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-80

Commissioner Refresher Orientation

Date: April 9, 2018

Time: 11am -Noon

Location: Conference Room B

Training Items:

- Conflict of Interest Review and Electronic Attestation
  - Impropriety – real or perceived (Board of Ethics)
  - Conflict of Interest – actual or the appearance of (Board of Ethics)
  - Impartiality of review
  - Confidentiality

- Institutional Review
  - Consideration of all Information
    - Complaints and/or External information (including media)
    - Call for Comments & Student Survey results (team's report)
    - Student Achievement Outcomes (accessible in the Commissioners' Portal)
    - Financial Issues and Currency with any fees

  - Written Evidence of Evaluation
    - Review of Institutional Profile on Orange Sheet, including Maximum Time Frame and background
    - Summary of Assessment following IRC's recommendation – YES or NO

- File Review Enhancements to Improve Effectiveness (resources in the Portal)

Commissioner Name	Signature
Libby Guinan	(b)(6)
Roger Swartzwelder	
Larry Leak	
Judee Timm	
Adriene Hobdy	
John Euliano	
Tibby Loveman	
Richard Bennett	
Fardad Fateri	

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-81

WELCOME

ACICS Evaluator Training Webinar

2016

INTRODUCTIONS

FACILITATOR:

Ms. Perliter Walters-Gilliam, Associate Vice President of Quality Enhancement & Training

Ms. Chinita Obi, Senior Accreditation & Institutional Development Support Coordinator

PARTICIPANTS:

Name, Affiliation, Area(s) of Expertise

EVALUATOR TRAINING RESOURCES

- Evaluation Visit Policies & Procedures (*Pink Book)*
- Travel Arrangements and Reimbursement Training Guidelines
- Evaluation Visit Best Practices
- Report Templates - http://www.acics.org/evaluators/content.aspx?id=2438

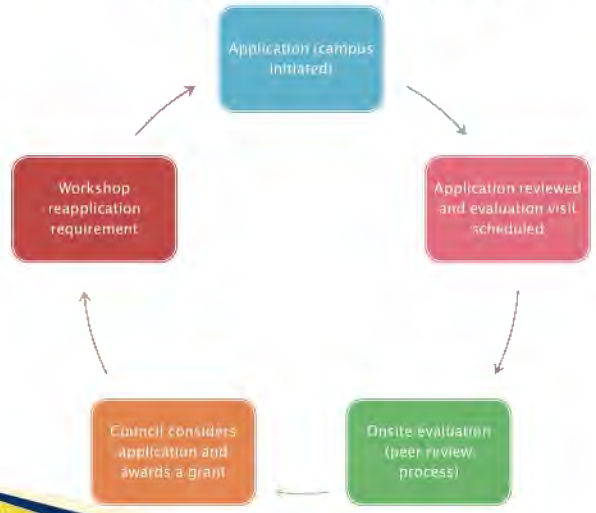
UNDERSTANDING THE ROLE

WHAT IS ACCREDITATION

A status granted to an institution that meets or exceeds the stated criteria of educational quality. The purposes of accreditation are to:

- assess and enhance the educational quality of an institution,
- assure consistency in institutional operations,
- promote institutional improvement, and
- provide for public accountability.

UNDERSTANDING THE ROLE THE BEGINNING



UNDERSTANDING THE ROLE

The ACICS Evaluator…

- Provides expertise in specifically approved areas
- Conducts an objective review of the campus
- Makes assessments of institutional effectiveness based on experience and industry standards
- Is an independent contractor/volunteer – not an employee

UNDERSTANDING THE ROLE

Avoiding Conflicts of Interest

- Required Independent Contractor Agreement
- Consulting – perceived or otherwise
- Geographic Location
- School Affiliations

UNDERSTANDING THE ROLE VISIT TYPES

Full Onsite Evaluation Team Visits (2 days)

- Renewal of Accreditation (RA)
- Initial Grant (IG)

Quality Assurance Monitoring (QAM) Evaluation Team Visits

- QAM – Out of Scope (OS) – One day
- QAM – RV (Readiness Visit) – One day
- QAM – HC (Higher Credential) – Two days
- QAM – DE (Distance Education) – One day

Combined Full Team & QAM Review*

UNDERSTANDING THE ROLE
Full Team Visits

Team Chair
- Oversight of team's review activities
- Communicate with institution prior and during visit
- Full compilation and preparation of report
- Review and evaluation of Campus Effectiveness Plan (CEP)
- Institutional Mission, Organization, and Administration review
- Works with ACICS staff representative to lead review

Student Relations Expert
- Student file review
- Admissions & Recruitment
- Financial Aid
- Satisfactory Academic Progress
- Student Services
- CAR Verification – retention rates

UNDERSTANDING THE ROLE
Full Team Visits

Program Specialist
- Program administration
- Instructional Components
- Instructional tools
- Curriculum Evaluation (program outline/content)
- Catalog review
- Syllabi review
- Program advertising and disclosures
- CAR Verification – placement
- Evaluation of contact time
- Assessment of prerequisites

Educational Activities Expert
- Faculty Development Plans
- Faculty Qualifications for General Education
- General Education Courses
- Faculty Transcript Review
- Instructional Tools/Components
- Administration of academic programs
- Academic policies
- CAR Verification – placement for programs with specialized accreditation (if applicable)
- Prior Learning P&P review (if applicable)
- Career Services review

UNDERSTANDING THE ROLE – Staff Managed Visits

Out-of-Scope (OS), Readiness Visit (RV), Higher Credential (HC)
Distance Education (DE)

Responsibilities of Program Specialist

- Program administration
- Instructional Components
- Curriculum Evaluation
- Program Quality Assessment
- CAR Verification (if applicable)
- Student Relations (admissions)
- Catalog
- Faculty File Review
- Library

THE REVIEW – Travel Cycles

Jan Winter Cycle	Feb Winter Cycle	Mar IRC	Apr Council
May Spring Cycle	Jun Spring Cycle	Jul IRC	Aug Council
Sep Fall Cycle	Oct Fall Cycle	Nov IRC	Dec Council

Important Notices

Visit Solicitation

Evaluators should not contact ACICS staff to solicit visit participation or communicate availability. If you are only available for certain cycles, send an email to evaluatormanager@acics.org.

Possible action may include **warning, limited visit participation, and removal from the active pool.**

Certification/Licensure/Registration

Starting in 2014, experts of programs which **require licensure, certification, or registration (federal or state),** must hold an active/current license, certification, or registration. This document will be kept current and will be added to the evaluators record.

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Important Notices

TheEvaluator Newsletter

This newsletter which can be found here on the ACICS web site, http://www.acics.org/evaluators/content.aspx?id=2096 is the **primary and official** means of communicating with the evaluators. It is the evaluator's responsibility to ensure the following:

- Email addresses on record are active (notice of publication)
- Refer to the web site to stay abreast of any information shared in the newsletter

References to ACICS

Evaluators are welcome to reference their relationship with ACICS in bios, resumes, business cards and Social Media including Face Book, Twitter, LinkedIn. However, the **only** way this can be done is in the following manner:

- Independent Contractor for ACICS
- Independent Program Evaluator

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ACICS Travel Center - Concur

ACICS is utilizing the Concur Travel and Expense System to manage and cover the cost of travel for all team members, using an ACICS Corporate Account. Key elements:

- Use of the system is **MANDATORY** for airfare/train reservations.
- Evaluator profiles **MUST** be completed prior to using the system to include frequent flier numbers, etc. so that miles may be credited to the evaluator's personal frequent filer account.
- Legal name, as listed on license and/or passport must be in Personify.
- Tickets in excess of $1000 will not be processed and purchase will be suspended until approval is received by the staff coordinator.

Please refer to the raining materials in your handout for additional information and specific instructions of all requirements.

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Before you say "Yes!"

- Check and **double check** all calendars to ensure availability
- Confirm area(s) requested for review (SR, ED, DE, Program(s))
- Ensure that there is no conflict of interest with the campus to be reviewed
- Communicate any unique circumstances to the requesting staff

Once you say "Yes!"

- Mark your calendars – all of them!
- Record visit information for future reference – with whom, what visit, when are you needed, where are you going?,
- Await instructions from staff on making flight arrangements or communicate flight options no later than two weeks before visit
- Make flight arrangements to arrive prior to 6pm the evening **BEFORE** the visit and to depart no earlier than 7pm the last day of the visit, unless approval is granted for alternative arrangements
- Let staff know if you have not received the materials from the campus; hotel information; etc. Materials **should be** reviewed prior to arrival.
- **IMMEDIATELY** communicate any change in plans which affects your ability to participate on the visit.

The Pre-Visit Meeting

- Attendance/participation is **required***
- Generally the evening (6pm – 6:30pm) before the visit
- Facilitated by the team chair and supported by staff coordinator
- Team member introductions
- Briefing/Preparation for visit
- Business Casual attire

When we get there...

- Lead assumed by staff & chair
- Facility tour
- Introductions with administration
- Team Meeting
- Lunch selection
- Get to work!

THE PROCESS

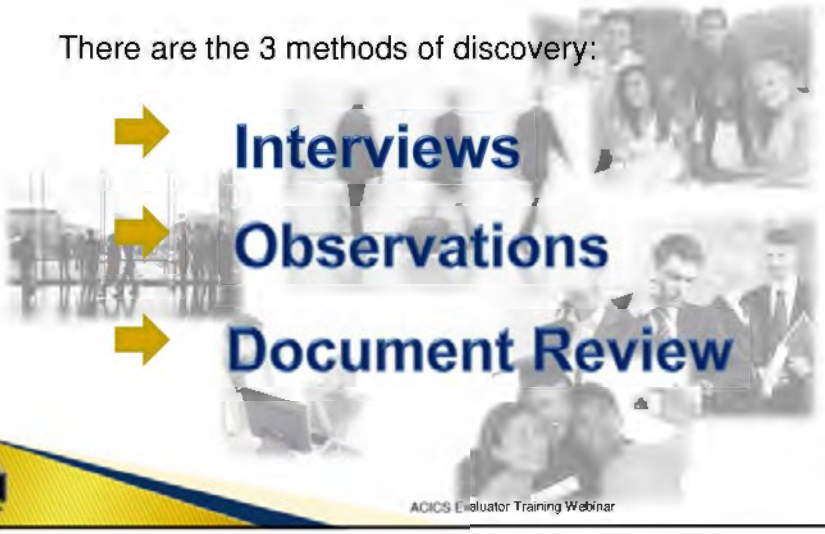
OBJECTIVES:

1. Review Methods of Discovery
2. Identifying Areas of Concern
3. Reporting Areas of Non-Compliance
4. Preparation of Report
    1. Providing information
    2. Citations
    3. Recommendations

METHODS OF DISCOVERY

There are the 3 methods of discovery:

- Interviews
- Observations
- Document Review



Interviews

Who do you interview?

When do you begin interviews?

Where and how might interviews be conducted?

What do you do with the information from the interviews?

Observations

What?

Classes – lectures and labs
Program specific equipment/resources
Externships/Clinical Sites*
Admissions/FA Interviews (SR)

When?

First day of a two-day visit
First & Second days of a three-day visit

Why?

Faculty/student interaction
Faculty expertise; knowledge
Student use of instructional tools
Students' ability to perform job functions
Administrative process

How?

Scheduled (externships)
Random (class schedule)

Document Review

- ***Campus Effectiveness Plan (CEP)***
- ***Campus Accountability Report (CAR)***
- ***Self-study narrative***
- ***Class schedule***
- ***Academic Credit Analysis (ACA)***
- ***Catalog***

- ***Course Syllabi***
- ***Library/Instructional Resources***
- ***Community Resources***
- ***Out-of-class activities****
- ***Externship Agreements***
- ***Faculty files***
- ***Student files – academic & financial aid***
- ***Administrative staff files***

Document Review

- ***Campus Effectiveness Plan (CEP)***
  Reviewed by the team chair and would include program improvement plans if necessary.

- ***Campus Accountability Report (CAR)***
  Reviewed by the student relations and educational experts as well as the program specialists.

- ***Self-study narrative***
  Should be read by all team members prior to the pre-visit meeting. Institution's assessment of its operations/activities.

- ***Class schedule***
  The class schedule provides guidance on classes to be observed as well as to assess contact time.

- ***Catalog***
  Includes all institutional policies along with program-specific elements that will be verified against practices.

Document Review

- ***Academic Credit Analysis (ACA)***
  A form used to measure credit hours based on contact hours allocated across lecture, lab, and practicum as appropriate.

  Approved by ACICS and accepted on the record as the hours allocated for credit conversion.

  An important document that requires ACICS approval if changed/revised/incorrect

- ***Course Syllabi***
  Should be include all the items outlined in the Glossary of the *Accreditation Criteria*.

- ***Library/Instructional Resources***
  The report will be completed by one individual but with input from each specialist based on the assessment of their programs' instructional resources.

- ***Community Resources***
  Institutions must include the community in every program and would include advisory committees, guest speakers, field trips, and events.

Document Review

- ***Out-of-class activities (homework)***

Guidance is provided in the Spring 2013 *TheEvaluator* Newsletter

Minimum expectation – for every one hour of in class **lecture** = two hours of homework for credit bearing programs

The homework must be evaluation and included in grades (have a weight)

- ***Externship Agreements***

For all active sites, agreements will be reviewed for current signatures and inclusion of elements (Glossary). *Externship files should be reviewed in their entirety to include review of timesheets*

- ***Faculty files***

Reviewed for qualifications – academic and experiential (as appropriate).

