-product specialists
- Maintain library regulatory compliance
- Supervise library personnel and work with other department heads
- Participate in Associate Degree of Nursing (ADN) selection committee activities
- Maintain professional membership in the Texas Library Association (TLA) and the American Library Association (ALA)
- Participate in ongoing professional development activities

Campus Compliance Director

- Monitor standards mandated by accrediting/approval agencies (ABHES, BON, TWC, THECB)
- Work with campus Education, Admissions, Career Services, and Financial Aid departments to ensure regulatory compliance
- Assist management providing advice and recommendations on compliance-related matters
- Complete required accreditation and regulatory annual reports, SERs, and responses
- Work with corporate officers to provide leadership on campus compliance initiatives and the preparation of accrediting/approval agencies' annual reports
- Assemble required appropriate documents for onsite compliance visits (ABHES, BON, TWC)
- Participate in peer-review onsite visits at ABHES and ACICS schools as requested
- Assist with resolution of enrolled, graduate, and prospective student inquiries and complaints

2005-2007   **Accrediting Council for Continuing Education and Training (ACCET) Washington, DC**

- Responsible for critical assessment of administration of private U.S. colleges and schools
- Assembled and led teams of peer evaluators, preparing onsite visit reports for Council

1987-2006   **Court Reporting Institute of Dallas & Court Reporting Institute of Houston**
                 Court Reporting Institute of Dallas, Dallas TX
                 Academic Dean, 1994-2006; Registrar, 1990-1993; Instructor, 1987-2006

- Responsible for hiring, supervision, evaluation, and professional development of 40 faculty, the assistant academic dean, the student services directors, the registrars, and the librarians
- Supervised onground and distance education faculty – theory, technology, and general education
- Curriculum development and implementation, including distance education courses
- Online court reporting program development including syllabi and lesson plans
- Counseling, advisement and degree planning of 1100 students at two campuses
- Student retention, graduate placement including coordination of employer advisory boards
- Maintained college publications
- Interfaced with other departments (Admissions, Financial Aid, Student Services, Library)
- Maintained regulatory compliance (TWC, VA, THECB, NCRA, ACICS)
- Advised campus directors
- Taught on-line and on-ground court reporting classes including keyboarding and speed and accuracy development

1980-1986   **Dallas County Community Colleges, Dallas, TX**
                 Adjunct Faculty

- Taught credit and continuing education courses in shorthand, typing, office procedures, word processing, and data processing
- Developed and executed corporate training programs for Professional Institute

1975-1976   **Taylor Public Schools, Taylor, MI**

- Taught evening adult education students typing and shorthand

1974   **Detroit Business Institute, Detroit, MI**

- Taught postsecondary students typing, shorthand, and accounting

PRESENTATIONS, PUBLICATIONS

2016   " Customer Service for Our Students", Dallas Nursing Institute In-service, January 2016

2015   "Value Added Clinical Experiences", ABHES Conference, Las Vegas, NV, February 2015

2011- 2015   Web-based and live faculty development and library training presentations

2005   "Classroom Issues", NCRA Teachers' Workshop, Washington, DC, October 15, 2005
                 "Dictation Practices", NCRA Teachers' Workshop, Washington, DC, October 16, 2005

2003   "CRID + DISD = CART", Journal of Court Reporting, NCRA, March 2003

1989   Typing for Court Reporters, final rev. 2005

CERTIFICATIONS, APPOINTMENTS, AND LICENSES HELD

2013 – present	Distance Education Program Evaluator, Accrediting Bureau of Health Education Schools (ABHES)
2010 - present	Program Evaluator/Team Lead, Accrediting Bureau of Health Education Schools
2005 - present	Program Evaluator/Team Chair/IRC Member, Accrediting Council for Independent Colleges & Schools (ACICS)
2013 – 2015	Senior Leadership Council Member, Dallas Nursing Institute
2012 – 2015	ADN Student Selection Committee Member, Dallas Nursing Institute
2010 - 2015	Curriculum Committee Member, Dallas Nursing Institute
2008 – 2015	School Director Designee, Texas Workforce Commission
2006	Library Task Force Member, Texas Higher Education Coordinating Board (THECB)
2003 - 2005	Advisory Board Member, Coppell Public Library
2002 - 2005	Program Evaluator, Texas Higher Education Coordinating Board (THECB)
1999 - 2007	Program Evaluator/Accreditation Coordinator, Accrediting Council Continuing Education Training (ACCET)
1998	Program Evaluator, State of New York Department of Education (NYDE)
1998 - '03 & 2007	National Court Reporters Association, CASE Advisory Board on Student Education
1995 - 2010	National Court Reporters Association, (NCRA) Certified Court Reporting Instructor
1992 - 2010	National Court Reporters Association, Certified Program Evaluator
1980	Texas Education Agency Approved - Office Skills
1971	Michigan Provisional Teaching Certificate

PROFESSIONAL ASSOCIATIONS

2002 - present	American Library Association (ALA)
	Texas Library Association (TLA)
2011- 2013	Florida Library Association (FLA)
	Oklahoma Library Association (OLA)
	New Mexico Library Association (NMLA)
	Arizona Library Association (AzLA)
1990 - 2010	National Court Reporters Association (NCRA)
1972	National Business Education Association (NBEA)

PROFESSIONAL DEVELOPMENT

2017	ACICS Intermediate Review Committee, Washington, DC – March
	ACRL Choice Webinar: Designing Academic Libraries for Modern Human Behavior
	Library Journal Webinar: Open Access - Advocating for Change
2016	ACICS Intermediate Review Committee, Washington, DC – March, June
	ABHES Distance Education Evaluator Webinar
	Carrollton Public Library Staff Development
2015	ABHES Advanced Evaluator Webinars – Team Lead, Distance Education
	ABHES Accreditation Workshop, Las Vegas, NV
	ABHES Annual Conference, Las Vegas, NV
2014	Texas Library Association Annual Conference, San Antonio, TX
	ABHES Annual Conference, Nashville, TN
	ACICS Chairperson Training, Baltimore, Maryland

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Presentation of Qualifications

BILLY S. FERRELL, Ed.D.

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OBJECTIVE

To secure a position in the field of **Educational Administration,** which will fully utilize my
experience, training, leadership skills and problem-solving capabilities.

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CAREER CAPSULE

Experience:

23   years in Management/Administrative positions
28   years in Teaching/Training
22   years in Curriculum Development

With Proven Abilities in:

*   Motivating and leading others to achieve goals.

*   Interviewing, hiring, and training techniques.

*   Communicating ideas and concepts.

*   **Fluency in Spanish.**

Professional Strengths:

Responsible for leading college's academic program to award-winning retention/completion percentages for over 20 years.

Noted conference speaker on *instructional methodologies* and *student retention*.

Confident, energetic, and dependable hard-worker.

Strong communicator with excellent group presentation skills.

Education:

ARGOSY UNIVERSITY – DALLAS CAMPUS

Ed.D. in Educational Leadership, 2012

*   Cumulative GPA of 4.0
*   Dissertation title: *The Effects of Pedagogical Training on Career College Instructors,*
     Committee Chairperson: Dr. Ann-Marie Trammell

ORAL ROBERTS UNIVERSITY

M.A. in Education, 1984
B.A. in Spanish, 1981

*   Honors Graduate for both B.A. & M.A.
*   Who's Who in American Universities, 1981 & 1984
*   The National Register of Outstanding College Grads, 1981
*   Jaycee's "Outstanding Young Men of America," 1985

EMPLOYMENT HISTORY

2016-present   CITYSCAPE SCHOOLS, INC.
                        Assistant Superintendent

     *   Serve as a contributing member of the award-winning charter school
district's leadership team and collaborate with the different functional
units (Curriculum and Instruction; Human Resources; Early
Childhood Education; Information Technology; Academic Support
Programs; and Community Services).

     *   Monitor, coordinate, and supervise all school operations, including
but not limited to: facility issues, school climate, data analysis,
professional development, leadership training, community
partnerships, personnel decisions, and school safety.

     *   Provide leadership in promoting the educational objectives and values
of collaborative planning, effective instruction practices, and
responsive programs and services.

     *   Wholly responsible to write applications for candidacy of
International Baccalaureate Organization, including Feasibility Study;
named as program coordinator for both Primary and Middle Years
Programmes.

     *   Member of Campus Improvement Plan committee.

     *   Wholly responsible to lead the district's recruitment and hiring
processes for bilingual and ESL instructors from Puerto Rico. Created
and developed active partnership with the *Universidad
Interamericana* in Arecibo, Puerto Rico, to interview graduates from
the College of Education, as well as current graduate students in May,
2016 and the *Universidad de Puerto Rico* in February, 2017.

     *   Attended ECERS-3 training program in Chapel Hill, NC for district-
wide implementation.

     *   Awarded *Outstanding Contribution Award* in December, 2016 after
eight months of employment.

1994 - 2015   REMINGTON COLLEGE - DALLAS CAMPUS *and*
                       REMINGTON COLLEGE – FORT WORTH CAMPUS
                       Academic Dean

     *   Responsible for providing leadership in all aspects of academics for
private, non-profit college campuses of 1800+ students, which
included one bachelor's degree program, six associate's degree
programs, and nine diploma programs.