- ***Student files – academic & financial aid***

Reviewed by the SR experts

- ***Administrative staff files***

Reviewed by the SR expert and team chair

Case One

Your preliminary review of the faculty summary document showed that one of the faculty members in your OAS program is teaching more than 32 hours per week.

What additional documents would you review to get more information?

Class schedule

Faculty data sheet

Faculty contract

Case TWO

Students in your program complained that the equipment was in poor condition – always broken, never fixed, etc.

What type of documentation might you ask for to substantiate this claim?

Inventory of Equipment

Purchase Orders

Repair Tickets

Case Three

The institution shared in its self-study narrative that faculty, students, graduates, and employers are all involved in policy and curriculum development.

What documentation would you expect to review to validate this claim?

PAC/Advisory Board Sign-in sheets & Meeting Minutes

Student Surveys

Graduate surveys

Institutional policy/plan document

Faculty meeting minutes

CAR Verification

Student Relations Expert

- Institutional retention rate
- Accuracy of the CAR (ending and beginning enrollment numbers)

Educational Activities Expert

- Placement rates for programs holding specialized accreditation

Program Specialist

- Placement rate of program (in field)
- Graduates classified as "not available for placement"
- Licensure rates

CAR Verification Process

- **Verification will be based on the new definition (effective with the 2013 CAR)**
  - Length
  - Position
  - Use of skills
  - Attestation
- **Evaluators will be making the call using telephones/offices provided by the institution**
- **Calls attempted to graduates first and then the employers**
  Backup documentation of graduate information should also include contact information for graduates as well as employers. The information should match what is reported by the institution.
- **A questionnaire is now being used by evaluators**
  To achieve consistency and provide documentation

Areas of Concern

- Become citations if not addressed during visit.
- **MUST** be shared with staff coordinator and/or team chair as soon as they are identified.
- Necessitate the request and review of additional information.
- Are based on compliance with the *Accreditation Criteria*, not with individual expectations of compliance.

Are these Areas of Concern?

Faculty members shared that they only get paid $250 per course.

NO

Faculty development plans have the same activities listed for all faculty members.

YES

The library space is really small.

Maybe☺

Students complain that they don't have social media on the computers or lockers, and the parking lot is too far.

NO

FINDINGS

- Are based on conflict with the *Accreditation Criteria*
- Must be thoroughly detailed in the report
- Must clearly identify the area of concern with the standard(s)
- Should only be communicated to the institution by the team chair and staff coordinator.
- Must provide information on how the institution can provide additional information to address the concern
- Must be written in the following format:

  (Section x-x-xxx): Statement of concern. Details on violation of standard based on observations, document review, and interviews. [Details on corrective measure that must be taken.]

EXAMPLE

As a program specialist, interviews and/or surveys with students determine that many are not pleased with the instructional equipment offered in their program. There are complaints of the equipment being broken and/or outdated.

What would you do next?

- Discuss with other program specialists and see if their students reported the same issue.
- Observe equipment as the program specialist in this field, determine if the equipment is sufficient for the program's outcomes.
- Share information with ACICS staff member, chair, and team.

What factors could contribute to this finding?

- Insufficient equipment
- Deficient equipment
- Lack of evidence of repairs
- Need for additional equipment to complete the program objectives

EXAMPLE CONT'D

The write-up:

(Section 3-1-531(a)): Instructional equipment is not sufficient for the program. Through interviews with students, student questionnaire responses and observation of laboratory equipment, the program does not have sufficient instruction equipment to complete the program objectives. Specifically, there was no "Wireless Network" hardware available for students such as wireless access points, routers, and interface network cards. The objectives of the program state that students will receive training in order to seek CompTIA A+, Net+, Linux+, Security+, Convergence+, MCITP, and Cisco CCNA certifications. These certifications have strong wireless components, therefore, students need hands on administrative access to wireless networking devices.

(Section 3-1-601): The instructional equipment is not appropriate and does not satisfactorily contribute to the overall curriculum objectives and stated mission. The current software utilized across all programs, MS Office 2003, is insufficient and there is inconsistency between the catalog, the marketing and the institution's self-study wherein "state of the art" technology is promoted but not in actual use. The evidence presented itself in course WP 100, Basics of Word Processing, is required in all programs.

THE TEAM'S REPORT

- Team chair: Sections 1 – 3 and Section 6 (generally)
- Student Relations expert: Section 4
- Educational Activities expert (with contributions from program specialist(s)): Sections 5 & 8
- Staff coordinator: Section 7
- Program specialist(s): Section 9
- Distance Education expert: Section 10

Providing Narrative Responses

Q. 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are th s person's qualifications?

Dr. Rasheed Singh, PhD. Degrees in biochemistry, engineering, and education, University of New Delhi and UCLA.

Dr. Rasheed Singh is assigned to oversee the educational activities of all programs. He holds a bachelor's degree in biochemistry and a master's degree in engineering, both from the University of New Delhi, and a PhD in Education from the University of California, Los Angeles (UCLA). Prior to joining the institution three months ago, he served as a professor and academic affairs director at UCLA.

Providing Narrative Responses

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Field trips, externships, PAC

The institution utilizes the following community resources to enrich the Medical Assistant program:

Field trips – a number of field trips have been taken to senior centers, elementary schools, and health fairs to provide free services which include blood pressure checks, proper flu-season hygiene, and health-related literature. Signed waiver forms and pictures are on file.

Guest speakers – to date, three guest speakers have presented in courses on various course-related subjects. Emails of acceptance and thanks are on file.

Externship – the program has a required 600-hour externship course in which students, in the last term of the program, get hands-on experience in a medical office. A visit was made to one of the sites.

FINDING vs. RECOMMENDATION

FINDING:

- Is a documented area of concern which requires additional information to the Council
- Requires the institution to make a change

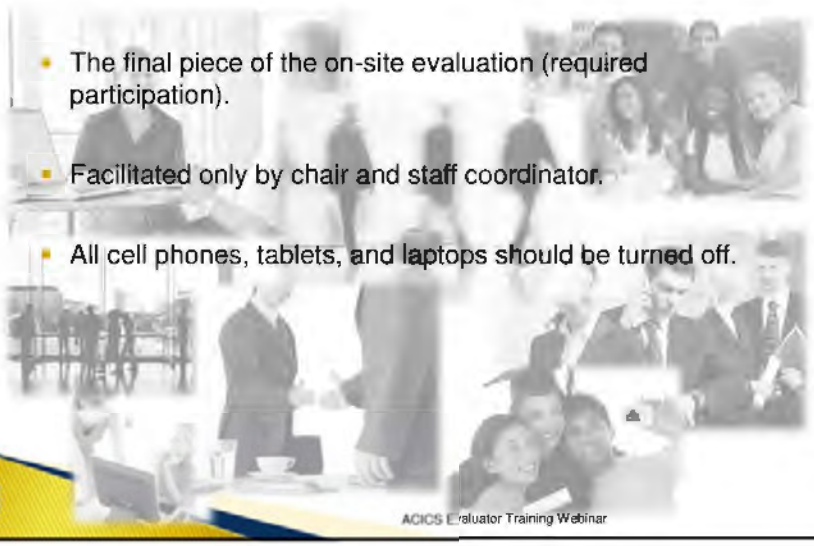
RECOMMENDATION:

- Is an area of **IMPROVEMENT**
- Is offered as "extra" and the institution can choose not to make the change

Completion of Report

- Must be done prior to the completion of the visit (mid-morning of the last day).
- Must be completed following the ACICS-provided Report Writing Guidelines.
- Must be read out loud during the team's final meeting (prior to the exit conference).

The Exit Conference



- The final piece of the on-site evaluation (required participation).
- Facilitated only by chair and staff coordinator.
- All cell phones, tablets, and laptops should be turned off.

Post-Visit Responsibilities

- Submit expenses for reimbursement
- Keep report through Council
- No follow-up communication with institution
- Maintain confidentiality of proprietary information

Travel Expenses & Reimbursement Process

- Must be completed within 60 days of visit
- Must be completed online
- Hard copy report and original receipts must be submitted to the Accounting department
- Must include approval by staff for:
  - Purchase of airfare that are $1000+
  - Rental of vehicle
  - Additional stay at hotel

EXPECTATIONS – THE 411

Professionalism – at all times
- Professional attire is required
- Professional demeanor and conduct
- Appropriateness of conversation and interaction

Punctuality
- To the pre-visit meeting
- To meeting place to depart to institution (lobby, outside)
- Leaving the campus at the end of the day

Preparedness
- Knowledge of institutional materials
- Have a plan of action
- Conduct reviews prior to jumping to conclusions

EXPECTATIONS – THE 411

Communication & Collaboration

- Participation in meetings to discuss issues
- Receptive to direction and guidance from team members/leaders
- Work closely with team chair/staff to communicate findings, concerns, plans

Teamwork

- Provide assistance to team members as needed
- Work with team members to complete tasks

Commitment

- Avoids cancelling
- Willing to participate on short notice!
- If cancellation is necessary, will FIND a replacement.

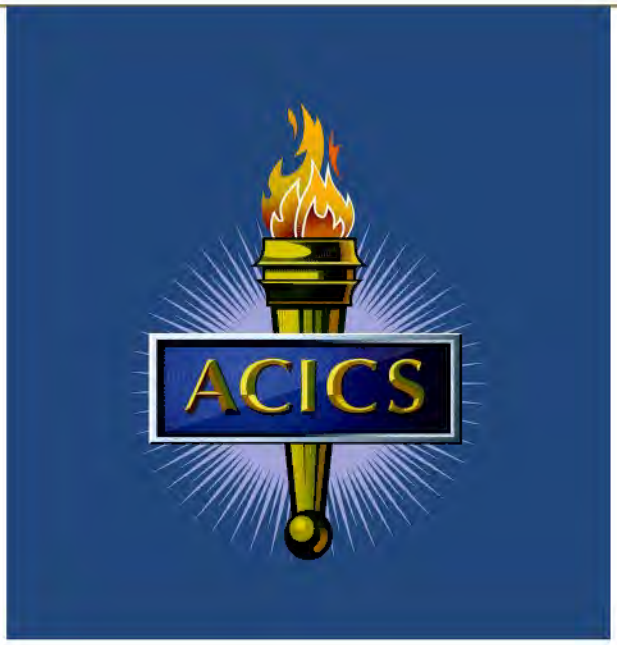
ANNOUNCMENT - TRAINING

ACICS is in the process of conducting assessments of active evaluators to determine future training needs. In the near future, the following will be deployed and communicated via email:

- Student Relations Assessment – an evaluative quiz to determine appropriate alignment for that role.
- Student Relations Training – based on best practices of an SR focus group, training will cover all the elements to be covered during a visit.
- Distance Education and Other Non-Traditional Modes of Educational Delivery
- Evaluating Out-of-Class Activities
- Placement Verification Process

Thank you for your willingness to serve.

Welcome to the ACICS Evaluator Program!



VISIT EVALUATION PROCEDURES AND GUIDELINES

This publication is designed to prepare evaluators for their vital role in the accreditation process. Please review it carefully and contact the ACICS staff member coordinating the visit if you have any questions.

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EVALUATOR SELECTION CRITERIA

The evaluator role within the accreditation process is crucial. ACICS evaluators are valued and recognized for the contributions they make to the peer review process.

Evaluators are classified as either **member** or **public**. Those affiliated with an ACICS-accredited institution are referred to as member evaluators and those not affiliated with an ACICS-accredited institution are referred to as public evaluators. Further, they are **academic, administrative**, or **neither**. An "academic" representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research. The "administrative" representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary programmatic administration. Further, *recently* is being interpreted as having applicable experience within the last five years.

In addition to program specialists, full team visits (renewals of accreditation, initial grants, and Quality Assurance Monitoring - Branch) will include evaluators with expertise in student relations (SR), and educational activities (ED), and may also include distance education (DE).

ELIGIBILITY

To serve as an evaluator, an applicant must have documented, at least five years of experience and/or education in a specialty area or expertise. In addition, the following requirements must be met as evidenced by information provided on the resume:

a. Member evaluators must have experience in at least two areas of operation including instruction, admissions, financial aid, placement, and administration.

b. Student relations (SR) expertise requires experience calculating satisfactory academic progress (SAP) and familiarity with the preparation of the Campus Accountability Report (CAR).

c. Educational activities (ED) expertise requires five years of experience at an administrative level and experience reviewing credentials of faculty assigned to teach general education courses.

d. Distance education (DE) expertise requires experience in the management, instructing and curriculum development of distance education programs as well as evidence of training.

CONTINUED PROFESSIONAL DEVELOPMENT

It is critical that evaluators maintain currency in their fields of expertise in order to best serve ACICS and its membership. This is especially important for public evaluators, those who have retired from the field, and those that are experts in programs which require currency in licensure, certification, and registration.

Evaluators vetted in a field for which you are licensed/certified, and federal or state laws require renewal of said licensure/ certification, proof of currency as well as evidence of continued education must be submitted to evaluatormanager@acics.org, at least on an annual basis.

Public and/or retired evaluators are expected to participate in professional development to evidence currency in the field. Documentation of completion should be submitted to evaluatormanager@acics.org, at least on an annual basis.

CANONS OF ETHICAL RESPONSIBILITY
FOR ACICS EVALUATORS

The continued existence and acceptance of privately administered accreditation presumes the recognition that the aggregate of the system is based upon the singular integrity of all those individuals charged with the adoption of policies, procedures, and standards and with the evaluation and measurement of institutional performance. A member of an evaluation team plays a vital role in the maintenance and preservation of the system. Therefore, the fulfillment of this role requires an understanding by evaluators of their relationship with and function in the accreditation process.

In fulfilling accreditation responsibilities, an evaluator encounters a variety of issues and situations that require the exercise of fair and impartial judgment. Although the specifics of these issues and situations cannot be foreseen with particularity, fundamental ethical principles are available for guidance. Within the framework of such ethical principles, these Canons of Ethical Responsibility are set forth:

1. An evaluator shall uphold the integrity of the accreditation process.

2. An evaluator shall avoid impropriety and the appearance of impropriety in all activities.

3. An evaluator shall perform all specific duties impartially and diligently.

4. An evaluator shall refrain from any business activity inappropriate to accreditation responsibilities, including the offering of any materials or information pertinent to the institution's operation or services.

5. An evaluator shall decline to serve on any evaluation team that is responsible for evaluating any institution or branch of any institution with which he or she has been, is currently, or presently intends to be directly or indirectly involved.

6. An evaluator shall preserve the confidentiality of the institutional information to which he or she is privy.

7. An evaluator shall, in representing ACICS, subscribe to the ACICS policy on Discrimination and Harassment in his or her dealings and interaction with the ACICS staff, other members of evaluation teams, or any person affiliated with an institution being evaluated. An evaluator is obligated to report to the ACICS President any action that he or she perceives to be discrimination or harassment. (The ACICS Policy on Discrimination and Harassment is disclosed on the following page.)

In the final analysis, it is the desire for the respect and confidence of peers and of the educational institutions served that should provide an evaluator with the incentive for the highest possible degree of ethical conduct. The possible loss of that respect and confidence is the ultimate sanction.

ACICS POLICY ON DISCRIMINATION AND HARASSMENT

A) ACICS does not condone sexual harassment, which includes the promise or threat, explicit or implicit, that an employee's job status will be affected favorably or unfavorably unless the employee agrees to demands of a sexual nature; unwelcome physical contact or verbal comments; or other activities that create a hostile environment in the workplace. If you believe that you have been subject to sexual harassment, you should report the incident according to the complaint procedures outlined below. No retaliatory action will be taken against any employee who files a complaint.

B) ACICS is committed to providing a work environment that is free of discrimination and harassment. Actions, words, jokes, pictures, or comments that are based on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic or that are obscene will not be tolerated. Sexual harassment, whether overt or subtle, is a form of misconduct that is demeaning to another person, undermines the integrity of the employment relationship, and is strictly prohibited.

C) Any employee who wants to report an incident of sexual or other harassment should report the matter to his or her supervisor promptly. If the supervisor is unavailable, or if the employee believes that it would be inappropriate to report the matter to the supervisor, the employee should contact the President immediately. Employees can raise concerns and make reports without fear of reprisal.

D) Any employee who becomes aware of possible sexual or other harassment of another employee should advise the President promptly. The President will handle the matter in a timely and confidential manner.

E) The President or his designee will investigate the complaint promptly. The investigation will include interviews with persons identified by the complainant as having direct knowledge of the harassment. The alleged harasser also will be interviewed. After a thorough investigation, the President will prepare a written determination regarding the allegations, and copies of the determination will be provided to the complainant and the alleged harasser. Either party may appeal either the decision or the disciplinary action or both to the President, who will have the final authority.

F) Any individual found to have engaged in harassment is subject to disciplinary action, including discharge where appropriate.

TYPES OF EVALUATION VISITS

Initial Grant

An initial evaluation visit is the first full opportunity for the Council to receive information about an institution interested in accreditation. Many initial applicants will have a small number of students with financial support coming primarily from community agencies and contracts with business and industry. An institution undergoing an initial evaluation visit usually does not have the authority to participate in federal financial aid programs. Some initial applicants may be currently accredited by another agency. A few are also multi-campus institutions, including a number of learning sites. The maximum grant of initial accreditation is three years for unaccredited institutions and four years for those currently in good standing with another accreditor.

Reevaluation of Accreditation

Reevaluation visits are required for continued accreditation. Self-study materials are sent to institutions seeking to renew their accreditation in the spring of the year prior to the year of expiration of the current grant of accreditation. The maximum grant of accreditation is six years.

Quality Assurance Monitoring - Branch

When an institution initiates a branch campus, at least one visit is conducted within the first six months of operation. The Council also requires the report of a full evaluation team approximately twelve to eighteen months after the branch begins operation. These institutions are required to provide a modified version of the self-study to the evaluation team.

Quality Assurance Monitoring – Out of Scope

Institutions initiating new programs that include subjects outside the institution's current scope of operation (i.e., an institution with secretarial programs initiating an allied health curriculum) must have such programs reviewed onsite by an appropriate subject specialist. Team members are provided with a copy of the institution's new program application to utilize during the evaluation visit. These visits are usually conducted by one team member who is accompanied by an ACICS staff member and are normally one day in length.

Quality Assurance Monitoring - Readiness

Institutions initiating new programs at a higher credential level than previously offered by the institution must submit a transition plan in addition to the new program application. Prior to the initiation of the program, the institution must undergo an evaluation visit to determine the institution's preparedness (or readiness) to begin the program. These visits are usually conducted by one team member who is accompanied by an ACICS staff member and are normally one day in length.

Quality Assurance Monitoring – Higher Credential

A second visit is conducted when the institution has offered the new program at a higher credential for a period of time sufficient to assess program outcomes. These visits are usually conducted by team members, accompanied by an ACICS staff member, and are normally two days in length.

Quality Assurance Monitoring - Change of Ownership or Control

A one-day visit is conducted within six months following a change of ownership or control at an institution. The purpose of this visit, usually conducted by an ACICS staff member, is to review institutional changes as a result of the change in ownership or control.

Special

Special visits are conducted when the Council determines that the report of an additional evaluation team is needed in order for a decision to be made regarding the institution's accredited status. These reports address specific areas as identified by the Council and assess the institution's overall compliance with the *Accreditation Criteria.*

Unannounced

Unannounced visits are conducted to address specific areas as identified by the Council and to assess the institution's overall compliance with the *Accreditation Criteria.* These visits are usually conducted by an ACICS staff member and are normally one day in length.

ROLES AND RESPONSIBILITIES

CHAIR RESPONSIBILITIES

The chair and the ACICS staff representative ("staff") shall organize and conduct a meeting of the team (see Pre-visit Team Meeting) prior to the visit to review the self-study and Update Report, the purpose of the visit, the role of each team member, the role of the staff, and the assignment of responsibilities during the visit. Given the value of a collaborative dynamic between the staff and chair, a brief meeting should be held prior to the full team meeting.

The chair and the staff shall maintain regular communication with the campus's chief on-site administrator throughout the evaluation process regarding any areas of concern or potential findings. As appropriate, the chair and staff shall give the campus's chief on-site administrator the opportunity to respond to the areas discussed. Further, the chief on-site administrator is to be informed of all findings prior to the exit conference. Recognizing the value of those campuses with corporate support, it is acceptable for such representation to observe the briefings and provide information if requested. However, they should not be present during the interviewing of the administrator and should not be the primary interface with the team.

The chair should ensure that the evaluation team conducts its review in compliance with Council's standards; that all sections of the team report have been completed; and that information is reported in a detailed and accurate manner. The chair and staff should check with team members periodically to ensure that the visit is progressing on schedule. The chair is responsible for conducting the exit conference and preparing the final report according to the ACICS team report guidelines.

TEAM MEMBER RESPONSIBILITIES

***Team members*:** Team members work independently on the sections assigned to them but are encouraged to request assistance as needed from the chair and the ACICS staff representative ("staff"). When each team member has gathered the necessary information, a draft of the evaluation report is written. The report should be detailed and accurate, with all findings supported by specific evidence. The report is to be thorough, covering all aspects of the campus's operations and including strengths and areas in which the campus does not meet Council standards. All sections of the report will be read and discussed by all members of the team prior to departure.

Each program offered by a campus must be evaluated by a subject specialist. Ordinarily, each new program being offered by the campus will be reviewed by an individual with the required expertise and if possible, program reviews will be combined for efficiency. The evaluator will be accompanied by staff that will coordinate the visit and assist the team member as described above. The report will be read and discussed by the team prior to departure. If the visit is not conducted in conjunction with a full team visit, the staff member is responsible for conducting the exit conference and preparing the final report using the appropriate report outline (Quality Assurance Monitoring - Distance Education, New Program, Readiness, and/or Credential Inclusion). During a reevaluation visit, a subject specialist(s) will be invited to serve on the team for each specialized program. The Staff member will determine if it is necessary for the new program specialist to serve for the entire length of the evaluation visit or simply for the one-day program review

ACICS Staff Representative ("staff"): During the visit, the primary role of the staff is to interpret the ACICS *Accreditation Criteria*. Staff will provide team members with guidance in understanding and applying the *Criteria* and may assist team members with gathering information as time provides. Staff is not to be assigned sole responsibility for the writing of any section of the team report with the exception of the publications section. Staff also will ensure that all areas of the campus's operation are properly reviewed by the team members.

In addition, staff will provide institutional representatives with guidance in understanding the Council's accreditation standards. As stated above, staff and the team chair shall maintain regular communication with the chief on-site administrator throughout the evaluation process regarding any areas of concern or potential findings. As appropriate, the

chair and staff shall give the campus an opportunity to address these areas prior to the exit conference. Further, the chief on-site administrator is to be informed of all findings prior to the exit conference.

PREVISIT TEAM MEETING

The following topics are to be covered by the team chair and/or the ACICS staff representative:

1. Introductions of all team members and academic/experiential background.

2. Purpose of the visit and review of the application, Update Report, and campus/institution history.

3. Materials sent to team members, including follow-up evaluation forms.

4. Evaluator expense and reimbursement procedures, if necessary.

5. The "Canons of Ethical Responsibility" and proper conduct during the visit.

6. Evaluation visit time schedule, using the class schedule information provided to the chair during their pre-visit communication.

7. Format for report writing and team report writing assignments.

8. Format and structure of the opening session with the campus director including any questions to be asked during that session.

9. Format and structure of the exit session.

REPORT WRITING EXPECTATIONS

The report writing and preparation guidelines are provided at the end of this manual.

1. The team report templates, as revised and published on the ACICS web site, must be used to complete the individual sections. The final narrative report prepared by the chair will not identify each question number.

2. Reports must be completed electronically (see use of computers below).

3. All questions must be answered in complete sentences. Answers to several related questions may be combined into one paragraph. Single-sentence paragraphs should be avoided.

4. Evaluators must complete their assigned report sections prior to the completion of the visit and provide both a hard copy and electronic version to the team chair and staff coordinator.

5. Programs within the same field should be evaluated on one report with separations on details completed as appropriated or as directed by the team leadership.

6. Information collected and recorded on reports cannot be shared with any party and a copy of said report should be maintained until the Council takes an action on the campus's application.

USE OF COMPUTERS ON VISITS

Reports must be typed while the team is onsite because the report sections must be turned in to the team chair and ACICS staff prior to the conclusion of the visit. When utilizing computers, team members should be mindful of the following:

1. Do not become overly focused on entering information into the computer and thereby neglect your responsibility outside the team room. When students, staff, and faculty are onsite, team members should be interviewing, observing, and collecting information needed to complete the written report.

2. The chair is responsible for the final report, including formatting and editing all sections. During the visit, time should be spent creating complete sentences and making sure all necessary information is included. The sample report **(Appendix A)** should be used as a guide.

3. Since the campus is responsible for providing printing capabilities, the reports should be printed but also shared electronically with the team leadership (chair and staff coordinator) – via email or flash drive.

4. The ACICS representative will bring a laptop on the visit and the campus will be asked to have computers and printers available for the team. However, team members should also travel with their personal laptops for convenience.

FINAL REPORT

The chair is responsible for preparing the final evaluation report for submission to the Council office. The report should reflect the unanimous opinion of the team, with the chair assuming final authority over content.

The chair will edit the draft of the team report and submit the final copy to the Council office via the email account, visitreports@acics.org. The edited report must be submitted within 5 days of the team's review. Following an extensive editorial process, a copy of the report is then forwarded to the institution for its written response.
Each finding listed on the summary page should include the page number in the report where the detailed explanation can be found. In addition, the explanation of a finding in the body of the report should contain the *Criteria* number in bold and in parenthesis at the end of the explanation. This method of cross-referencing enables everyone who reviews the report (campus, commissioners, staff, IRC) to locate information easily. Page number references should be added after the final report has been prepared to ensure accuracy.

It is imperative that the chair review the report in its entirety before submission to the Council office. The chair should review the report carefully for typographical and grammatical errors and consistency in report format. Staff members are not responsible for these activities and compliance with Council team report guidelines.

After preparing the team report on the computer, please submit to the Council office via email, retaining copies for your files.

TRAVEL AND HOTEL ARRANGEMENTS

Team members are responsible for making their own transportation arrangements using the ACICS Concur System. Team members should not schedule return transportation that would require them to leave the campus premises before 5:00 p.m. on the last day of the visit unless advised otherwise. Rental cars should not be secured by individual team members unless approved in advance by the ACICS staff representative. Hotel reservations will be made by the staff representative, but in most cases payment is the responsibility of each team member. If the team member is unable to cover the hotel expense, they must inform the staff member prior to the visit. For convenience, all team members will stay at the same hotel. The staff representative will notify each team member of the name and address of the hotel. Changes made to hotel reservations by team members may create a rate change. Any rate increases due to change made by team members will be the responsibility of the team members, including reimbursable room charges which include room service, internet, and dry cleaning (for visits longer than 3 days).