     *   Primary responsibilities included writing and developing curriculum;
scheduling courses and faculty; budgeting; interviewing, hiring and
training faculty; and the evaluation of faculty through formal
classroom observations.

     *   Managed an education department of 100+ employees.

     *   Wholly responsible to lead the college's accreditation processes,
which led to two College of Distinction awards, the first from the
Accrediting Council for Independent Colleges and Schools (ACICS)

in 2006, and the second from the Accrediting Commission of Career Schools and Colleges (ACCSC) in 2013.

* Serve as a team chair/evaluator for both ACICS and ACCSC on-site evaluation visits. Have completed over 100 accreditation visits since 1998.
* Was the second career college employee in the state of Texas to serve on a state accrediting team for a regionally-accredited, publicly-funded academic institution *(the Houston Community College District)* in 2001.
* Recognized in 11th edition of *Who's Who Among American Teachers & Educators,* 2006-2007.
* Wrote college's *Institutional Effectiveness Plan* which was instrumental in successful visits by ACICS, ACCSC, and the Texas Higher Education Coordinating Board.
* Individually wrote curriculum for business law, business management, speech communication, and career development courses for college's degree and diploma programs.
* Received both *Rising Star* and *Award of Excellence* awards from corporate office.
* Developed and implemented student retention plan that raised overall campus retention by 35% in first year.
* Developed workshop on pedagogical techniques and instructional design specifically designed for career college instructors.
* Presented numerous workshops and seminars on teacher training, institutional effectiveness, and improving student retention.
* Created training programs for campus personnel on EEOC, ADA, and Sexual Harassment guidelines.

1993-1994   AMERICAN FASTSIGNS
Director of Bilingual Training

* Designed and developed 3-week training program for international franchisees with courses in
  - sales/marketing   - computer systems
  - telemarketing   - outside sales
  - operations management   - company policies
* Managed and coordinated first bilingual training program in company's history.
* Traveled to Latin America as company representative.
* Created and designed marketing tools for Hispanic franchisees.

1988-1993   PLANO INDEPENDENT SCHOOL DISTRICT
Spanish Instructor

* Taught Spanish I and Spanish II courses

*   Consistently earned perfect scores in Texas State Teacher's Association's formal classroom observations, 1990-1993
*   **Named** *Teacher of the Year*, **1990**
*   Passed the ExCET examinations in Secondary Education and Spanish
*   Possess lifelong *Texas Teacher Certificate* for Secondary Spanish
*   Taught English as a Second Language courses for the Richardson Independent School District (1988-1989)

PROFESSIONAL SERVICE

2014-2016   *   Member of the Degree Review Committee for the Accrediting Commission of Career Schools and Colleges; Arlington, VA.

2013-present   *   Member of the Intermediate Review Committee for the Accrediting Council of Independent Colleges and Schools; Washington D.C.

2012-2016   *   School Board Member of open-enrollment, public charter school, East Grand Preparatory; Dallas, TX.

PROFESSIONAL ASSOCIATIONS

*   Accrediting Council for Independent Colleges and Schools – team chair/evaluator

*   Accrediting Commission of Career Schools and Colleges – team leader

*   Texas Higher Education Coordinating Board – evaluator

*   Texas Charter School Association – member

*   Texas Association for the Education of Young Children - member

ANDREA M. OLSON, PH.D.

EXECUTIVE DIRECTOR: ACADEMIC RESEARCH/PROGRAM DEVELOPMENT

- Developer and leader of conventional and virtual teams of diverse academic and industry members—interns to senior colleagues
- Demonstrated success in researching, developing, and managing programs and resources that meet (and exceed) academic, education, and training objectives
- Ability to advance institutional effectiveness by establishing outcome-based accountability while fostering individual growth and team productivity
- Deep understanding of higher education frameworks, business acumen, and society's goals
- Proven effectiveness within campus, virtual, and distributed workplaces—extensive travel experience, and established local, national and global networks

AREAS OF EXPERTISE

International Cooperatives	Analysis / Knowledge Management	Virtual Work Groups
Academic Research	Proposal Writing / Implementation	Entrepreneurship
Assessment / Evaluation	Curriculum Development / Design	Management Partnerships

SELECTED ACHIEVEMENTS

- Administer master's degree and doctoral programs at the campus level, including oversight of deans, academic operations, and on-site and online delivery (October 2012-present).

- Developed alliances including global outreach cooperatives with multiple US and non-US universities to integrate graduate-level management curricula within a range of programs (2009-present).

- Increased non-US student base by developing an international recruiting process while reducing marketing costs by 33% (2009-2010).

- Developed curricular practical training focus to initiate non-US student enrollments in graduate programs (2007–2008).

- Maximized instructional effectiveness while reducing instructional costs 33% by creating and implementing a faculty-team strategy (2006-07).

- Designed and introduced a program sequence that produced 1M of new revenue within its first year of implementation (2005-06).

- Increased client base 300%+ by developing web-based marketing while reducing printing, addressing, and mailing costs 67% over a six-year period (1997 to 2003).

- Directed the creation of web-based, active-learning materials produced by a virtual work group and purchased by a commercial publisher (2001 – 2003).

- Developed and implemented a strategic growth plan for a college center that expanded its services to include three new targeted audiences while decreasing staff costs 42%.

- Created, marketed, and managed new outreach programs that increased membership 100%+, increasing project revenues 100K over a six-year period.

- Managed a virtual work group to produce 10 commercially-published instructor texts.

- Co-developed and lead a reform initiative that was granted 1.5M of external funding; its content and approaches were institutionalized within four years.

- Established / operated a technical instructor certification program.

- Founded and managed a closely-held corporation from zero resource to 500K+ annually.

Director of Research and Development, Globe Education Network (GEN) institutions, and Administrator, Graduate Studies, Globe University / Minnesota School of Business / Broadview University (September 2003 – present)

Academic research and development director and graduate studies administrator for all of the Globe Education Network institutions, including Globe University, Minnesota School of Business, Broadview University, Institute of Production and Recording, Minnesota School of Cosmetology, and Benchmark Learning. I collaborate with the discipline-specific program directors/faculty, industry experts, and GEN staff. Responsibilities include: researching and developing program curricula; updating alignment of curricula with accreditation criteria; educating and consulting with internal and external associates; developing and supporting online delivery; and developing local, national, and international academic initiatives. Achievements include: research and implementation of masters' degree programs; research and development of doctoral programs; development of programs to be offered exclusively online; design and implementation of new formats for technical programs that produced 1M of new revenue in nine months; development of online lecture series for masters' courses; design and implementation of a faculty-team approach that maximized effectiveness and decreased instructional costs by 33%; development of global outreach initiatives, and annual GEN academic conference.

Associate Director, Institute of Technology Center for Educational Programs (ITCEP), University of Minnesota (1993 – 2004)

Until my retirement in September 2004, I was the director of the Center's pre K-20 program development in mathematics and its related science and engineering applications. Under my direction, ITCEP grew from serving 500-550 clients annually in 1994, to offering multi-faceted programs that serve 1,500+ clients annually. My collaboration with local, national, and international policy groups led to the development of intervention/outreach programs (pre-collegiate to graduate studies) supported by private and public initiatives. Led Delta-M (Distance Education: Learning and Teaching Alternatives for Mathematics) State Colleges and Universities (MnSCU)/U of MN team, and managed the Center's 3M dollar annual budget. Responsibilities ranged from recruitment and development of the Center's 150+ staff to public relations to curricula/materials development to research, grant writing and scholarship contributions.

Co-Leader, Virtual Group Materials Development Team (1997 - 2003)

As an education specialist at the University of MN, I managed the faculty, software programmers, commercial editors, and quality assurance staff on the development, design, production, and assessment of print-copy, CD ROM, and web-based instructor and student materials for commercial publication, which were the first interactive electronic supplementary materials for a top selling calculus textbook.

Director, Globe College of Business (1991 - 1995)

Evening school manager, which included the recruiting, hiring, and training of instructors from licensed technicians to masters-prepared faculty for the college's diploma and associate's of applied science degree programs. Responsibilities included curriculum/materials development, analyzing student and faculty data per state/federal standards—financial-aid reports and academic criteria—and instructor certification through self-studies and on-site audits. My strategies helped to increase enrollment from 40 students per quarter in 1991 to 120+ students per quarter by 1993.

Technical Instructor Training Program (1983 - 2000)

Created and implemented a state-certified instructor-training program for the MN Department of Commerce, which granted licensing and continuing education units (CEUs) for technical college teachers. I designed the training curricula; topics ranged from the philosophy of technical education to alternative pedagogy, plus cosmetology and barbering industry-specific topics, courses met technical instructor MN license and license renewal requirements. Created print-copy and electronic courseware and trained co-instructors.

Corporate Officer, Metro Services, Inc. (1981 - 1997)

Chief Financial Officer of Metro Services, Inc., a closely held MN corporation, which I co-founded and was a principle administrator; Metro was a diverse company that provided construction services within the state.

Cosmetology and Barbering Trainer/Consultant (1964 – present)

Experiences include work with MN, IA, and WI cosmetology and barbering schools, product and service knowledge education, curriculum development, accreditation processes consultation (ACICS, ACCSC & NACCAS); and development of courseware; licensed cosmetologist, nail technician, esthetician manager / instructor, 1964 – 1990.

Global Cooperatives (2009 – present)

Member of committees that promote awareness of the global impact on education and the workforce; cooperatives include the Children Heritage Foundation (tCHF) of Haiti; Vision Slovakia; India Chamber of Commerce; Middle East Outreach, and Tanzania Outreach.

Editorial Review Board (2009 – present)

Peer reviewer for the *Journal of Interdisciplinary Philology*, Faculty of Science, University of Zilina, Slovakia, review annual submissions for publication.

Graduate Student Committee Member/Academic Mentor (2007 – present)

Academic mentor and graduate committee member for masters and doctoral students at multiple institutions within a range of education disciplines including education technology, and program and faculty development.

Accrediting Council for Independent Colleges and Schools (ACICS) (2004– present)

Institution, educational activities, programmatic evaluator, and site visit team chair for initial inclusion, program approval, and accreditation site visits. Co-developed distance education materials and presented workshops for member institutions. Serve as a member of the Internal Review Committee (IRC), review site visit reports and make recommendations to the ACICS council members.

HIGHER EDUCATION

Ph.D., Education Policy and Administration, University of Minnesota (1996)

Degree focus: Policies that impact program administration and professional development.

M.Ed., Adult Education, University of Minnesota (1992)

Degree focus: Education and training using technologies, emphasis on employee/employer training.

Bachelor of Arts, Metropolitan State University (1985)

Degree focus: Business administration and fiscal management, emphasis in communications.

SCHOLARSHIP

Olson A., (2016). "Beyond the Discussion Forum," *ACICS Annual Conference, May 2016.*

Olson A., (2015). "Building an International Student Population Workshop," *ACICS Annual Conference, May 2015.*

Olson A., (2011). "Building Global Communities through Education," *Globe Education Network Conference Proceedings, November 2011.*

Olson A., (2010). "Building Global Communities through Education," *Globe Education Network Conference Proceedings, November 2010.*

Olson A., (2009). "Building Global Communities through Education," *Globe Education Network Conference Proceedings, November 2009.*

Olson A., (2008). "Games (MBA) Students Play," *SkillSoft Education Focus: Perspectives MAY 2008.*

Olson A., Adams L., (2006). "Moving Beyond ROI: Measuring Team Performance and Two-Sided Accountability," *SkillSoft Profiles in Learning: Perspectives MAY 2006.*

Keynes H., Olson A. (2004). "Mathematics Within: K-16 Connections," *School Science and Mathematics Association Proceedings: 2003 Annual Conference.* SSMA.

Keynes H., Olson A., (2004). "The Making of the Tools for Enriching Calculus (TEC) CD-ROM: The Design of *Silent Tutor* Homework Hints—A Technological Teaching Assistant," *ICTCM Proceedings: 15th Annual International Conference on Technology in Collegiate Mathematics.* Pearson Education, Inc.

Olson A. (2003). "Mathematics Within: K-20 Connections," *Partners for Success Conference Proceedings: November 2003.* Target Corporation.

Keynes H., Olson A., (2003). "The Making of the Tools for Enriching Calculus (TEC) CD-ROM: Design Issues in Using Electronic Media to Improve Learning," *ICTCM Proceedings: 14th Annual International Conference on Technology in Collegiate Mathematics.* Pearson Education, Inc.

Keynes H., Olson A. (2001). "The Making of the Tools for Enriching Calculus (TEC) CD-ROM: Pedagogical and Mathematical Issues in Using Technology," *Quaestiones Mathematicae: Journal of the South African Mathematical Society*, sup. no. 1: 169-176.

Keynes H., Olson A. (2001). "Professional Development for Changing Undergraduate Mathematics Instruction," *The Teaching and Learning of Mathematics at University Level: An ICMI Study*, ed. D. Holton, Kluwer Academic/Plenum Publishers.

Keynes H., Olson A., Singer K., Bibelnieks T. (2001). "What can be done to Increase Enrollments of Talented Female Students: A Study of the Impact of Middle School Intervention Programs," *Changing the faces of Mathematics: Perspectives on Gender*, NCTM.

Keynes H., Olson A., O'Loughlin D., Shaw D. (2000). "Redesigning the Calculus Sequence at a Research University: Issues, Implementation, and Objectives–A Three-Year Report," *Calculus Renewal*, Kluwer Academic/Plenum Publishers.

Keynes H., Olson A. (2000). "Redesigning the Calculus Sequence at a Research University: Issues, Implementation, and Objectives—An international Report, ICMI Study Volume," *International Journal of Mathematical Education in Science and Technology*, vol. 31, no. 1.

Keynes H., Olson A., Shaw, D., Wicklin F. (1999). "Redesigning the Calculus Sequence at a Research University: Issues, Implementation, and Objectives," *Contemporary Issues in Mathematics Education*, Cambridge University Press.

Keynes H., Olson A. (December 1998). "Redesigning the Calculus Sequence at a Research University: Issues, Implementation, and Objectives," *Proceedings of the International Commission on Mathematics Instruction (ICMI)*, Singapore.

Keynes H., Olson A., Shaw D., Singer K. (1998). "Building Programs for Promising Students Beyond the Classroom," *NCTM*.

Keynes H., Olson A., Singer K. (1997) "Developing Mathematics Enrichment Workshops for Middle School Students: Philosophy and Sample Workshops," *Journal of Mathematics and Science: Collaborative Explorations* 1, no. 1: 63-82.

Olson A. (Oct. 1996). "The Influence of Job Satisfaction on Part-time Faculty's Commitment to the Collegiate Function of Community Colleges," UMI Company, Ann Arbor, MI.

Keynes H., Olson A. (Oct. 1995). "Calculus Reform as a Lever for Changing Curriculum and Instruction," *Proceedings of the Fourth World Conference on Engineering Education*, St. Paul, MN

ORIGINAL COURSEWARE/APPLICATIONS

Olson, A. (2006). Practitioner Training Online Materials
Developed self-paced online learning materials for cosmetology school students, which are compatible with multiple applications.

Olson, A. (1990). Student Records System
Designed student record tracking system for clinical skill requirements, which is compatible with Microsoft® applications.

Olson, A. (1985). Technical Instructor Training Software
Created electronic, self-paced learning materials for technical instructor training, and print-copy materials.

Olson, A. (1984). Cosmetology: You and Your Hands. Smart Software Incorporated. St. Paul MN.
Textbook author and Smart Tutor© software co-developer and author.

PROFESSIONAL OBJECTIVES

TO COMMUNICATE

As an executive leader, my role is to develop an environment that encourages people to accomplish their goals. This requires my understanding of human resources, business acumen, and society's goals, hence the doctorate. I must also be a manager for which only experience can be the educator.

TO EDUCATE

Throughout my career, my focus continues to be on academic development, research, and design rather than instructing; by enabling others to become effective educators, I can actually reach a wider audience.

TO LEAD

As a director, my self-established goal is to ensure that good administrative policies are developed and best practices are followed; thereby individual and team effectiveness is enhanced and innovation results.

PROFESSIONAL PHILOSOPHY

The field of academic research, development, and management has evolved from merely identifying curriculum to building cultural constructs, statements of social consciousness, economic philosophies, and political statements. Employability is a goal concurrent with the ideals of education, and the demand for diversification within curricula identifies the search for meanings common to *all* people. To develop functional, dynamic content and delivery systems, one must consider the following social realities of the twenty-first century:

- Current and future employment trends indicate that people can no longer assume that learning a specific set of skills will prepare them for work. Emerging technologies are eliminating jobs that do not require decision-making abilities.
- The virtual community is now a reality. Education must reflect the blurred distinction between knowledge and skills; people need to learn high-level skills that allow them to cope with rapid changes within conventional and virtual milieus.
- The urbanization of ethnic minorities shows that the United States' minorities are fast becoming the majorities in its largest cities. A critical shift is required in accessible education for emerging urban populations, which can be possible only through business/education partnerships that fulfill both academic and industry needs.
- Lifelong learning is a necessity for survival in today's world. Continuous education, rather than mere facts or specialized skills, are in demand, and employee assessments are based on their ability to communicate and work cooperatively while making decisions that anticipate, as well as solve problems.

People with narrow skills and the inability to turn information into ideas, and ideas into information, will be unable to cope. Therefore, educators must create instructional strategies, within a collaborative context, to increase people's understanding of the patterns that connect academic disciplines, combined with the unique details that separate the subjects—not fragmented, isolated content or techniques. This methodology fosters innovation, a critical attribute in a world where the only constant is change.

Executive leaders are confronted with the challenge of developing and delivering programs that empower individuals to provide information pertinent to the ever-evolving global community. My administrative practices reflect these principles through my use of collaborative management strategies that encourage the creation of substantive, imaginative, and dynamic outcomes grounded by supportive leadership.

Resume
Darlene Ann Minore, PhD

Home Address:

Education:

PhD	Georgia State University, Department of Educational Psychology, Atlanta, GA, 1994.
MS	Georgia State University, Department of Educational Psychology, Atlanta, GA, 1991.
MSEd	Fordham University, Lincoln Center Campus, New York, New York, 1989.
BA	Muhlenberg College, Allentown, PA, 1988.