REIMBURSEMENT INFORMATION

Please refer to Appendix B: Evaluator Reimbursement Policy and Procedures for additional details on the expectations for reimbursement submission. Team members will be reimbursed for all appropriate expenses, including travel (personal mileage), lodging, meals, and other expenses supported by original receipts. Using the Concur link via their individual evaluator account, each team member will complete at least two expense reports for each visit project – one for the airfare/train using the ACICS BTA account and another for all out of pocket expenses, including honorarium. Requests for reimbursement must be submitted within 60 days of the evaluation visit; requests submitted after that date will not be honored. **Receipts should not be paper-clipped or stapled to the reimbursement form but should be taped to a full-sheet of paper to ensure that they are not lost during the reimbursement process at the Council office.**

An honorarium of $350 per actual visit day is paid to the chair of the evaluation team.
An honorarium of $250 per actual visit day is paid to non-chair evaluators for participating as a team member.

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 covers travel time, time on the premises, and time involved in preparing the formal report to the Council.

Payment for honoraria and reimbursement of expenses will be paid by the Council upon completion of the visit and receipt of reimbursement request forms with receipts documenting expenses incurred. All requests for reimbursement are to be sent to the Council office in Washington, D.C., not to the institution visited. Payment should normally be sent within 15 business days of the date the request form is received in the ACICS office, assuming the request is for only approved expenses and appropriate documentation/receipts are included.

Evaluators are protected from individual lawsuits through the Council professional liability insurance coverage.

ACICS CONCUR TRAVEL SYSTEM

The Concur Travel and Expense System must be used by all evaluators to make and manage their travel arrangement for ACICS purposes. The training material, as published at http://www.acics.org/evaluators/content.aspx?id=2292 , should be reviewed prior to using the system. The expectations are summarized below:

1. Flight Arrangements: Changing or Canceling:

   If the trip cannot be completed, for whatever reason, ACICS (staff coordinator) **MUST be notified immediately. The unused ticket will be the property of ACICS and cannot be used by the evaluator for personal travel. This will constitute a breach of the Canons of Ethical Behavior and subject to negative action.**

2. Flight Assistance

   Phone: 866-738-6444
   Direct Contact: Scot Bower

3. Flight Expensing

   An expense report **must** be submitted just for the flight for reconciliation purposes. The report and a copy of the e-ticket must also be mailed to the ACICS office. **Expense reports can be automatically created directly from the Upcoming Trip section of your profile.**

4. Other Expenses

   Out of Pocket expenses must be submitted on a new report as per the normal process – **Payment Type should he changed.**

EVALUATOR REIMBURSEMENT POLICY

A reimbursement policy has always been in place to monitor and guide evaluators on ACICS' expectations on the submission process. Significant revisions have been and should be reviewed at the end of this document (Supplement I). Worthy of note are the following:

- Only alcohol, maximum of 2 and consumed only at dinner, will be reimbursed.
- Additional tipping (double tipping) and tips above 20% will not be reimbursed.
- Written approval from the staff coordinator is needed, and should be submitted with the expense reports, for the following: airfare in excess of $1000; additional hotel nights; and car rental.
- For meal and beverage purchases only which are under $10, a receipt is no longer necessary. However, an explanation for the expense must include the purpose of the expense, the amount and date.

EVALUATION VISIT MEETING ROOM MATERIALS

FULL TEAMS (RA, IG, AND QAM-BRANCH)

Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.

1. Current Information

   a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module.
   b. Student enrollment on day(s) of visit by program and by day and evening divisions.
   c. Floor plan of facility.
   d. Staff roster and organization chart.
   e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students).
   f. All admissions tests and test cut-off scores for each program.
   g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator.
   h. Two copies of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers.
   i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan.
   j. Board of directors and administrative staff meeting minutes.
   k. Faculty meeting minutes.
   l. Documentation of in-service training sessions held and the schedule for upcoming session.
   m. Schedule and documentation of community resources utilized for each program (organized by program).
   n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on- site administrator or self-study coordinator.
   o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last Renewal of Accreditation Visit (learning sites, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.).
   p. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official Documents

   a. Corporate Charter.
   b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure.
   c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
   d. State license and authorization to award degrees (if applicable).
   e. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any
   f. Most recent state and VA compliance reports.
   g. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation.
   h. Documentation that the institution is in compliance with copyright laws for instructional materials

utilized.

i. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable).
j. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit.
k. Third-party contracts with other educational institutions or contracts such as JTPA.

3. Files

a. Administrative staff personnel files that include updated ACICS data sheets.
b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation.

NOTE: Student files will be selected randomly for review by team members.

4. Inventories

a. Library resource and reference materials including online materials (if applicable).
b. Instructional equipment for all programs.

5. Publications

a. Most recent ACICS self-study application.
b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads.
c. All current internal recruitment materials including admissions orientation packets, YTD admissions meeting minutes, copy of standard interview and phone scripts, and communication with external recruiters (if applicable).
d. Student, faculty, and staff handbooks (if applicable).
e. Current catalog with all addenda (if applicable).
f. Previous two years catalogs and addenda (if applicable).

QUALITY ASSURANCE MONITORING – OUT OF SCOPE, HIGHER CREDENTIAL & DISTANCE EDUCATION

Institutions are requested to place the following materials related to the program of study in the room provided to the evaluation team while at the institution.

1. Current information

   a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module.
   b. Student enrollment on day(s) of visit by program and by day and evening divisions.
   c. Floor plan of facility.
   d. Staff roster and organizational chart.
   e. Course syllabi for currently offered courses for the program(s) being reviewed (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students).
   f. A copy of the most recently completed ACICS Campus Accountability Reports along with the complete back-up documentation. A copy of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation.
   g. A copy of the current Campus Effectiveness Plan.
   h. Faculty meeting minutes.
   i. Documentation of in-service training sessions held and the schedule for upcoming sessions.
   j. Schedule and documentation of community resources utilized for each program (organized by program).
   k. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official documents

   a. State license and/or authorization to award degrees.
   b. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any.

3. Files

   a. Administrative staff personnel files that include updated ACICS data sheets.
   b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation.

   NOTE: Student files will be selected randomly for review by team members.

4. Inventories

   a. Library resource and reference materials including online materials (if applicable).
   b. Instructional equipment.

5. Pnblications

   a. New Program/Distance Education Application for the program(s) being reviewed.
   b. Transitional Plan for a higher credential (*only applicable for Higher Credential visit*)
   c. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads.
   d. Student, faculty, and staff handbooks (if applicable).
   e. Current catalog with all addenda (if applicable) and previous two years catalogs and addenda (if applicable).

QUALITY ASSURANCE MONITORING - READINESS VISIT

The following materials shall be prepared and placed in the visiting team's room prior to the team's arrival.

1. Current information

   a. List of all currently approved programs.
   b. Staff roster and organization chart.
   c. Syllabi for all courses taught in the proposed new degree program(s).
   d. Application for new program(s) offered at a higher credential.
   e. Transitional Plan.

2. Official documents

   a. State license and/or authorization to award degrees.
   b. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any.

3. Files

   a. Administrative staff files.
   b. If applicable, faculty files for any instructors who will be teaching in the new degree program.

4. Inventories

   a. Current library resource and reference materials.
   b. Current instructional equipment.

5. Publications

   a. All current advertising and promotional literature, including radio and television.
   b. All planned advertising for the new program.
   c. Current catalog with all addenda.

QUALITY ASSURANCE MONITORING - CHANGE OF OWNERSHIP/CONTROL

Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.

1. Current information

   a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period.
   b. Student enrollment on day(s) of visit by program and by day and evening divisions (if different than enrollment reported in the Update Report).
   c. Floor plan of facility.
   d. Comparative organization chart (before and after chauge of ownership).
   e. A copy of the current Campus Effectiveness Plan (CEP) along with the prior year's CEP (should be prior to change of ownership).
   f. Faculty meeting minutes.
   g. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on- site administrator and owner(s) or completion of registration of an Accreditation Workshop for these individuals. [If individual(s) have attended a previous ACICS Accreditation Workshop while affiliated with this institution, a copy of that certificate may be provided in lieu of a certificate following the change of ownership.]
   h. Copies of correspondence with ACICS for any approvals or notifications for modifications since the Change of Ownership (learning sites, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.).

2. Official documents

   a. New state license and/or authorization to award degrees issued after change of ownership or control.
   b. Correspondence with the U.S. Department of Education regarding the reinstatement of the institution's Title IV eligibility by way of a Program Participation Agreement and Eligibility and Certification Approval Report (if applicable).
   c. Correspondence from ACICS granting temporary reinstatement of your institution's current grant of accreditation.

3. Files

   a. Administrative staff personnel files that include updated ACICS data sheets.
   b. Faculty academic files that include updated ACICS data sheets, position descriptions, copies of evaluations, and faculty development plans.
   c. Faculty and Staff summary sheets.

4. Inventories

   a. Library resource and reference materials including online materials (if applicable).
   b. Comparative list of instructional equipment for all programs (before and after change of ownership).

5. Publications

   a. Change of Ownership Application.
   b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads.
   c. Student, faculty, and staff handbooks (if applicable).
   d. A copy of the current catalog with all addenda (if applicable) and a copy of the catalog prior to Change of Ownership.

A TYPICAL EVALUATION VISIT

Each evaluation visit is different due to the individual circumstances involved. However, the following activities will be a part of each evaluation visit regardless of purpose.

I. Tour Physical Facilities

a. Classrooms (take an approximate student attendance count)
b. Lounges (student, faculty, visitors, etc.)
c. Resource center or library
d. Administrative and academic offices
e. Housing, if applicable

II. Meet with the Campus Administrator

a. Introduce all team members, giving brief summary of professional experience of each
b. Obtain overview of institution's history, mission, and objectives of the programs
c. Obtain analysis of socioeconomic area in which the institution is located
d. Discuss briefly the planned activities of the day including each team member's role
e. Discuss any materials not available in the meeting room

III. Begin Review by Team Members (individually and collectively)

a. Appropriate staff are interviewed based on areas assigned in the evaluation report
b. All team members should interview students
c. Team members will meet on a periodic basis as directed by the chair to share results of interviews and review of materials
d. Student Surveys will be administered and results generated as part of the reporting process

NOTE: The team chair and staff representative will periodically inform the chief on-site administrator of concerns identified by the team. All team members should communicate concerns to the chair/staff as they are discovered. There are to be no findings identified at the exit conference that the institution was not made aware of prior to the exit.

IV. Read Team Report as a Group

a. Discuss and agree on content of report
b. Identify team findings that will require additional information from the campus
c. List any recommendations to be included as an addendum to the evaluation report (if applicable)

V. Conduct Exit Conference with Team and Institutional Representatives

a. Team chair thanks school personnel
b. Team chair summarizes the findings identified by the team that would require a response
c. Staff representative explains the next steps in the evaluation process
d. Evaluation formally ends

GUIDELINES FOR TEAM ACTIVITIES

This outline is provided for guidance to team members. Please note that not all parts of the outline will be applicable to all institutions. Team members will utilize the sections applicable to their assigned sections of the report.
Sections of the outline are compatible with sections of the self-study and Accreditation Criteria. Team members should always request and review documentation to support all statements.

TEAM CHAIR

1. Interview Chief On-Site Administrator
   - A. Mission
     1. What is it
     2. How is it achieved
     3. Describe Campus Effectiveness Plan (CEP) and its relationship to the mission
   - B. Campus Effectiveness Plan (on-site administrator or coordinator)
     1. How was the plan developed
     2. Discussion on specific areas
     3. Who is responsible for the implementation and monitoring
     4. Progress reporting/review
     5. Evidence of evaluation
     6. Review of surveys and other supporting materials
   - C. Organization, administration, and control
     1. Educational and experiential background of director
     2. Administrative chain of command
     3. Advisory committees or other community input
     4. Administrative staff and faculty meetings (how often, topics, etc.)
     5. Evaluation of staff and faculty
     6. Faculty input into administrative policies
     7. In-service training
     8. Extracurricular activities
     9. Clerical assistance
     10. Counseling for students
     11. Retention program (if applicable, interview specific staff assigned this function)
     12. Other student services
     13. Programs of study

2. Review and Evaluate
   - A. Faculty and administrative staff records
     1. Job descriptions
     2. Official college transcripts
        - a. Look for seal; not stamped "Issued to Student"
        - b. Make sure there is a transcript for each degree listed
        - c. Determine if degree is appropriate; review grades received in related subjects
        - d. If degree is out of field, verify minimum of two years' work experience in fields
     3. Application for employment
     4. Faculty development plan
     5. In-service training
     6. Professional growth
     7. Employee contracts, if applicable
     8. Evaluations

3. Educational Facilities

   A. Buildings and grounds
   B. Classrooms, offices, and lounges
   C. Furniture and equipment
   D. Review code compliance documentation (fire, safety, sanitation)
   E. Examine fire extinguisher inspection notes (check expiration dates), fire exits, and evacuation plan

STUDENT RELATIONS SPECIALIST

The extensiveness of the expectations of the SR review process is thoroughly detailed in the ACICS Student Relations Training Manual which will be provided to each approved evaluator. Below is a general outline of the onsite interview/review process.

1. Interview Admissions Director and Representatives (as a separate group)
   - Institution's admission standards
   - Determination of leads and subsequent procedures
   - Procedures for admission (testing, orientation, etc.)
   - Type of student being recruited--recent graduate, adult, veteran, non-high school graduate, contract
   - Control executed over admission representatives
   - Responsibility for advertising (check materials published; for more information, refer to Appendix C of the *Accreditation Criteria*)
   - Evaluation of performance
   - Understanding of chain of command
   - Frequency of staff meetings and topics discussed
   - Testing procedures for ability-to-benefit vs. high school graduates/GED; who administers test
   - Who is responsible for determining test cut-off scores for admission
   - Observe at least one person designated to engage in recruitment activities conduct an initial phone screen and/or briefly observe an in-person interview with a prospective student.

2. Interview Financial Aid Director and Officers (separately)
   - Describe financial aid programs in which institution participates (Federal and state programs)
   - Describe institutional grant or loan programs
   - Describe any scholarship programs offered by the institution (check to see if all the details are accurately described in the catalog and research past recipients)
   - Ask to see student financial records (e.g., ledger cards) and explanation of accounting methods
   - Percentage of total enrollment receiving financial aid
   - How are standards of satisfactory progress monitored
   - Describe the communication between the education and financial aid departments concerning satisfactory progress
   - Review standards of satisfactory progress as stated in the catalog
   - Explanation of refund policy and procedures (check actual withdrawals to be randomly selected by team member)
   - Describe default management procedures
   - Education/experience of financial aid director
   - Evaluation of performance
   - Involvement in admission process
   - Understanding of chain of command
   - Frequency of staff meetings and topics discussed

3. Interview individual(s) responsible for administration/monitoring of Satisfactory Academic Progress (SAP)
   - Where is the policy published in the catalog
   - Explain the policy
   - Documentation of implementation (student file review)
   - Evidence of evaluation
   - Evidence of providing assistance to students (advising)

4. Interview Placement/Career Director
   - Describe placement activities
   - Placement follow-up studies – documentation reviewed
   - Evaluation of performance
   - Understanding of chain of command
   - Frequency of staff meetings and topics discussed

EDUCATIONAL ACTIVITIES SPECIALIST

1. Interview the director of education/dean/academic affairs
   A. Discussion of qualifications and experience
   B. Academic oversight and resources
   C. Academic freedom policy
   D. Academic Governance
   E. Program for dealing with individual (academic) differences among students
   F. Process for the evaluation and revision of curriculum and the involvement of faculty
   G. (If applicable) Discussion on systematic process for the awarding of credit for experience (occupational or professional). Documentation to evidence consistency in award.

2. Review of General Education Faculty (Occupation – bachelor's degrees)
   A. Evidence of bachelor's degree and appropriate coursework (applied general education)
   B. Evidence of graduate degree and the equivalent of 18 semester hours in the teaching area
   C. Review coursework determined to be applicable to teaching area

3. Review of all faculty academic file (with assistance from staff coordinator)
   A. ACICS Data Sheet (current; not required)
   B. Official transcripts for all qualifying credentials
      1. College seal or evidence of authenticity (for those microfilmed)
      2. Not "issned to student"
   C. Faculty Development Plans
      1. In-service training (schedule)
      2. Professional growth activities
      3. Documentation of implementation
   D. Position Descriptions or Employment Contracts
   E. Evaluations by administration (student evaluations are recommended but not required)
   F. Percentage of faculty members holding requisite academic credentials as specified (credential specific)

4. Placement Verification in programs which hold specialized accreditation
5. Review of Instructional tools for general education (if applicable)
6. Review of contracts and/or agreements with other institutions or entities (if applicable)
7. Review of curricula and general education coursework (if applicable)
   A. Inclusion of minimum number of general education credits (credential specific)
   B. Inclusion of required distribution of general education disciplines
   C. General Education meeting standards (glossary definition of disciplines)

DISTANCE EDUCATION SPECIALIST

1. Interview the individual assigned to provide administration of the activity
    A. Discussion of qualifications and experience
    B. Oversight and resources
    C. Distance Education Plan
    D. Academic Governance
    E. Program for dealing with individual (academic) differences among students

2. Review of the Distance Education Plan
    A. Inclusion of components
    B. Integration into CEP
    C. Review coursework determined to be applicable to teaching area

3. Review Distance Education faculty academic files (with assistance from ED/staff coordinator)
    A. ACICS Data Sheet (current; not required)
    B. Official transcripts for all qualifying credentials
        1. College seal or evidence of authenticity (for those microfilmed)
        2. Not "issued to student"
    C. Faculty Development Plans
        1. In-service training (schedule)
        2. Professional growth activities
        3. Documentation of implementation
    D. Position Descriptions or Employment Contracts
    E. Evaluations by administration (student evaluations are recommended but not required)
    F. Percentage of faculty members holding requisite academic credentials as specified (credential specific)

4. Review of, and interaction with, online platform (admin log-in should be provided)
    A. Curriculums
    B. Syllabi
    C. Faculty/Student interaction and Student/Student interactions

5. Review of Publication (Catalog)
    A. Admissions policy
    B. Confirmation of student identity
    C. Disclosure of distance education activity

6. Review of contracts and/or agreements with other institutions or entities (if applicable)

PROGRAM SPECIALIST

1. Review, Observe and Evaluate

   A. Classrooms
   - What teaching methods are used?
   - Are teaching methods employed effective and appropriate for the subject matter?
   - Is the course being taught as outlined in the syllabus?
   - How is the rapport between the instructor and the student?
   - Do students participate in class, e.g., questions, note taking, presentations
   - How is instructional equipment utilized?
   - Are facilities adequate for type of class and number of students?

   B. Program Faculty
   - Qualifications – academic and experiential (documentation required)
   - Professional development/currency

   C. Instructional Resources
   - Approximate number and quality of book titles, periodicals, reference materials and their adequacy for the programs offered
   - Circulation system, if used
   - Evidence of usage by faculty and students
   - Accessibility, location, hours (if housed in one central location)

   D. Instructional Equipment
   - In working order
   - Up to date
   - Sufficient quantity for present enrollment
   - Applicable to courses offered
   - Usage
   - Leased or owned; maintenance
   - Distributed or centrally located
   - Appropriate software licensure, as applicable

   D. Publications
   - Review program-specific content to include admissions criteria, curriculum, course descriptions, etc.
   - Comparison with information in syllabi

   E. Syllabi

   F. Placement Verification and Documentation for those classified as not available for placement (as reported on the CAR being used during the review)

2. Interview Students

   Interviews should take place on all visits. See Interviewing Students section.

   A. Enrollment information
      1. How student heard about this institution
      2. Why this institution was chosen
      3. What admissions procedures were utilized
      4. Was a catalog issued to student and does it accurately portray the institution
      5. Were administrative policies explained
      6. Was an enrollment agreement signed--if yes, did student receive a copy
      7. Was there an orientation program

   B. Educational background
      1. Is student a high school graduate

2. Has student had other postsecondary education--if so, what were transfer-of-credit policies and procedures when student enrolled in this institution

C. Tuition and financial arrangements
1. Name of program in which student is enrolled, length, and cost
2. How is the tuition paid
3. Awareness of refund policy and terms of policy
4. If the student is receiving financial aid, is the student aware of how the aid is packaged and what the repayment responsibilities are? Does the student know the difference between a grant and a loan? Has the student been counseled about student loan default?

D. Educational program
1. Program objectives
2. Program requirements for graduation; does student know when s/he will complete program
3. Are students familiar with the sequencing and scheduling of courses
4. Size of largest, smallest, and average class
5. Preparation of instructors
6. Are instructors available for additional help
7. Do students evaluate faculty
8. Is there ample time for practice on equipment (e.g., computer, medical, electronic) and is it in good working order?
9. Are textbooks received in a timely manner
10. Resource center/library
11. Counseling and guidance
12. Is there a feeling of freedom to discuss problems (e.g., academic, financial, personal) with administration and faculty
13. Awareness of school policy regarding academic or attendance problems

E. Extra-Curricular Activities
1. What does the school offer
2. Do students actively participate in the activities offered

F. Opinions
1. School and educational program in general (e.g., best features, recommendations for improvement)
2. Faculty as a whole
3. Administration as a whole
4. If choice were to be made again, would student enroll in this institution
5. Would student recommend the institution to a friend or relative

G. Use of community resources
1. Guest lecturers
2. Field trips
3. Externships/internships

H. Instructional evaluation
1. Who does them (e.g., director, director of education, students?)
2. How is evaluation performed?
3. Who discusses results?

I. Use of the resource center/library

J. Describe best and worst features of working conditions

K. Recommendations for improvement

GENERAL INTERVIEWING GUIDELINES

FACULTY MEETINGS

Faculty can be interviewed in groups (by department and overall) and probably some individually. General faculty meetings will be led by the educational activities specialist with support from the program specialists.

A. Educational/experiential background

B. Faculty Development Plan
   1. How is plan developed? How is it implemented?
   2. How is it documented? When is it reviewed?

C. Professional organization memberships
   1. Amount of participation
   2. Does institution contribute towards membership fees?

D. Faculty meetings
   1. How often
   2. Topics

E. In-service training
   1. How often
   2. Topics
   3. Do you find them helpful?

F. Involvement in curriculum revision, materials selection, and faculty governance generally
   1. How are faculty involved in curriculum review and development? Do you participate?
   2. Are you able to make suggestions and recommendations for books and such? (*do you feel campus administration listens? values faculty input?*)
   3. Does your job description identify faculty participation in governance as a duty?

G. Teaching load
   1. Number of clock hours per week in class
   2. Average student-teacher ratio
   3. Number and identification of subject preparations

H. Student attendance
   1. Are you required to take attendance? Who do you give your attendance info?
   2. Is there an administrative policy of excessive absenteeism? If so, what is it?

I. Availability to provide academic assistance outside of class time

J. Preparation, utilization, and evaluation of course syllabi--are they given to students

K. Selection of textbooks and supplementary

L. Use of community resources: any or all of the following?
   1. Guest lecturers
   2. Field Trips
   3. Externships/internships
   4. Other

M. Instructional evaluation
   1. Who does them (e.g., director, director of education, students?)
   2. How is evaluation performed? Are results discussed with you? Who does that?

N. Use of the resource center/library – do you give assignments requiring students to use LRC

O. Describe best and worst features of working conditions – Recommendations for improvement

STUDENT INTERVIEWS

If class is a mixed group, the evaluator may want to quickly ask students to **identify which program** they are enrolled in – you may ask them to say **when they started & when they plan to finish**. ***These questions are suggested as a guide and not a script.***

1. How did you hear about the school? (*move on after you get some info about this*)
   - Why did you decide to enroll here? (*same as above, move on after a few responses*)

2. Admissions:
   - Did you complete an "application"?
   - Did you sign an enrollment agreement? (*and get a copy?*)

3. Catalog
   - Did yon get a copy? When?
   - Have you been able to find info you need in it?
   - Does it accnrately portray things? ….. so far?

4. Orientation program:
   - Do you remember **who** did it? **When** was it done for you? **Helpful?**

5. Tuition and financial arrangements:
   - Was financial aid explained OK? How's it going? (*need to be careful here – don't get trapped into a griping session*)

6. Educational program
   - Do you know the objectives of your program? (*what do you expect to do when you finish)*
   - Do you generally know the requirements for graduation? (*for example, what are some of the courses you have to complete?*)
   - Do you have a "plan" for finishing? (*i.e., keep track of courses finished, courses need to take yet, etc.)*

7. Class sizes
   - Generally, how many students in the classes you take?
   - What kind are generally the largest? the smallest?

8. Instructors: How would you rate them, generally, on
   - preparation for class? knowledge about subjects they teach?
   - being willing to help yon when you need it?
   - Do you know when they are available to help outside of class time?
   - Do you complete faculty and/or course evaluations?

9. Syllabus
   - Do you get a copy in all of your classes? at the start of the term?
   - Do you feel the syllabi are helpful? easy to figure out and use?
   - Do syllabi clearly give info on how your course grade will be figured?

10. Textbooks & instructional materials – are they appropriate? current? helpful to you?

11. How about equipment?
    - For classes or in programs where needed
    - Is the equipment available when needed? Kept in good repair? Generally up-to-date?

12. Library / LRC:
    - Do you **use it**? For **what**?
    - Are you **required to use it** for some assignments?

13. "Opinions":
    a. What's **best** about the school?
    b. What would you **change**?
    c. Would **you recommend a friend or family member come here**?

EVALUATION REPORT GUIDELINES

Accreditation has two fundamental purposes: to assure the quality of the institution and to promote the improvement of the institution. As members of the evaluation team, you have helped the Council and the institution to realize the first of these purposes through your report. It is imperative to be aware that the product of the team visit is the compiled team report. The report is an official document and should be considered as such during the visit, writing, and editing process as such. The report must provide an accurate summary of the campuses administrative and academic operations. The report must also provide a thorough and detailed summary when the team finds that the campus is not meeting any requirements of the Accreditation Criteria. Please note that all sections correspond directly to the Evaluation Standards listed in Title III, the Appendices, and the Glossary of the ACICS Accreditation Criteria.

To assist the institution in achieving the second purpose of accreditation— that of improvement beyond its compliance with the standards necessary for accreditation—members of the team are invited and encouraged to use this opportunity to suggest any practices, policies, or procedures which might improve the institution's educational and administrative quality. Your recommendations are for the benefit of the institution and will be shared only with the institution. They will not enter into any considerations of the Council regarding the accreditation status of the institution. A recommendation section is included at the end of each report. However, there is a clear distinction between a finding and a recommendation: a finding indicates there is a deficiency that needs to be addressed that affects educational or administrative activities; a recommendation is not a needed change (since the institution can ignore it) and is for institutional enhancement.

The templates are revised, as needed prior, to each travel cycle. Additionally, there are a number of resources available to assist in writing the team report. The most recent report templates and writing guides should be downloaded from the ACICS web site: Home > Evaluators > Evaluator Resources > Report Templates

The writing guidelines are also included in this document:

1. Finding Direction Sheet
2. On-site Report Writing Guide Sheet 2014
3. Sample Report 2014

FINDING DIRECTION SHEET

General Finding Formatting:
(Section x-x-xxx): Statement of deficiency. Details on area of deficiency which are based on observations, document review, and interviews. Details on any attempts the institution has made to rectify the issue.
Note: Please write your finding with enough detail to ensure that the institution and a third-party reviewer can make a clear determination as to the information that must be provided to remediate the area of deficiency.