Professional Experience:

4/10 to current
CEO for Minore Educational Services
- Consultative services for independent schools PreK through 12th grades schools for strategic planning, in-service workshops, accreditation support and quality school improvement plans

5/10 to current
Program Evaluator for the Accrediting Council for Independent Colleges and Schools _(this is a consultative position)_
- I serve as a program specialist, educational specialist, student relations specialist, IRC member and/or a team chair for on site visitation teams for the national accrediting body, ACICS, in a peer review capacity.

11/07 to 3/10
Education Enhancements and Evaluation Manager for Bainbridge Graduate Institute

Responsibilities:
- _Oversee and manage the institution's initial accreditation application to the national accrediting body, ACICS_
- _Oversee and manage resource and site visits_
- _Oversee and mange the self-study process_

- *Oversee and manage all necessary applications and reports for the accrediting body*
- *Oversee the manage the IEP process*
- *Facilitate all assessment and data collection*
- *Oversee and manage new program and new site applications for both ACICS and the WA HEC-Board*
- *Manage the bi-annual reauthorization of BGI application to WA HEC-Board*
- *Support management team, faculty and staff with policy, procedures to ensure that the institution's action are compliant with state and federal criteria*

Major Accomplishments
- **BGI was awarded an initial 3 year grant of accreditation in August of 2009**
- **BGI achieved status in the CHEA database as an accredited school**
- **BGI was awarded Tile IV certification on April 7, 2010 and helped BGI to achieve Title IV money for the entire 09-10 school year**

6/06 to 9/07   Educational Specialist Consultant for the British American School of Charlotte

Responsibilities:
- *Oversee initial standardized testing implementation*
- *Analyze and present school-wide standardized testing results to faculty and parent-body*
- *Design and execute teacher in-service for parent/teacher conferences*
- *Prepare school for and advise on initial accreditation process with SAIS*
- *Assist with employee student handbook revisions*
- *Develop teacher and staff in-service for the 2006-2007 school year*
- *Serve as consultant for the Head of School*

6/03 to 7/06   Assistant Head of School, Dean of Faculty and Director of Studies, Charlotte Preparatory School, Charlotte, NC.

Responsibilities:
- *Oversee the day-to-day operations of a PreK – 8th grade, 400 student body campus*
- *Manage and supervise staff of 75*
- *Hiring of new faculty and staff*
- *Manage faculty professional growth and evaluation process*
- *Develop and maintain employee and staff handbook*
- *Develop and maintain long range planning documents (both financial and operational)*
- *Supervise risk management issues and campus safety program*

- *Develop and maintain the school calendar, facilities schedule as well and classroom schedules*
- *Supervise marketing, development and admissions activities*
- *Maintain independent school, state and teacher accreditation*
- *Develop and maintain educational program for parents*
- *Oversee curriculum sequence, supervise execution of curriculum delivery*
- *Maintain documentation of philosophy and execution of curriculum sequence*
- *Supervise the school registrar*
- *Standardized testing implementation and analysis*

9/00 to 6/03   Lead 4th Grade Teacher and Lower School Team Leader, Charlotte Preparatory School, Charlotte, NC.

Responsibilities:
- *Maintain 4th grade curriculum sequence*
- *Supervise 4th grade staff*
- *Develop 4th grade student and parent handbook*
- *Communicate with Assistant Head of School regarding lower school operations*
- *Prepare agenda for weekly Lower School Team meetings*
- *Assist Assistant Head of School with Lower School curriculum scope and sequence*
- *Served as educational specialist for entire student body*
- *Served as committee chair for this school's initial bid for accreditation with SACS and SAIS*

9/94 to 5/97   Research Psychologist, Georgia State University, Department of Early Childhood Education, Atlanta, GA.

Responsibilities:
- *Manage a 5 year, 3 million dollar State of Georgia grant for analysis and recommendations of the newly developed Georgia Pre-Kindergarten Project*

9/89 to 6/94   Graduate Research Assistant, Georgia State University, Department of Educational Psychology and Early Childhood Education

Responsibilities:
- *Assist with department research projects*
- *Teach undergraduate and masters courses as assigned*
- *Serve as assist for the editor of the journal, <u>The Behaviorist</u>*

Recent Board Appointments:

The Island School Board of Trustees 2006-2011
- Assisted the School Administration with the re-accreditation process in 2007
- Appointed to the Marketing Committee of this Board; Chair of this Committee for 2007-2009

Darlene Ann Minore - Curriculum Vitae   3

- Served as Chair of the Annual Cultural Study in 2005 and 2006
- Served on Auction Committee in 2006
- Co-chaired the 5th grade capital campaign efforts in 2007

Bainbridge Island Rowing Club
- Organized the Silent Auction Fundraiser in 2009 and 2010

West Sound Academy Board of Trustees 2007-2009
- Served as co-chair of the Marketing Committee
- Served as Secretary for the Board during my term

KATHRYN SELLERS

✉

Blackboard | Propriety Learning Platforms | WebCT | E-College | Microsoft Office Suite

QUALIFICATIONS PROFILE

Highly talented, diligent, and competent educator coupled with outstanding ability in blending innovative and traditional methods through instructional leadership to produce a solid foundation for lifelong learning. Display superior talents for developing and implementing appropriate curriculum and online programs, setting educational standards, as well as proposing recommendations to promote individuality, student growth, and positive reinforcement. Possess stellar reputation in directing and motivating faculty members and other staff to facilitate improvement plans. Excel at working with people of diverse cultures and organizational background, establishing an intuitive connection with a wide range of students to reach their learning goals and objectives. Enjoy challenges, known for keen eye to detail, and capable to multi-task in a fast-paced environment.

AREAS OF EXPERTISE

- Learning Goals and Objective Evaluation
- Student Progress Testing and Evaluation
- Program Implementation and Development
- Classroom Design and Seminar Coordination
- Time Management and Prioritization
- Curriculum Planning and Course Design
- Student Advocate and Motivation
- Leadership, Training, and Team Building
- Outstanding Student and Faculty Relations
- Articulate Oral and Written Communication

EDUCATION EXPERIENCE

ONLINE INSTRUCTOR

South University Online Adjunct Instructor 2007–As needed
Fortis College Online Adjunct Instructor 2007 - As needed
Everest Online Adjunct Instructor 2012-2014

Facilitate online classes in topics such as Strategies for Success and Eight Skills for the Successful Criminal Justice Student. Educate college students on subjects such as General Psychology, Critical Thinking, Introduction to Criminal Justice, Criminology, Introduction to Paralegal, and Research Methods. Utilize AOL Instant Messenger to maintain office hours. Preside over weekly discussions on asynchronous message boards. Conduct outreach to students who have excessive absences or failing grades.

Notable Achievements:

- Initiated the development of lecture material for weekly synchronous seminars and curriculum for general education courses
- Commended for solving a variety of student issues in areas of admissions, financial aid, and academic counselors
- Instrumental in addressing diverse PLUS Student issues in the online environment
- Mentored all incoming students and managed the New Student Orientation focusing on academic success
- Planned and coordinated weekly meetings (WebEx/Teleconference) with students
- Expertly managed day-to-day activities within the classroom for a balanced program of instruction that provides students with opportunities to observe, question, and explore, as well as to promote learning

ONLINE PROGRAM ASSOCIATE DEAN (TEMPORARY)

2012–2014

Fortis College, Winter Park, FL

Recruited to serve as interim program associate dean for Fortis Online. Worked with all students in the Medical Administrative Assistant program, advise students on Satisfactory Academic Warning, tutor new students, manage general education faculty, perform weekly reviews of classrooms, conduct annual performance evaluations, work with registrars to reschedule students, evaluate transcripts for transfer credit, complete drop forms.

Notable Achievements:

- Developed retention plan for Medical Administrative Assisting Program
- Recruited online faculty for new, hybrid program.
- Promoted to faculty director for hybrid program.
- Planned and coordinated weekly meetings (WebEx/Teleconference) with faculty and administrators.
- Developed plan to improve Satisfactory Academic Warning (SAP) process, lowering rate of those students who are dismissed as a result of failure to meet SAP.

PROFESSIONAL EXPERIENCE

VIRGINIA COLLEGE AT BIRMINGHAM ▪ BIRMINGHAM, AL

Program Director   *2003–2005*

- Played a vital role in developing the new curriculum in criminal justice for residential and online classes
- Arranged schedule for classes and assigned to train instructors on best practices in teaching criminal justice

MCKEE MARKETING ▪ PELHAM, AL

Operations Manager   *2000–2003*

- Served as liaison between the business office and five other offices located throughout the southeast
- Carried out staff performance appraisals and yearly performance reviews on office staff personnel
- Closely monitored sales reports and handled all facets of billing and accounts receivable
- Determined staffing requirements: recruited, hired and trained new employees

CHADWICK UNIVERSITY, AMERICAN HERBAL SCIENCE ▪ BIRMINGHAM, AL: 1995–2000

Associate Academic Dean   *1995–2000*

- Drove all efforts to implement new policy regarding coursework, credit transfers, and other student issues
- Designed and disseminated surveys to measure student satisfaction
- Performed comprehensive analysis of student retention, class and program completion, and non-start rates
- Earned distinction for developing methods to improve retention rates and to motivate students
- Promoted from Professor to Associate Academic Dean by displaying high degree of personal commitment, dedication, and strong work ethic

EDUCATION

MASTER OF SCIENCE IN PSYCHOLOGY EMPHASIS INDUSTRIAL ORGANIZATIONAL ▪ Auburn University at Montgomery, Montgomery, AL

BACHELOR OF SCIENCE IN PSYCHOLOGY ▪ University of Montevallo, Montevallo, AL

GRADUATE PROGRAM IN CRIMINAL JUSTICE ▪ University of Alabama at Birmingham, Birmingham, AL. Eighteen graduate hours in Criminal Justice.

PROFESSIONAL AFFILIATIONS

Reviewer, Journal of Knowledge and Best Practices in Juvenile Justice and Psychology

Member, Jefferson County Children's Policy Council, Safety Committee

Member / Scholarship Committee, UAB Criminal Justice Advisory Board

Volunteer, ACICS

OTHER EDUCATIONAL AFFILIATES

Everest Online Full Time Instructor   *2012-Present*
Southern New Hampshire University   *2014 - As Needed*
Ashford University   *2014-As Needed*
Kaplan University   *2003-As Needed*

Harpal S. Dhillon

Summary:

Dr. Harpal Dhillon has more than 30 years of professional and administrative experience at various levels going from Junior Engineer to the C.E.O. and one of two owners of a company with annual revenue in excess of 80 million dollars. Dr. Dhillon represents an effective combination of deep-rooted technical qualification/experience and well-developed management and entrepreneurial skills. During his career with four different employers, Dr. Dhillon has managed large projects involving such diverse technical areas as telemedicine, renewable energy, management information systems, computer aided logistics, computer-based training, large-scale telecommunication systems, electric systems, database management systems design and implementation, and LAN/WAN design, installation, operation and maintenance. He has been active for nearly three decades as a researcher, teacher, and consultant in the domain of IT applications in health care delivery/management, and higher education.

Along with his career as a corporate executive, Dr. Dhillon has kept involved in teaching undergraduate and graduate courses at a number of universities. The subjects taught by Dr. Dhillon include Health Information Technology, Database Management for Information Systems, On-line Management Information Systems, Computer/Software Engineering, Information Resources Management, Human Computer Interaction, Quality Assurance, Systems Engineering, Quantitative Decision Methods, Project Management, Operations Management, Managerial Statistics, and Engineering Economics.

Currently, Dr. Dhillon provides consultation to administrators of universities in the U.S. and overseas, and to health care providers, as the President of Intelligent Education Solutions, Inc. (IES). This company provides consultation and implementation services related to (i) utilization of Information Technology (IT) for delivery and management of instruction (primarily on-line education); (ii) Assessment of Learning Outcomes; (iii) Competency Based Education; (iv) New Program Development; (v) Strategic Planning; and (vi) Facilitation of International Alliances/Partnerships.

From 2009 to 2011, Dr. Dhillon was the Vice President for Academic Affairs and Dean of Academics at AGSB University in La Tour-de-Peilz in Switzerland. He is also a Visiting Professor at the National University of Viet Nam in Hanoi, Viet Nam.

In July 2008, Dr. Dhillon completed a 2 year long tenure as the Dean of School of Business and Technology at Excelsior College. He managed 25 full-time staff members in the school, and was responsible for overseeing the on-line distance learning activities and other academic endeavors of nearly 4,400 students in the school. The instruction is provided by more than 120 adjunct faculty members located at various places within and outside the United States. At Excelsior

College, Dr. Dhillon successfully managed the accreditation of the Technology programs by ABET, and the accreditation of the Business academic programs by IACBE.

From 2002 to 2006, Dr. Dhillon was a Professor and Chair in the Department of Computer Science and Information Systems at the Southwestern Oklahoma State University. For three years, 2003 to 2006, he was the Associate Dean for the College of Graduate and Professional Studies.

Dr. Dhillon is an Adjunct Professor in the Department of Information Resources Management at University of Maryland University College, and Adjunct Associate Professor in the College of Business and Public Administration at the George Washington University. He has taught graduate and undergraduate classes in colleges of (i) Engineering, (ii) Management and Business Administration, (iii) Organizational Management, (iv) Arts and Sciences, and (v) Computer Science and Technology. A major segment of Dr. Dhillon's experience has involved teaching non-traditional students, utilizing on-line learning and 'hybrid' modes of instruction.

Since his retirement as a business owner, Dr. Dhillon has provided several hundred hours of community service every year as a mentor of owners of small businesses in the IT and engineering sectors, as an evaluator in five different institutional and specialized program accreditation organizations, and as a volunteer in several community welfare entities.

Education:

University of Massachusetts	Ph.D., Operations Research and Systems Engineering
Oklahoma State University	M.S. Industrial Engineering & Management
Punjab University, India	B.S. (Honors), Mechanical Engineering (Minor: Electrical Engineering)

Employment:

2011-Date	President Intelligent Education Solutions, Inc.
2009-2011	Vice President for Academic Affairs Dean of Academics AGSB University- Switzerland
2009-Date	Adjunct Professor Graduate School

Sullivan University

2006-2008	Dean, School of Business and Technology
	Excelsior College
2003-2006	Associate Dean
	College of Graduate and Professional Studies
	Southwestern Oklahoma State University
2003-2006	Director, Center for Telemedicine, and Web-based
	Distance Learning
	Southwestern Oklahoma State University

2002-2006   **Professor & Chair**
             Department of Computer and Information Sciences
             Southwestern Oklahoma State University

1975- Present	Adjunct Faculty at University of Maryland,
	American University, Central Michigan University,
	and George Washington University
2000 - 2002	Datanamics, Inc.
	Director of Strategic Development and Quality
	Assurance

1998 – 2000   **CSI Engineering, P.C.**
               Chief Operating Officer/Senior Engineer

1995 – 1998   **Dulles Networking Associates, Inc.**
               Chief Operating Officer

1989 – 1995	EER Systems Corporation
	President and CEO
1984 – 1989	Engineering & Economics Research, Inc.
	Chairman of the Board
1979 – 1984	Engineering & Economics Research, Inc.
	President
1973 – 1979	The MITRE Corporation
	Group Leader/Project Leader/Technical Staff
1970 – 1973	University of Massachusetts
	Graduate Research Fellow
1968 – 1969	Oklahoma State University

Graduate Student

PROFESSIONAL EXPERIENCE

Teaching & Academic Administration Experience

Teaching

Currently, Dr. Dhillon holds the following teaching positions:

University of Maryland University College

Adjunct Professor in the College of Computer & Information Technology

George Washington University

Associate Professor in School of Business & Public Administration

Sullivan University

Professor in Graduate School

Courses Taught

Dr. Dhillon has (i) taught courses in Database Concepts, Networks and Telecommunications, Software Engineering, Electrical Engineering, Computer and Information Security, and Object-Oriented Software Engineering at Southwestern Oklahoma State University; (ii) taught courses in Database Design and Management, Systems Analysis/Design, Hardware and Software Concepts, Human Factors in Information Systems, Quantitative Methods, and Managerial Ethics at University of Maryland; (iii) taught graduate courses in Database Management, Statistics, Systems Engineering, Project Management and Operations Research at George Washington University; and (iv) taught graduate courses in Operations Research, Quality Control, Database Management, M.I.S., Quantitative Methods, and Statistics at Central Michigan University. Currently, he is teaching graduate and undergraduate courses in Database Management, Design and Implementation of On-line Management Information Systems, Software Engineering, Operations Management, Entrepreneurship, and Technology Change Management.

Academic Administration

AGSB University

Since September 2009, Dr. Dhillon has been working as the Vice President for Academic Affairs, and Dean of Academics. During his tenure at AGSB, he has developed and implemented plans for complete overhaul of administrative procedures, academic programs, and learning outcomes assessment. At this time, he is leading the projects for renewal of institutional and program accreditation.

Excelsior College

For two years, Dr. Dhillon worked as the Dean of the School of Business and Technology at Excelsior College. In this position, he managed the operations of an academic unit with more than 4,400 enrolled undergraduate and students. Nearly 2,000 of these students are taking on-line classes offered by this school at any given time. The students are mostly non-traditional and about 35% of them are from underrepresented groups. About a third of this student population comes for the military. The instruction is provided primarily by adjunct faculty; many of these faculty members are associated with well known institutions of higher learning as full time professors/ administrators. Dr. Dhillon was responsible for overseeing the accreditation related tasks for Business (IACBE) and Technology (ABET) academic programs in this school. Dr. Dhillon was actively involved in several committees and task forces dealing with issues such as evaluation of courses and instruction programs, identification and assessment of learning outcomes, faculty development, technology infrastructure, strategic planning, international programs, and alliances with other institutions of learning and business/industrial organizations.

Southwestern Oklahoma State University (SWOSU)

Dr. Dhillon worked as the Associate Dean of the College of Graduate and Professional Studies, and as Professor and Chairperson in the Department of Computer and Information Systems. Dr. Dhillon taught upper level/graduate courses in computer science, software engineering, information systems, and electrical engineering. He was the project leader for the activities related to the ABET Accreditation of the programs of the department. Dr. Dhillon was also involved in implementing Distance Learning programs, and worked on proposals for sponsored research at the university. His research areas included Software/IT Project Management and Quality Assurance, Computer Security, and Wireless Networking Systems.