Specific Examples of Writing and Formatting of Findings:
(Section 3-1-511): (Open finding with a summary statement of deficiency, use the criteria to craft the language) The program administrator does not have sufficient time and resources to administer the CREDENTIAL LEVEL program in NAME OF PROGRAM. A review of MR./MS./DR. NAME OF PROGRAM ADMINISTRATOR'S signed data sheet and the class schedule indicates that XX percent of his time is allocated to instruction and XX percent to the administration of the program. MR./MS./DR. NAME OF PROGRAM ADMINISTRATOR is currently teaching LIST ALL COURSE NUMBERS AND TITLES, totaling XX hours of instruction per week. (Reference any other pertinent details, including but not limited to, the program administrator's job description, the hours per week the program administrator spends on campus, feedback from interviews with faculty and students, information found in faculty meeting minutes about the program, and any deficiency in instructional resources or any other area caused by the lack of program administration).

Example:
(Section 3-1-511): The program administrator does not have sufficient time and resources to administer the diploma program in Medical Office Assistant. A review of Mr. Smith's signed data sheet and the class schedule indicates that 90 percent of his time is allocated to instruction and 10 percent to the administration of the program. Mr. Smith is currently teaching MED 110, Basic Medical Procedures; MED 115, Medical Equipment; MED 220, Advanced Medical Procedures; and MED 230, Advanced Patient Care, totaling 25 hours of instruction per week. Mr. Smith's signed job description did not have any reference to administrative duties when the team arrived on-site; however, the job description has been amended and re-signed to include some administrative duties. In addition, students also indicated that they are unaware of the administrator of the program and if a faculty member cannot answer their specific concern, they are left without a resolution. The administration noted that a communication will be provided to all students in the program informing them of Mr. Smith's appointment as the program administrator; however, no documentation was presented to the team.

(Section 3-1-513(a) and Glossary): (Open finding with a summary statement of deficiency, use the criteria to craft the language) There is not a detailed syllabus on file for each course in the curriculum that has all of the required elements outlined in the Glossary of the *Accreditation Criteria*. The team's review of course syllabi found that syllabi for the CREDENTIAL LEVEL program in NAME OF PROGRAM courses do not contain the following required elements, LIST ALL MISSING ELEMENTS. (If necessary, list details about individual syllabi that are missing required elements.) Additionally, the COURSE NUMBER, COURSE NAME syllabus does not reference the LIST ALL MISSING ELEMENTS.

Example:
(Section 3-1-513(a) and Glossary): There is not a detailed syllabus on file for each course in the curriculum that has all of the required elements outlined in the Glossary of the *Accreditation Criteria*. The team's review of course syllabi found that syllabi for the certificate program in Accounting and Bookkeeping courses do not contain a course number, date of last revision, or topical outline. Additionally, the ACT 101, Principles of Accounting, course syllabus lists the textbook as "Accounting Principles" without references to the publisher, author, or edition. Furthermore, the syllabi for the ACT 102, Excel; ACT 104, QuickBooks; ACT 105, Peachtree; and ACT 202, Advanced Excel courses do not have any reference to the textbooks used in the course.

(Section Appendix H, Admissions Requirements and Enrollment): (Open finding with a summary statement of deficiency, use the criteria to craft the language) The campus does not make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program. (Note what specific documentation was reviewed and any detail revealed through interviews with students, faculty, and administrators).

Example:
(Section Appendix H, Admissions Requirements and Enrollment): The campus does not make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program. The team found through an interview with an online admissions representative that it is mentioned during the enrollment process, but that there is no formal acknowledgement in writing signed by the student that states how the student's identity will be verified. This was

confirmed through review of the enrollment agreements of online students and in interviews with these students.

(Section 3-1-542): (Open finding with a summary statement of deficiency, use the criteria to craft the language) The team found that official transcripts for credentials listed in the catalog were not on file for all instructors. The team found the following credentials missing:

- CREDENTIAL LEVEL degree in PROGRAM from NAME OF INSTITUTION for MR./MS./DR. NAME OF INSTRUCTOR;
- CREDENTIAL LEVEL degree in PROGRAM from NAME OF INSTITUTION for MR./MS./DR. NAME OF INSTRUCTOR;
- CREDENTIAL LEVEL degree in PROGRAM from NAME OF INSTITUTION for MR./MS./DR. NAME OF INSTRUCTOR.

Example:

(Section 3-1-542): The team found that official transcripts for credentials listed in the catalog were not on file for all instructors. The team found the following credentials missing for the following instructors:

- Ms. Joan Smith - bachelor's degree in Business from Sky College
- Ms. Jane Jones - bachelor's degree in Accounting from Sky College; and a master's degree in Business Administration from Cloud University
- Mr. John Johnson - bachelor's degree in Information Technology from Air University.

REPORT WRITING GUIDELINES 2014

FORMATING

- Single space text lines
- Double space between paragraphs
- Justify left margins
- Use Times New Roman, 12 point font
- Use only one space after a period
- Write text immediately below question (no space)

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-531 (a)): The instructional equipment available to students is not appropriate to adequately support the nature of the program. The students in the diploma program in Computer Technology need current hardware and software to be successful in the field. The campus is still using Microsoft 97 when the textbooks reference Windows XP. Students have expressed concerns about the inconsistency of learning materials; specifically, in regards to being tested on software that is out-of-date according to their textbooks.

Describe the community resources utilized to enrich the program.
The program has strong community support, as witnessed by contracts for clinical placements with 16 institutions and 59 clinical slots available for assignment. Guest speakers such as the medical director and ventilator graphics specialist are also utilized. Dr. Kathy Rye, a Commission on Accreditation for Respiratory Care (CoARC) board member, has been invited to speak on clinical preceptor training about effective feedback. A total of 45 respiratory therapists attended this workshop and obtained 7.5 free CEUs. The program is also involved with the American Lung Association "Fight for Air Walk" to be held May 21, 2011. This will be their third year participating. In the future, Spencerian College will be involved with other community outreach programs including Healthy Hoops and Ashtma Camp.

FINDINGS

The purpose of the visit is to confirm the information submitted in the school's application or self-study. Nothing should "seem" or "appear" to be anything, especially in a finding of deficiency..

- The section number should be written as follows, in **BOLD:**
  (Section 3-1-511):
  (Section 3-1-111 (a – e)):
  (Section 3-1-513 (b)):

- The first sentence should be a statement of the area of deficiency followed by a clear and detailed description of the issue.

  (Section 3-1-511): The program administrator does not have sufficient time and resources to administer the diploma program in medical office assistant. A review of Mr. Pulaski's signed data sheet and the class schedule indicates that 90 percent of his time is allocated to instruction

and 10 percent to the administration of the program. Mr. Pulaski is currently teaching MED 110, Basic Medical Procedures; MED, 115 Medical Equipment; MED 220, Advanced Medical Procedures; and MED 230, Advanced Patient Care, totaling 25 hours of instruction per week. Mr. Pulaski's signed job description did not have any reference to administrative duties when the team arrived on-site; however, the job description has been amended and re-signed to include some administrative duties. In addition, students indicated that they were unaware of the administrator of the program and if a faculty member cannot answer their specific concern, they were left without a resolution. The administration noted that a communication will be provided to all students in the program informing them of Mr. Pulaski's appointment as the program administrator; however, no documentation was presented to the team. As a result, the program does not have the needed community involvement, instructional resources, or the focus on faculty development and student achievement that would help ensure its success.

- For missing evaluations/credentials, be certain to include the institution, and type of degree.

(Section 3-1-541): Foreign transcripts have not been translated into English and evaluated by a member of NACES or AICE for the following faculty members: Dr. Jamal Avid, bachelor's degree in Biology from the University of Punjab, India and Ms. Caitlin Richards, master's degree in education administration from the Cambridge University, England.

- Missing faculty development plans, evidence of implementation or missing professional growth activities should be so stated in the finding:

Evidence of implementation and missing plans

(Section 3-1-543): Faculty development plans lack documentation of implementation for the following faculty members: Mr. Jonathan Letand, Ms. Patricia Given, and Dr. Steven Adler. These faculty members have signed plans on file with sufficient development activities; however, there is no documentation that activities that have already taken place were in fact completed by these individuals. In addition, faculty development plans, in their entirety, are missing for the following faculty members: Ms. Lindsey White, Mr. Ian Jackson, and Ms. Melonie Harris.

Missing professional growth activities

(Section 3-1-543): Faculty development plans for all faculty members lack the inclusion of professional growth activities. While all plans had evidence of in-service training as sponsored by the institution, individualized professional growth activities, as defined in the Glossary section of the *Accreditation Criteria*, were not documented.

COMPLETE SENTENCES

Complete sentences must be used in all instances throughout the team report. Exceptions include placement call verification statements for more than one program on a single program report (see page 7).

E-MAIL ADDRESS FOR ON-SITE DIRECTOR/CAMPUS

Two e-mail addresses must be included on the report cover page: the on-site administrator along with

their name and title; and the campus. The staff coordinator will provide the second address to the chair, which should be verified on-site. Please see example below:

ITT TECHNICAL INSTITUTE
14955 Sprague Road
Strongsville, OH 44136
ACICS ID Code: 00016075

Ms. Sara Finland, Director (SFinland@itt-tech.edu)
Regulatory083@itt-tech.edu

Main Campus
ITT Technical Institute
Indianapolis, IN
ACICS ID Code: 00016040

ACRONYMS

- The entire name should be spelled out the first time and the acronym thereafter:
  The Campus Accountability Report (CAR)… The CAR…

- Licensure, certification, registration title, and professional organizations should be capitalized if it is followed by the acronym:
  Ms. Laurine Jude is a Registered Cardiovascular Sonographer (RCS) as well as a Registered Nurse (RN).

  The program director, Mr. Smith, is a certified medical assistant and has been in the field for more than 15 years.

CAPITALIZATION

- "Council" and the Accreditation Criteria are always capitalized and Accreditation Criteria *italicized*:
  The Council believes that a basic mathematics class is a general education course. This is explained in the glossary definition of "general education" in the *Accreditation Criteria.*

- Capitalize other educational institutions and proper names of schools:
  Ms. Christine Horter received her bachelor's degree from Central Michigan University

- Capitalize fields of study in the languages:
  Mr. Ellis Ramsey received his bachelor's degree in English from the University of Central Florida.

- Lowercase degrees (including the field of study except those in the languages) in running text and whenever it's used generically. This includes within the narrative of the report.
  Ms. Ange Singer was appointed lead instructor of the criminal justice program on November 11, 2013. Ms. Singer holds a master's degree in criminal justice from Chicago State University and

bachelor's degrees in political science and English from Illinois State University.

- Capitalize the name of a degree anywhere it is used as a title rather than a description. This includes the titles listed on the first page or reports and the title section of full team program reports.

9. PROGRAM EVALUATION

Diploma in Information Technology Specialist

Occupational Associate's degree in Information Technology

Bachelor's degree in Information Technology and Cybersecurity

How many calls to employers or graduates were attempted?
Diploma in Medical Assistant: 22
Academic Associate's degree in Medical Administrative Assistant: 12
Academic Associate's degree in Medical Insurance Billing and Coding: 10

- Job titles should not be capitalized:
The management team meets on a weekly basis to evaluate and monitor the activities of the institution. In attendance at these weekly meetings are the dean of education, director of admissions, director of financial aid, registrar, director of career services, and the business manager. The campus director is in charge of the meetings.

PREFIXES

- Always use appropriate prefixes, Ms., Mrs., Mr., Dr., or Chef, before the name of individuals mentioned in the team report. Never use first names only.
Ms. Barbara Adams is the librarian. Ms. Adams holds a master's degree in library science from Boston College.

HYPHENATION

The following words should be hyphenated:

- On-site
- E-mail

LIST VERSUS PARAGRAPH

- Short, simple lists can be run in, especially if the introduction and the items form a complete grammatical sentence. Lists that require typographic prominence, that are relatively long or complex, or that contain items of several levels should be set vertically

- If numerals or letters are used to mark the divisions in a run-in list, enclose them in parentheses. If the introductory material forms a grammatically complete sentence, a colon should precede the first parenthesis. The items are separated by commas unless any of the items requires internal commas, in which case all the items will usually need to be separated by semicolons.

Run In List

The campus is implementing the following strategies to improve placement: (1) adding more members to the advisory board, (2) surveying current placement companies, (3) hiring a career services director, and (4) creating more externships for the business curriculum.

To meet its retention goal of 75 percent, the institution is focusing on activities that will assist in increasing its graduation rate. Activities include using college work study students as tutors, strengthening the counseling office, and enabling a Head Start program to continue.

Vertical List

Several other resources are being used to promote student success:

- general education labs, available to students seven days a week, are being used to tutor students who are having difficulties;
- group library assignments are being used to enhance critical thinking, research, and interpersonal skills;
- student surveys are providing data to analyze student needs; and
- students are being recognized for making the dean's list, outstanding attendance and other performance achievements.

NUMBERS

- Single numbers from zero through nine are spelled out. Numbers appearing at the beginning of a sentence are spelled out, however, it is preferred that your avoid starting a sentence with a number.

  Students are required to successfully complete two of three modules.

  Twenty members of the faculty were in attendance at the faculty meeting scheduled to discuss the results of the graduate and employer surveys.