Dr. Dhillon was the Director of the Center for Telemedicine and Web-based Learning at SWOSU. He was also the Principal Investigator for the SWOSU-OCAST-BAR-S Foods joint student internship program at the BAR-S facilities in Oklahoma, SWOSU-OCAST-CDFA Student Internship Program, SWOSU-Freightliner Specialty Vehicles, Inc. Student Internship Program, 'SWOSU-Integris Health' Student Internship in Healthcare Administration Program, and the

Dr. Dhillon served as:

-Member, Board of Advisors, Western Oklahoma Business Commercialization Center
- Member of the Technical Advisory Council for the Telehealth and Neuroscience Institute, INTEGRIS Health, Inc.
-Member of the Technical Advisory Board for the Oklahoma NASA Space Grant Consortium, and NASA EPSCoR Program.
- Member of the Strategic Planning Committee, Member of the Industry Outreach Project Advisory Board, Member of the Sponsored Programs Oversight Board, and Member of the Continuing Education Planning and Oversight Committee at Southwestern Oklahoma State University.

Experience in Industry & Business Sectors

Datanamics, Inc.

At Datanamics, Dr. Dhillon provided consultation to the corporate management and the clients of Datanamics in the areas of Information Resources Management, Information Systems Acquisition and Software Quality Assurance. He managed the CMM Certification process for Datanamics and implemented the CMM and ISO 9002 processes in a major Web Based Procurement Management System development project at the Internal Revenue Service. Dr. Dhillon was also handling projects involving distance learning and the application of artificial intelligence in Information Management Systems.

CSI Engineering

At CSIE, Dr. Dhillon worked as a Senior Engineer and also functioned as the Chief Operating Officer of the Company. As a Senior Engineer, he took the lead in identifying and pursuing business opportunities in the area of Information Technology. He also provided corporate oversight for three major Information Systems/Telecommunications projects that CSIE was working on at that time. On behalf of CSI Engineering, Dr. Dhillon assisted a major software engineering company in implementing processes and policies which are essential for satisfying the requirements associated with CMM (Capability Maturity Model) Level 2 and Level 3 Certification. Dr. Dhillon was responsible for implementing IEEE-1028 Standards for Software Engineering. He also provided technical expertise in the area of Software Quality Assurance, for development process as well as the software products. Dr. Dhillon functioned as the Project Manager for two industrial infrastructure projects.

Dulles Networking Associates, Inc.

During his three-year tenure at Dulles Networking Associates, Inc. (DNA), Dr. Dhillon was responsible for capturing about 25 million dollars worth of government contracts involving large-scale telecommunications and networking projects. He managed these projects through the initial planning; project scheduling, project installation, project transition (cut-over), systems operation and system maintenance phases. These projects involved the installation of telephone systems (including EPABX, Voice Mail, TMS, and PA system), data Networks (including fiber optic and copper cabling, installation of routers, hubs, ATM switches, etc.), electric systems, network administration, and user training. The four installations for which Dr. Dhillon provided project oversight have 1,100 to 3,500 users.

As a Senior Engineer at DNA, Dr. Dhillon was involved as the Project Manager for the installation of Data Archival and Retrieval Systems at the Foreign Military Sales Office at the U.S. Department of Defense. Dr. Dhillon also managed the installation of high power network servers incorporating RAID technology at the Office of the Deputy Secretary for Policy, U.S. Department of Defense.

The activities described above involved mentoring of the owners of the companies involved.

EER Systems Corporation

At EER, Dr. Dhillon was one of the two (2) principals/owners who managed the growth of a company, which started with two (2) employees and had 900 employees when he left this company fifteen years after its creation. As a technical professional, Dr. Dhillon was responsible for the management of large contracts involving systems engineering, M.I.S., computer-aided logistics and training; C3I, and LAN/WAN design, installation, operation and maintenance. These contracts were performed for Federal government agencies such as the Department of Defense (Army and Navy), the Department of Transportation, the Department of Energy, the Department of Commerce, FEMA, EPA, and the Department of Treasury. Dr. Dhillon was responsible for managing complex contracts with as many as 150 contractor personnel and annual budgets exceeding $20 million for one contract.

During his tenure at EER, Dr. Dhillon functioned as the President, CEO and Chairman of the Board of Directors at different times.

Dr. Dhillon managed several projects and studies related to industrial planning and project implementation. Utilizing his work experience and academic training in Mechanical and Industrial Engineering, along with his expertise as an Operations Research Analyst, Dr. Dhillon provided consultation to senior level executives in the U.S. Department of Energy, Department of the Interior, Department of Defense, Department of the Treasury, Defense Nuclear Agency, Department of Commerce, and the Department of Transportation. On several

occasions, Dr. Dhillon was called upon to function as the Project Manager for complex projects involving industrial infrastructure development and total quality management implementation

Metrek, a Division of MITRE Corporation

Dr. Dhillon was the Group Leader of the Geothermal Energy Systems Group in the Advanced Energy Systems Department. He led a group of researchers engaged in conducting engineering, economic, and planning analyses for the Division of Geothermal Energy in the Department of Energy. He was responsible for the supervision of the technical staff members in the group. His major activities included technical direction of the project, general project management, and marketing for new projects.

Dr. Dhillon participated in one of the first major initiatives aimed at determining the feasibility of utilizing telemedicine for serving the population of remote areas in the U.S. and other parts of the world. This team evaluated the utility of narrow band (telephone) and broadband (TV) transmission networks for the transmission of voice and data communications associated with the provision and management of primary health care. This study, which was carried out in 1975-1976, is the foundation on which several major telemedicine projects, involving expenditures of billions of dollars annually, are built. Dr. Dhillon was the Co-PI of the first telemedicine project funded by the U.S. Federal Government. At MITRE, Dr. Dhillon took part in a number of projects involving innovative applications of communications technology and M.I.S., for clients in FAA, Department of Energy, Department of Health, Education & Welfare, and EPA.

University of Massachusetts

Dr. Dhillon worked on the analysis of the data collected in a health care survey in Franklin County, Massachusetts. Using this data, he developed a model for estimating the demand for non-emergency health care at each ambulatory health care facility within the county. Subsequently, he developed a model for planning the location of non-emergency health care facilities for optimizing certain predefined objectives. This model provides guidelines for minimizing the total cost (incurred by consumers as well as providers) of delivering a given level of health care to the population of a planning region. Dr. Dhillon developed, tested, and documented computer routines for these two models. This work was done as part of a health care project financed by the Department of HEW. The doctoral dissertation was based on this research.

Community Service

Worked in Community Service projects as a member of Rotary Club.

Participated in numerous community service projects in Washington DC, Maryland, Virginia, Oklahoma and New York.

Have worked as a volunteer for several professional organizations since 1975.

Volunteered as a member of evaluation teams for six different institutional (regional and national) and specialized program accreditation organizations since 2006.

Provided free IT/IS related technical consultation to several charitable organizations and educational institutions.

Worked as a volunteer for international organizations promoting education in science, engineering and health care in various countries. Was the mentor of the team of students from Mexico which won the 2009 Talent and Innovation Competition of the Americas, conducted by Young Americas Business Trust.

Professional Certificates

Certified as On-line Instructor & Curriculum Developer- University of Maryland-University College
Certified as Total Quality Management (TQM) Specialist-Northern Virginia Community College (NVCC)
Certificate in Educational Leadership-Massachusetts Institute of Technology
Certificate in Promotion of Diversity in Staff and Students- Excelsior College
Trained as Learning Outcomes Assessment Professional & Evaluator-Accrediting Bureau for Engineering & Technology (ABET)
Certified as Team Chair, Distance Education Evaluator and Program Evaluator-Accrediting Bureau for Health Education Schools (ABHES)
Certified as Team Chair and Program Evaluator- International Alliance for College Business Education (IACBE)
Certified as Evaluator for Regional Accreditation- Southern Association of Schools & Colleges (SASC)

Academic/ Community Service Honors

Selected as 'Evaluator of the Year' by the Accrediting Council for Independent Colleges and Schools (ACICS) (2014).

Selected as the Winner of the Teaching Recognition Award for 2010 by University of Maryland University College (UMUC). Only 6 to 8 instructors are

selected for this award every year out of a pool of nearly 3,500 instructors at UMUC.

Selected for the Oklahoma Board of Regents Award for University-Industry Partnership (2006).

Nominated for the Drazek Excellence in Teaching Award at University of Maryland University College (2003 and 2005).

Honored as a Distinguished Alumnus of The University of Massachusetts in recognition of professional accomplishments and contribution to the advancement of programs at the UMASS School of Engineering (1988).

Awarded the University Graduate Fellowship at the University of Massachusetts for three years (1971-1973).

Awarded the President's Roll of Honor for Academic Excellence at the Oklahoma State University (1969).

Awarded the Merit Scholarship of the Punjab University (l960).

Elected member of the PHI KAPPA PHI Honor Society.

Membership of Advisory Councils

Member of the Advisory Council for the Energy Systems Training and Education Center at Idaho State University.

Member of the Technical Advisory Board for the NASA Oklahoma State Grant Consortium. (First invited member of this Board in its sixteen years long history).

Member of the Technical Advisory Board for the Telemedicine and Health Care Administration R & D Center at INTEGRIS Health in Oklahoma City, OK.

Member of the Program Committee, Minorities in Engineering Division, American Association for Engineering Education (ASEE).

Member, Strategic Planning Committee, International Assembly for Collegiate Business Education (IACBE)

Member, Board of Advisors for the Chief Academic Officer of Northern Virginia Community College (for 2 years)

Books Reviewed & Courses Developed

Reviewed papers submitted for publication by International Conference for Engineering Education (ICEE)

Reviewed papers submitted for presentation at the Annual Conferences of the American Society for Engineering Education (ASEE).

Reviewed the book titled *Data Communications and Networking*, by Behrouz A. Ferouzan, 3rd Edition, for the publisher, McGraw Hill Companies in 2004.

Reviewed the book titled *Database Systems-Design, Implementation, and Management*, by Peter Rob and Carlos Coronel, for the publisher, Thompson-Course Technologies in 2005.

Developed an on-line course titled *Human Factors in Information Systems* for the University of Maryland in 2003.

Developed a course in Information and Computer Security, and two CAPSTONE courses at Southwestern Oklahoma State University in 2003 and 2004.

Research Publications/Presentations

Dhillon, H.S., Pusterer, H., and Dhillon, M.K.,"Student Internship and Learning Outcomes Assessment."
Presented at the Annual Conference of the International Assembly for Collegiate Business Education (IACBE), at Henderson, NV. March 2011

Pina, A., Dhillon, M.K., Harter E.S., and Dhillon, H.S., "Separate but Equal? The DBA and PhD in Business".
Presented at the Annual Conference of the International Assembly for Collegiate Business Education (IACBE), at Newport, RI. March 2010

Dhillon, H.S., Harter, E.S., and Dhillon, M.K., "E-Portfolio: An Effective Tool for Assessing Learning Outcomes".
Presented at the Annual Conference of the International Assembly for Collegiate Business Education (IACBE), at Louisville, KY. April 2009.

Dhillon, H.S. and Anwar, S., "A Framework for the Assessment of On-line Engineering Technology Courses- A Case Study".
Accepted for publication in "Computers in Education" Journal. (2008)

Dhillon, H.S., Anwar, S., and Qazi, S., "Mitigation of Barriers to Commercialization of Nanotechnology: Overview of Two Successful University-Based Initiatives".
Presented at the Annual Conference of American Society for Engineering Education (ASEE) in Pittsburgh, PA. June 2008

Anwar, S. and Dhillon, H.S., "Development of an On-line Introduction to Nanotechnology Course- Issues and Challenges".

Presented at the Annual Conference of American Society for Engineering Education (ASEE) in Pittsburgh, PA. June 2008

LeClair, J.A., and Dhillon, H.S. "Excelsior College: Support for Nuclear Industry Training and Development".
Presented at American Nuclear Society: 2008 Annual Conference, Anaheim, California; June 2008.

Dhillon, H.S., and LeClair, J.A., "The Essential Elements of an Effective Education and Training Program for Nuclear Power Plant Software Engineers". Presented at the Annual Conference of The European Nuclear Society (NESTet2008) at Budapest, Hungary. May 2008.

Dhillon, H.S., and Reeves-Ellington, R., "Making Assessment a Way of Life: Integrating Strategic Thinking and Assessment for Organizational Success". Presented at the Annual Conference of the International Assembly for Collegiate Business Education (IACBE), at Long Beach, CA. April 2008.

Hentea, M. and Dhillon, H.S., "New Competencies for Control Engineers to Meet the Market Demands in Control Systems".
Presented at International Conference on Engineering Education (ICEE 2007) in Coimbra, Portugal. September 2007.

Dhillon, H.S. and Anwar, S., "A Framework for the Assessment of On-line Engineering Technology Courses- A Case Study".
Presented at the 2007 Annual Conference of the American Society for Engineering Education. June 2007.

Anwar, S., and Dhillon H.S., "An Interdisciplinary Approach to Information Systems Security Education- A Case Study".
Presented at the 2007 Annual Conference of the American Society for Engineering Education. June 2007.

Thinger, B., Dhillon, H.S. and Jones, P., "Nuclear Engineering Technology Students Capstone Experience to Assess Technical Competencies; A Case Study".
Presented at Texas A & M University Conference on Academic Program Assessment. February 2007.

Hentea, M., Dhillon, H.S., Dhillon, M.K. "Towards Changes in Information Security Education", *Journal of Information Technology Education (JITE)*, 2006, 221-233.

Hentea, M., Dhillon, H.S., Dhillon, M.K. "Towards Changes in Information Security Education",
Presented at 2006 *Information Science + IT Education Joint Conference*, Manchester, England. June 2006 *(Selected as a Best Paper)*

Dhillon, H., and Forducey, P. "Evaluation of Information Technology for Telemedicine Applications".
Presented at the 11th Annual meeting of the American Telemedicine Association-May 2006.

Dhillon, H., and Forducey, P. "Implementation and Evaluation of Information Technology in Telemedicine".
Presented at the 39th Hawaii International Conference for Systems Sciences (HICSS-39). January 2006.

Dhillon, H., and Forducey, P. "Telemedicine Applications for Medical Rehabilitation-Analysis of Project Outcomes".
Presented at the 10th Annual meeting of the American Telemedicine Association-April 2005.

Dhillon, H., and Forducey, P. "Exploring Telemedicine Video-Based Communications Technological Hurdles".
Presented at the 10th Annual Meeting of the American Telemedicine Association-April 2005

Dhillon, H., and Hentea, M. "Getting a Cybersecurity Program Started on a Low Budget". Proceedings of the 43rd Annual ACM Southeast Conference-March 2005

Feinstein, J. and Dhillon, H. "A Web-Centric Collaborative Decision Tool, and Ontology Based on Subjective Sampling and Assessing Decision Times Among Options".
Presented at the Military Operations Research Society (MORS) Conference in Virginia, June, 2003.
Selected as the best presentation in the Decision Sciences Group.

Dhillon, H.S., et.al. "A Planning Document for the National Center for Information Technology" – U.S. General Services Administration, 1999

Dhillon, H.S. "A Plan for Transitioning from Hard Copy Forms to Computerized Data Forms at the National Labor Relations Board" – Prepared for the National Labor Relations Board, 1997

Dhillon, H.S., and Steier, M., "A Plan for the Utilization of Portable Communication Units for the Law Enforcement, Emergency Response Systems, and Administration of Remote Areas" – Prepared for the U.S. Department of Defense, 1994

Ahluwalia, R.S. and Dhillon, H.S., "A Plan for Implementing Total Quality Management" – Prepared for EER Systems Corporation, July 1993

Dhillon, H.S. and Wright, T., "A Model for Planning the R&D Programs and Budgets for the Test and Evaluation Programs for the Nuclear Weapons Tests" – Prepared for Defense Nuclear Agency, 1991

Dhillon, H.S., "A Model for Determining the Potential for Developing Renewable Energy Resources in Macedonia, Yugoslavia" – Prepared for the World Bank, 1987

Dhillon, H.S. and Srivastava, V., "An Assessment of the Economic Feasibility of Utilizing Municipal Waste for Power Generation in Bangkok, Thailand" – Prepared for U.S. Trade Development Program, 1986

Dhillon, H.S. and Cabral, A., "An Evaluation of the Technological Options for the Promotion of the Photovoltaic Cell Industry in the U.S." – Prepared for the National Aeronautical and Space Administration, 1985

Dhillon, H.S. "An Assessment of the Feasibility of Sustaining Critical Industrial Operations in the Event of a National Emergency" – Prepared for the U.S. Federal Emergency Management Administration, 1984

Dhillon, H.S., "A Quantitative Model for Computing Benefit/Cost Ratios for Research and Development Projects for Renewable Energy Projects in the U.S. Department of Energy" – Prepared for the U.S. Department of Energy, 1982

Dhillon, H.S., and El-Sawy, A., "Forecasting the Market Penetration of a New Technology," – Prepared for U.S. Department of Energy, 1979

Dhillon, H.S., and El-Sawy, A., "Goal Oriented R&D Budgeting." - Prepared for U.S. Department of Energy, 1979

Dhillon, H.S., "Applicability and Impact of Fossil-Geothermal Hybrid Power Systems" -Prepared for U.S. Department of Energy, 1979

Dhillon, H.S., and El-Sawy, A., "An Approach to the Risk Analysis of Government Sponsored Demonstration Projects," - Prepared for U.S. Department of Energy, 1979

Dhillon, H.S., and El-Sawy, A., "A Dynamic Program Resource Allocation Model for R&D Activities," – Prepared for the MITRE Corporation, 1978

Ball, L., Dhillon, H.S., El-Sawy, A., and Matthews, M., "Benefit/Cost Analysis of the DOE Program for Geothermal Resource Exploration and Assessment Technology," - Prepared for U.S. Department of Energy, 1978

Dhillon, H.S., "An Assessment of the Cost and Accessibility of Care in Distributed Health Care Delivery Systems in Rural Areas," _Health Services Journal - 1976_

Dhillon, H.S., "Telemedicine and Rural Primary Health Care: An Analysis of the Impact of Telecommunications Technology," *Socio-Economic Policy Sciences - An International Journal - 1976*

Dhillon, H.S., "A Review of Models Relating NO_x Emissions to Ambient Air Concentration," – Prepared for U.S. Environmental Protection Agency, 1977

Bennett, A.M., and Dhillon, H.S., "Application of Telecommunications Technology to the Delivery of Primary Health Care for Isolated Rural Areas," – Prepared for Department of Health, Education and Welfare, l976