  Alternatively, this sentence can be written:

  Of the 40 faculty on staff, 20 members were in attendance at the faculty meeting scheduled to discuss the results of the graduate and employer surveys.

- Percentages are expressed in numerals. The word percent is used in nontechnical contexts.
  To meet its retention goal of 75 percent, the institution is focusing on activities that will assist in increasing its graduation rate.

- If one number in a sentence must use numerals (number 10 and over) then use them for all numbers in the same category.
  There are 12 part-time faculty members, 8 of which have been with the institution for over 15 years.

DEGREES

- When referring to degrees offered by the school under review, degree levels should be written in accordance with ACICS degree level designation and approved program name. This may not be the same name listed in the catalog. Write degree levels in the following manner: occupational associate's degree, academic associate's degree, bachelor's degree, master's degree, and doctoral degree.

  The following number of calls was made to employers for the following programs:
  ~~Associate of Applied Science degree in Business Administration in Accounting-1~~
  ~~Bachelor of Science degree in Business Administration in Accounting-2~~

  Academic Associate's degree in Business Administration in Accounting - 1
  Bachelor's degree in Business Administration in Accounting - 2

- When describing credentials earned by faculty and staff, degree levels should be written in the following manner: associate's degree, bachelor's degree; master's degree; juris doctorate; and doctoral degree.

- The following widely familiar abbreviations are acceptable to use in lieu of spelling out the degree to describe degrees earned by faculty and staff. (Please note that Chicago omits periods in abbreviations of academic degrees)

  - BFA bachelor of fine arts
  - JD juris doctorate
  - MBA master of business administration
  - MD medicinae doctor (doctor of medicine)
  - MFA master of fine arts
  - PhD philosophiae doctor (doctor of philosophy)

  …who holds associate's and bachelor's degrees in computer science from Ball State University and a master's degree in psychology from Nova University

  …Dr. Willard holds a JD from the California Law School, an MBA from American University, and a bachelor's degree in communications studies from the University of Virginia.

  …the librarian, Ms. Tania Jay, holds a master's degree in library science from the University of Notre Dame.

"INSTITUTION" AND "CAMPUS"

The *institution* refers to the main and all its branch campus locations while the *campus* refers specifically to the main or the additional locations:

The institution utilizes the CampusVue system to manage its registration processes, but the Fayetteville campus has been slow in completing the transition to this system. Hence, there were

multiple instances of prerequisites not being followed.

CAR PLACEMENT VERIFICATION

- When one program is being evaluated the following format should be used:
  How many calls to employers or graduates were attempted?
  There were number 15 calls made to employers.

  How many calls to employers or graduates were successful?
  There were 10 successful calls.

  How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
  There were 10 calls that confirmed the employment of the graduates as reported on the 2011 CAR.

- When more than one program is being evaluated in a report, the following format should be used:
  How many calls to employers or graduates were attempted?
  The following number of calls was made to employers for the following programs:
  Academic Associate's degree in Business Administration in Accounting - 1
  Bachelor's degree in Business Administration in Accounting - 2
  Academic Associate's degree in Business Administration Office System - 2
  Bachelor's degree in Business Administration Office System - 3

  How many calls to employers or graduates were successful?
  The following number of calls, by program, was successful:
  Academic Associate's degree in Business Administration in Accounting - 1
  Bachelor's degree in Business Administration in Accounting - 2
  Academic Associate's degree in Business Administration Office System - 2
  Bachelor's degree in Business Administration Office System - 3

  How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
  All of the calls where contact was made confirmed the employment of the graduates as reported on the 2010 CAR.

TO REPEAT OR NOT TO REPEAT

- Repeat the narrative that provides a description of the qualifications of individuals that have been previously provided. The repeated section can be a summary and should reference the first writing.

  1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
  The campus director, Ms. Marines Lopez, is responsible for the implementation of the CEP. Ms. Lopez has been in her current position for four months. Prior to coming to John Dewey College,

she served as the dean of academic and student affairs at the Puerto Rico School of Fine Arts. Ms. Lopez is a doctoral candidate at the University of Puerto Rico, holds a master's degree in education administration and supervision, and a bachelor's degree in secondary education both from Pontifical Catholic University in Ponce, Puerto Rico. Ms. Lopez is assisted by a CEP committee composed of the associate campus director, the evening academic director, the undergraduate program coordinator, the admissions coordinator, and the registrar.

3.03 Who is the on-site administrator, and what are this person's qualifications?

As previously noted, Ms. Marines Lopez is the campus director of the institution. Prior to coming to John Dewey College, she served as the dean of academic and student affairs at the Puerto Rico School of Fine Arts. Ms Lopez is a doctoral candidate at the University of Puerto Rico, has a master in education administration and supervision, and a bachelor's degree in secondary education, both from Pontifical Catholic University.

- When the same finding is identified in two different questions within the report, reflect the finding in each question of the report with the appropriate section number for that report.

Example:

6.4 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

• Equipment.	☒ Yes	☐ No
• Instructional tools.	☐ Yes	☒ No
• Machinery.	☒ Yes	☐ No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-601): The instructional tools are not appropriate to support some of the programs. As is outlined in the computer technology section of the report, the computer hardware used in the program is not current and hence not appropriate to support the program offering.

9.14 Are the following appropriate to adequately support the number and nature of the program?

(a)	Facilities.	☒ Yes	☐ No
(b)	Instructional equipment.	☐ Yes	☒ No
(c)	Resources.	☒ Yes	☐ No
(d)	Personnel.	☒ Yes	☐ No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-531(a)): The instructional equipment available to students is not appropriate to adequately support the nature of the program. The students in the diploma program in computer technology need current hardware and software to be successful in the field. The campus is still using Microsoft 97 when the textbooks reference Windows XP. Students have expressed concerns about the inconsistency of learning materials; specifically, in regards to being tested on software that is out-of-date according to their textbooks.

SUMMARY

#1	**Section 3-1-531(a) and 3-1-601**	Instructional tools are not appropriate in the diploma program in Computer Technology (pages 8 and 27).

COMMENTS

- Comments specific to a question should be included directly below the question and not at the end of the report. The chair will remove the "If *No*…" statement from the report under such circumstances. Comments specific to a question should appear only in situations where additional explanation is necessary:

  7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
  ☒ Yes ☐ No

  If *No,* insert the section number in parentheses and explain:
  The campus uses an electronic catalog and provides a hard copy to students upon request.

- Comments that are "general" in nature would be appropriate at the end of the report:

  GENERAL COMMENTS:
  The team wishes to commend this campus on its incredibly positive staff, clean and inviting work environment, and dedication and investment into their students.

- Commendations and general comments will be left at the end of each section.

DESCRIPTION OF QUALIFICATIONS

- State the name of the program administrator at the beginning of the narrative.
- Do not include the date or year when credentials were received.
- Combine credential information if received from the same institution.
- When city and state of awarding institution is included, be sure to make it a complete sentence.

Example:
Ms. Susie Sunshine is the director and chief on-site administrator at the campus. She holds a bachelor's degree in business administration from Wonderful University in San Francisco, California; a master's degree in education administration from Even Better University in Los Angeles, California; and a master's degree in business administration from the Best University. Ms. Sunshine attended an Accreditation Workshop in November 2003.

COURSE LISTINGS

When listing course codes, write the course code, followed by the course title

The general education course BIO132, Anatomy and Physiology, has three separate sections.

RECOMMENDATION PAGE

- This page will be a compilation of recommendations from the entire team on a separate sheet as the last page of the report.

- Use full and complete sentences for recommendations and ensure that the recommendation is clear and understandable to an outside reader.

RECOMMENDATION(S)

Any recommendation(s) provided in this report are not included in the report seen by the Council:

Relations with Students:

The team offers the following recommendations:

- develop a bulletin board specifically for career services placements. This would serve as a motivating factor on the campus. Highlighting "congratulations" to students placed would be a great way to spotlight student success; and

- when establishing procedures and preparing for future ACICS visits, follow the report templates on the ACICS website as each person prepares his or her department for those evaluations. When an institution already runs this efficiently, it is difficult to make any recommendations for improvement, but this one should serve them well.

Educational Facilities:

The team suggests that better signage be used to indicate the entrance to the campus. While the entrance can be seen from close up, it is not clearly visible from a distance and while its address is 215 Peachtree Street, the entrance is not on Peachtree Street. In fact, 215 Peachtree Street is a locked door.

STUDENT/TEACHER RATIO

The student/teacher ratio is only required for non-degree and occupational associate's degree programs.

- For a single program:

  The student/teacher ratio is 16:1.

- For one program that is part of a multiple program evaluation (report includes non-degree and degree programs), the program name must be specified:

  The student/teacher ratio in the certificate in child care program is 5:1.

- For programs with laboratory components, distinction is important since there are industry standards managing lab sizes:

  In the theory courses, the student/teacher ratio is 21:1 while in the laboratory courses, the ratio is 10:1.

- For multiple programs:

The student/teacher ratio is 12:1 in the diploma program in medical office assistant and 15:1 in the diploma program in medical billing and coding.

CAMPUS POSSESIVE

Campuses'=Plural possessive
The campuses' programmatic accreditation is in good standing for all three locations.

Campus's = singular possessive
The team was provided documentation for guest speakers, a part of the campus's ongoing Professional Connection Lunch Speaker Series (this example is referencing a single campus).

SUPPLEMENT I: SAMPLE TEAM REPORT

PROCESS

- Chairs are given 5 business days to edit each report. After the report has been formatted and edited for content it is to be emailed to the ACICS staff member with a copy (cc) to visitreports@acics.org.
- Do not hesitate to reach out to staff if questions occur while editing.

REEVALUATION VISIT REPORT

Select visit type from drop down

ERICKSON COLLEGE
321 Main Street
Phoenix, AZ 85040
ACICS ID Code: 00054321

All caps

Mr. Scott Erickson Campus President (scott@erickson.edu)
ACICSinfo@erickson.edu

On-site admin email

Campus email

One space

Center justify

LEARNING SITE
Erickson College
123 Rock Road
Tempe, AZ 85281
ACICS ID Code: 00054322

No longer shading

MAIN CAMPUS
Erickson College
Albuquerque, NM
ACICS ID Code: 00012345

January 15, 2014

Include a title for each team member

Dr. Gerri Wu	Chair	Kaplan University Online	Miami, FL
Dr. Brenda Harris	Student-Relations Specialist	Virginia College	Florence, SC
Dr. Kwaku Boateng	Educational Activities, Library, and Information Technology Specialist	The University of North Carolina at Greensboro	Greensboro, NC
Mr. Richard Denman	Audio Production and Game Production Specialist	NBC 14, Las Vegas	Las Vegas, NV
Ms. Sharon Nguyen	Film and Video Production and Graphic Design Specialist	Broadview University	Salt Lake City, UT
Mr. Aaron Baker	Fashion Design and Merchandising Specialist	International Academy of Design and Technology	Los Angeles, CA
Ms. Erin Peabody	Staff Representative	ACICS	Washington, DC

Name of program as approved by ACICS, as stated on the CAR with the exception of a new program; confirm with Coordinator

Contact hours must be listed for all programs, both clock & credit programs

Numerals only, do not include "full" or "part"

Numerals only, do not include "%

Do not include program name. Credential name only.

Enter credential level as approved by ACICS

Template says "Sem./Qtr. Hrs." delete the non-applicable

IS C
SON C
PHOENIX, ARIZONA

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Contact Hrs	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement (%) 2014 Ret.	2014 Pla.	2013 Ret.	2013 Pla.
Bachelor of Fine Arts ~~in Drama~~	Bachelor's Degree	Audio Production++	2140	180	18/2	**32**	N/A	**49.5**	N/A
Bachelor of Science	Bachelor's Degree	Game Production	2160	180	28/5	66	**67**	67.2	N/A
Bachelor of Arts	Bachelor's Degree	Film and Video Production++	2190	180	22/5	66	**58**	76	**54**
Bachelor of Fine Arts	Bachelor's Degree	Fashion Design and Merchandising	2120	180	15/3	65	**63**	**58**	100
Bachelor of Science	Bachelor's Degree	Information Technology	2250	180	6/2	68	100	78.3	N/A
Associate of Science	Academic Associate's Degree	Information Technology	1150/1100	92	3/3	67	**57**	85	**60**
Associate of Science	Academic Associate's Degree	Graphic Design	1150	92	2/3	**60**	77	68.3	**64.7**
Bachelor of Fine Arts	Bachelor's Degree	Graphic Design	2240	180	11/2	68	88	68.9	84.2
Bachelor of Arts	Bachelor's Degree	Visual Arts-Game Art**	2020	180	0	100	**0**	80	**50**
Associate of Arts	Academic Associate's Degree	Digital Video Production**	1100	92	0	67	23	64	28.6
Bachelor of Arts	Bachelor's Degree	Game Design**	2300	180	0	70	**33**	88.8	**41.7**
Bachelor of Fine Arts	Bachelor's Degree	Interior Design**	2130	180	0	**56**	100	65.5	N/A

TOTAL ENROLLMENT 130

Ensure total is correct

Notes: Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 in length) and any placement rates below 70 percent.

** All programs with 0 enrollments have been taught out and are no longer offered.

++ For program in which some but not all of the courses are taught at a Learning site.

~~DELETE ANY NOTES THAT DO NOT APPLY~~

Delete all template instructions highlighted in yellow

INTRODUCTION

~~[Please use this page to give a narrative introduction of the campus.]~~

Delete all template instructions highlighted in yellow

Erickson College is owned and operated by International Academy of Merchandising and Design, Ltd., which is wholly owned by World Education Corporation (WEC). WEC is a Delaware corporation with principal offices located at 123 Main Road Schaumville, Delaware. In February 1994, the campus name was Al Erickson Graphic Arts School and was acquired by WEC. The campus changed their name to Erickson College in 2001.