Bennett, A.M., and Dhillon, H.S., "An Economic Analysis of Telemedicine Systems for Isolated Rural Areas," Prepared for Department of Health, Education and Welfare, 1976

Dhillon, H.S., "A Simulation Model for Estimating the Impact of Technology on the Extension of Diagnosis/Treatment Protocols Used by Non-Physician Providers," Proceedings of the Summer Computer Simulation Conference, 1976

Bennett, A.M., and Dhillon, H.S., "Accessibility and Cost Impacts of Telemedicine Systems for Isolated Rural Areas," - Prepared for Department of Health, Education and Welfare, 1975

Bennett, A.M., and Dhillon, H.S., "Patient Trajectory Analysis: Testing A New Performance Assessment for Telemedicine Systems," - Prepared for Department of Health, Education and Welfare, 1975

Dhillon, H.S., "Regional Planning of Outpatient Facilities," – presented at Health Care Conference, University of Massachusetts, 1974

Dhillon, H.S., "A Computer Routine for Planning The Location of Service Facilities," 1973. (Part of Ph.D. Dissertation)

Dhillon, H.S., "A Model for Planning the Location of Non-Emergency Health Care Facilities," 1973. (Part of Ph.D. Dissertation)

SCOTT WILLIAM DEBOER

EDUCATION

M.A. International Affairs (1994), G.P.A. 3.8, Florida State University, Tallahassee, Florida
B.S. Government (Foreign Affairs) (1991), *summa cum laude*, Liberty University, Lynchburg, Virginia

PROFESSIONAL EXPERIENCE

Chief Operations Officer, Santa Barbara Business College, Ventura, California (July 2015 – Present)
- Create environment that fosters trust, provides training and development for employees, supports ethical duties and is motivational to employees.
- Liaison between campus directors and corporate.
- Provide leadership to campus directors to ensure overall campus development.
- Establish operational processes which will involve strategic planning and resource allocation.
- Ensure department directors are fully involved with operational objectives.
- Set operational and performance goals that are achievable and tied to company's overall goals.
- Establish and manage performance reporting systems to ensure performance goals are being met.
- Conduct regular meetings between campus and department directors to ensure that priorities are clear and coordination between departments is good.
- Motivate and lead high performance management team; attract, recruit and retain strong leadership staff.
- Engage management team on key planning issues and make recommendations on business decisions.
- Participate and contribute in weekly management meetings.
- Participate in forecast and assist with execution of planning campus budgets.
- Develop, establish and direct execution of operating policies to support company's policy and objectives.
- Provide effective and inspiring leadership by being actively involved in programs and services, developing a broad and deep knowledge of programs.
- Develop and implement training programs to expand capacity of management staff.
- Assist in development of new campus locations.
- Identify and coach campus directors through crisis management.

Chief Academic Officer, Santa Barbara Business College, Ventura, California (August 2013 – Present)
- Formulate and ensure compliance with standardized academic policies and procedures.
- Work closely with Compliance Department to identify the need for new policies and conduct revisions in accordance with government and accreditation rules, laws and regulations.
- Oversee all duties, functions, activities and performance of the Academic Affairs Department.
- Coordinate the educational activities in the Campus Effectiveness Plans.
- Research and identify academic trends and community needs and establish program initiatives that are in alignment with the College's mission and objectives.
- Monitor attrition analysis and assists with campus issues relating to retention.
- Coordinate strategies with college leadership staff to achieve desired organizational results in areas of customer satisfaction, attendance, retention, graduation rates and satisfactory academic progress.
- Assist in developing and managing educational budgets.
- Participate in hiring process for Deans and Registrars.
- Oversee faculty recruitment, orientation, training, scheduling and management, including professional development, evaluation and curriculum implementation.

President, Sanford-Brown College, San Antonio, Texas (July 2011 – August 2013)
- Provide overall leadership to college, its staff, and allied health programs to meet growth expectations.
- Manage P&L to meet budgeted revenue and net income while holding costs to within budgeted levels.
- Drive revenue by managing leads, enrollments, show rates, starts, re-enters, retention, cash collections, and expense control.
- Develop and implement strategic and operating plans in support of company goals, industry opportunities, and local needs.
- Establish standards and measures in every department and manage to those standards.
- Participate in and approve the ongoing forecasting of enrollments, starts, revenue, operational costs, cash collections, and staffing.
- Work with faculty and staff to foster a student-centered learning environment.
- Foster partnerships with government, accrediting/state licensing agencies, and local communities to promote the college, its programs, and outcomes.
- Ensure company policies and practices are followed.
- Create an environment that fosters trust and provides for the training and development of employees, while motivating them to excel.

Divisional Director of Academic Affairs, Start-Up Division, Career Education Corporation, Hoffman Estates, Illinois (November 2007 – September 2011)
- Provide academic and operational leadership in the opening of 23 new health, culinary and art and design campus locations.
- Implement and maintain strategic business unit's academic policies and procedures necessary for compliance with external standards in areas of instruction, curriculum, satisfactory academic progress, attendance, and retention.
- Work with division and strategic business unit to hire and train a qualified academic management team.
- Ensure that appropriate resources are available to provide basic support for curricular and educational offerings and to enhance student learning.
- Provide support in establishing a clearly defined retention function that maximizes participation in retention activities including documented communication with students, faculty, and administration.
- Assist in determining faculty requirements and scheduling needs as well as in hiring and managing of faculty based on student population.
- Provide divisional leadership in determining initial program offerings, by working with strategic business unit's academic lead and incorporating fully industry standards, emerging markets and employer needs into selection process.
- Assist with research, development, and implementation of new curricula and maintenance of existing academic programs once campuses are operating.
- Monitor academic performance on a regular basis and proactively address negative trends.

Director of Compliance, International Academy of Design & Technology, San Antonio, Texas (November 2006 – November 2007)
- Monitor daily operations of all school departments/functions to ensure quality assurance and compliance with federal, state, accreditation, corporate, and school regulations and policies.
- Implement preventative measure to ensure school operations are in compliance.
- Review on an ongoing basis samples of files to ensure necessary documentation is maintained and processing is performed in an accurate and timely manner.
- Work with senior management team to ensure that campus is prepared for external audits and reviews and that corrective action plans noted by regulators and Internal Audit in areas of non-compliance are made timely and appropriately.
- Oversee completion and review of documents that are to be sent to regulatory agencies for compliance, accuracy, and completeness.
- Review publications to ensure compliance with applicable regulations.
- Report areas of concern to Group Vice President of Compliance to develop corrective action plans and to identify training requirements.
- Ensure staff is trained to perform their jobs in compliance of regulations and company policy.

- Recommend business practice changes to improve compliance with regulations and business goals.
- Develop and maintain relationships with regulatory agencies, as appropriate.

Accreditation Review Manager, Career Education Corporation, Hoffman Estates, Illinois (August 2004 – November 2006)
- Serve as an accreditation/regulatory resource for institutions.
- Assist institutions in complying with state and accrediting agency regulations.
- Maintain lines of communication with campuses, corporate departments, states, and accrediting agencies.
- Provide necessary support to ensure preparedness for state and accrediting agency visits.
- Monitor regulatory changes through attendance at accrediting agency workshops and annual meetings.
- Assist in the training and development of new Directors of Compliance.
- Ensure efficient and effective processing of required applications and responses.
- Review institutional catalogs, addenda, marketing, and Enrollment Agreements.

Senior Manager of Campus and Program Development (February 2003 – August 2004)/**Manager of Program Development** (February 2002- January 2003)/**Program Coordinator** (February 2001 – January 2002), Accrediting Council for Independent Colleges and Schools, Washington, D.C.
- Interact with member institutions relative to program administration functions.
- Process, review, analyze, and approve program applications of member institutions.
- Coordinate activities and processes with the Director of Policy and Program Development.
- Serve as staff liaison to the Council's Nontraditional Education Committee.
- Serve as staff liaison to the Council's Education, Enhancement, and Evaluation Committee.
- Plan and conduct Academic Dean Workshop.
- Prepare for, participate in, and follow-up of evaluation visits of member and applicant institutions.

Teacher, Evangelical Christian School, Fort Myers, Florida (August 1998 – August 2000)
- Taught history, science, mathematics, reading, and spelling to junior high students.

Assistant to Project Director, U.S. Peace Corps, Radom, Poland (May 1998 – August 1998)
- Assisted in a 3-month training program for new Peace Corps Volunteers to Poland.

Teacher, National School of Public Administration, Warsaw, Poland (September 1997 – February 1998)
- Taught practical and conversational English to Polish civil servants.

Conference Organizer, United Nations, Warsaw, Poland (August 1997 – October 1997)
- Organized and directed the Fall 1997 Model U.N. Conference, Plock, Poland.

Volunteer/English Teacher, U.S. Peace Corps, Poland (August 1994 – August 1997)
- Taught practical and conversational English to all levels of high school students.
- Created, developed, and organized an English language library.
- Organized and directed the Fall 1995 Model U.N. Conference, Kielce, Poland.
- Prepared and led student delegations to 6 Model U.N. Conferences.

TRAINING AND SKILLS

Completed United States Peace Corps training program, Plock, Poland (June 1994 – August 1994).
Trained in the Polish, German, and Spanish languages.
Certified literacy volunteer/English tutor, Literacy Volunteers of America, Leon County, Florida (1994).