The campus has two separate locations. The main building is located at 4750 South 44th Place in Phoenix, Arizona. This

location is a professional corporate complex and borders the neighboring city of Tempe. The learning site has 70,000 square feet with ample offices, classrooms, and parking for students and staff. The campus is located at 1425 W. 14th Street in Tempe, Arizona and has 25,000 square feet. This campus is less than 5 miles away and about a five minute drive from the Phoenix campus. Courses for two programs are housed at the learning site -- audio production and film and video production. Mr. Leron Witherspoon, department chair for both programs, is housed at the Tempe learning site and maintains his office at the site. Additionally, two staff members teach core classes at the Tempe classes.

Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day for dedicated hours. The campus has a shuttle available to students who prefer not to drive between the two campuses. The shuttle can be requested via call or text. The learning site does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses. There are ample classrooms, office space, lounge areas, auditorium, labs, and parking for students and staff at both locations. The locations also have security on grounds.

On December 3, 2012, Erickson College announced to its staff and students, the campus would no longer accept new student enrollments and the campus was entering into the teach-out phase of operations. The campus teach-out is scheduled for completion April 30, 2016.

Be sure that numbers listed in the intro are consistent with page 2.

At the time of the visit there were 130 students enrolled. [illegible] production, film and video production, fashion design and merchandising, information technology and graphic design. The campus offers associate degrees in information technology and graphic design. The following programs are not offered and have been taught out: bachelor's degree in visual arts-game art, bachelor's degree in game design, bachelor's degree in interior design, and academic associate's degree in digital video production. The team was advised all degree programs will end in 2016. All remaining classes are in teach out and no additional students are being accepted or recruited.

Based on the most recent data available to the team, the Campus Effectiveness Plan (CEP) reports the student population as 75 percent male and 25 percent female. The ethnicity of the student population is 33 percent Caucasian, 10 percent African American, 15 percent Hispanic or Latino, 6 percent Native American, 1 percent Asian, and 35 percent non-disclosed.

The campus submitted retention plans for the following programs; audio production, fashion design and merchandizing, and graphic design. Placement plans were submitted for game production, fashion design, film and video production, information technology, and graphic design.

Left justify throughout report (except page one)

Be sure that if there is critical information about the campus it is included in the report.

REPORT QUESTIONS

Section headers are to be bold

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The campus mission statement is located on page ~~three~~ 3 of the 2013-2014 Erickson College catalog, effective January 2013.

Use numerals for all page numbers

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an branch, does the branch have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒Yes ☐ No
(b) Student placement.
☒Yes ☐ No ☐ Not Applicable (new branch only)
(c) Level of graduate satisfaction.
☒Yes ☐ No ☐ Not Applicable (new branch only)

(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new branch only)
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The CEP utilizes the following student learning outcomes: final course grades, which are being tallied and analyzed at the end of each term; GPAs which are analyzed at the end of each term; quarterly student, graduate, and employer surveys; and quarterly project and portfolio reviews.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

TIP: Means of assessment of the outcomes should be included in the descriptions of the SLOs.

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new branch or initial applicant only)

1.14 Has the campus published specific activities that will be undertak
☒ Yes ☐ No ☐ Not Applicable (new branch o

For extensive or detailed lists, use bullets, rather than runnin the list into a sentence.

The bullets should be written to complete a sentence in present, in continuous tense and be lower case.

1.15 Describe the specific activities that the campus will undertake to r
Specific activities with regard to retention include:

- increasing the number of student events;
- implementing proactive academic advising and early intervention plans;
- providing students with additional access to the building and campus services;
- continuing to assist students with shuttle service between both locations; and
- reviewing financial stability and responsibility practices with students.

Specific activities with regard to placement include:

- extending office hours for all advisors from 8:00 a.m. to 7:00 p.m.;
- inviting industry professionals to campus portfolio shows and other campus events;
- continuing weekly off-site employer outreach goals;
- introducing career management topics into the classrooms; and
- improving campus involvement in off-site visits, professional association involvement, and participation in multi-industry networking functions.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

The acronym for Campus Effectiveness Plan (CEP) has already been spelled out in Question 1.07, so there is no need to do so again throughout the remainder of the report.

1.17 Who is responsible for implementing and monitoring the CEP? Describe this in committee is utilized please describe the committee.
Mr. Scott Erickson is the campus director and responsible for implementing and monitoring the ~~Campus Effectiveness Plan (CEP)~~ CEP. He is assisted with the CEP by a team consisting of the manager of student services,

Use a comma in front of "and" in a list. (also known as Oxford Comma)

learning resource center specialist, business operations manager, director of career services, registrar, program chairs, and general education lead instructor.

Mr. Erickson began his employment with Erickson College in 2002 and in December 2013, he became campus president. He holds an MBA from Texas A&M University, and a bachelor's degree in financial services from Roger Williams University ~~in Bristol, Rhode Island~~. He brings to the campus over 12 years of proprietary education experience.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new branch or initial applicant only)

TIP: Make sure general comments are useful. Information that is broad and/or obvious is not needed.

GENERAL COMMENTS:
~~The CEP provided to the team meets Council expectations for CEP content.~~

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2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate gri
the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

Summarize previously discussed information to use throughout the report. It is not necessary to copy and paste full descriptions. Be sure description is consistent throughout.

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Erickson is responsible for financial oversight of the campus. As previously stated, Mr. Erickson began has been campus president since December of 2013. He holds an MBA and a bachelor's degree in financial services. He has over 12 years of experience in proprietary education experience.

GENERAL COMMENTS:
Team interviews with faculty, staff, and students, promotes a spirit of cooperation and open communication.

Use double spaces between the end of one section and the beginning of the next.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Erickson is the on-site administrator. As previously, Mr. Erickson began has been campus president since December of 2013. He holds an MBA and a bachelor's degree in financial services. He has over 12 years of experience in proprietary education experience.

Everyone in the report should have a title.

TIP: Be sure to correct this at read through, as it may be difficult to determine the accurate title once the visit is over.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes*, is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.F
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

GENERAL COMMENTS:
The campus administrative functions are coordinated to achieve the educational mission. Records relative to administrative operations are maintained appropriately.

Be sure that the description of student file review is well detailed, with regard to the number and type of files reviewed.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 21 student files reviewed by the team. The files were classified on the 2012-2013 CAR as 5 graduates, 11 withdrawals and 5 still enrolled. Of the files, four of the files were students who received transfer credit, 1 of the files was a student who had been on probation due to satisfactory academic process (SAP) issues, 1 of the files was a student who had an approved SAP appeal, 2 of the files were students who had been on warning due to SAP issues, 1 of the the files was a student who had been dismissed due to SAP issues, and 4 of the files were students who had changed programs. In addition, the financial ledger cards for all files were reviewed.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

~~If No, insert the section number in parentheses and explain:~~

TIP: When a paragraph contains a number over 10, use numerals for all numbers in the same paragraph.

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and wha
At the time of the visit, Erickson College did not have a student recruitment depa
not been accepting any new students since December 3, 2012.

TIP: The answer questions 4.11 should describe the recruitment activities and process and demonstrate compatibility with the educational objectives of the campus. The questions should also make clear how the evaluator made this determination and should not simply be copied from the self-study/branch application.

4.11 Describe how the recruiting process for new students is compatible with the educat
Though the campus is no longer recruiting, the team was able to review student f
director of admissions and career services, and three current students to verify th
recruitment process that was compatible with its educational objectives. The cam
objectives by confirming that each perspective student is well -informed about th nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the students' strengths and weaknesses, and the educational and career expectations of the student. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. The admissions requirements for each program are developed to ensure that students entering the programs are prepared for the demands of the coursework and can benefit from the career training that focuses on the knowledge and skills required to succeed in the specialized art focused programs offered at the campus.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed
☐ Yes ☒ No

TIP: The answer questions 4.11 should describe the recruitment activities and process and demonstrate compatibility with the educational objectives of the campus. The questions should also make clear how the evaluator made this determination and should not just be copied from the self-study/bronch application.

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisio
packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate i

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

Remove the *"Skip to..."* statement when an empty "No" check box is next to it.

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No ~~*(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*~~

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of SAP policy is found on pages 27 to 30 in the Erickson College 2013-2014 course catalog, effective January 2013 and in the 2013-2014 Erickson College catalog addendum number 3, effective May 6, 2014.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No
(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☒ Yes ☐ No
Incomplete grades.
☒ Yes ☐ No
Repeated courses.
☒ Yes ☐ No
Non-punitive grades.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
Non-credit or remedial courses.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)
A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.

☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes*, is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No ☐ Not Applicable (there are no such students)

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Biannca Regis, regional registrar, is responsible for the administration of satisfactory academic progress. She holds a bachelor's degree in sociology from Roosevelt University~~, in Chicago, Illinois~~. She is a certified registrar and has also been certified to administer SAP. She is assisted on-site by Ms. Ariel Woodward, who has 22 years o

The report will no longer include the city and state when describing a U.S. institution from which a faculty or staff completed their education. The country (state and city if appropriate) should be included when describing a non-U.S. institution.

experience as a registrar.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☐ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans.

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Brandy DeRocco, business operations manager, is responsible for administering student financial aid. Ms. DeRocco holds a bachelor's degree in business administration from DeVry University. She is a member of the National Association of Student Financial Aid Administrators (NASFAA). Ms. DeRocco has worked in the financial aid department at Erickson College for six years.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by a
recruitment?
☒ Yes ☐ No

Ensure associations/organizations are spelled out and capitalized before the acronym

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms. DeRocco stays current with regulation and policy changes in financial aid by holding a membership in NASFAA. She receives regular emails from NASFAA concerning policy changes that affect student financial aid. Financial aid advisors receive training in governmental regulations, institutional policies, and procedures on a regular basis. Ms. DeRocco participates in bi-weekly trainings and teleconferences led by WEC. Information is disseminated to the financial aid staff via email, one-on-one interaction, and during weekly staff meetings.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The student services offered by the campus include new student orientation, which is an opportunity for all new students to become familiar with campus personnel and procedures (no longer offered, but the team was able to verify current and past students participated); academic counseling offered by the staff and faculty; financial aid, provided by the student finance office; free tutoring, available to all students with faculty and student peers; and employment counseling,offered by the manager of student services.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Kerri Eto, campus director of career services, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in history from Albright College. Ms. Eto has worked in career services at Erickson College for four years, and has two years of prior experience as a college career services advisor.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 654
The ending enrollment reported on the previous year's CAR is 654

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The students are counseled concerning student loan repayment obligations through:

- discussion of repayment during the admissions process;
- entrance counseling, which conducted during the first financial aid appointment;
- exit counseling, which occurs before graduation;
- instruction on how to access a financial literacy portal including repayment calculators, modules on managing finances, loan repayment and general financial literacy; and
- after leaving the institution, students have access to a dedicated HELP team which provides ongoing support to students during their grace period and student loan payment.

Students are encouraged to contact the campus financial aid office with questions and concerns.

4.67 Describe the extracurricular activities of the campus (if applicable).
Students were encouraged to participate in the following documented 2013-2014 extracurricular campus activities: chili cookoff, tricked-out trike race, student appreciation events, halloween Erickson murder mystery costume party, la mode fashion showcase, portfolio showcase, career service week, maker's faire crafts, and game jams.

FOR MASTER'S DEGREES ONLY

Remove all sub sections of the report that deal with credentials that were NOT reviewed

~~4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?~~
~~☐ Yes ☐ No~~

~~If *No*, insert the section number in parentheses, list student names, and explain:~~

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

Do NOT remove sub headers for reviewed programs. Keeping these headers in the report helps makes sense of missing questions

5.01 Are the credentials awarded by [redacted] e with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Erickson, the campus director, is assigned to oversee the educational activities of all programs at this campus. As already noted, Mr. Erickson holds a bachelor's degree in financial services from Roger Williams University and an MBA from Texas A&M of Commerce. Mr. Erickson shared he works collaboratively with the program chairs of audio, film and information technology, Mr. Leron Witherspoon, and the department chair of the design school, Mr. Jerry Blankenship.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
~~Mr. Erickson stated, and the team verified, that t~~The authority and responsibility for the development and administration of programs on this campus was delegated to program administrators with his oversight. Program administrators are responsible for providing expertise to corporate curriculum committees, faculty evaluations, developing and monitoring faculty development plans, facilitating instructors with necessary resources to fulfill the curricular objectives of the programs, among other duties.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.10*)

~~**FOR NEW GRANTS ONLY**~~

FOR NEW GRANTS ONLY

Make adjustments for widows and orphans. (return/enter OR insert page break)
Orphan: word, line of text, heading, or caption at the bottom of a page while the remainder of the text unit continues on the next page.
Widow: word, line of text, heading, or caption that extends to the top of the next page.

5.10 Does the campus have any prog
☐ Yes ☒ No (*Skip to question 5.14*)

~~**FOR ALL CAMPUSES**~~

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

Incorporate how the team gathered this information, be it through interviews or documentation.

5.16 What provisions are made for individual differences ar
Faculty interviewed by the team indicated that several unique factors assisted them in their efforts to provide for individual differences among students. Tutoring is available for students who need it and students have access to an

array of learning resources in the classrooms and additional learning educational resource spaces, e.g. equipment and computers.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum is revised regularly by WEC, the corporate entity that owns the campus. During curriculum revision cycles corporate curriculum writing teams elicit input and feedback from program chairs at WEC campuses, including Erickson College Phoenix, Arizona. Program chairs in turn elicit input and feedback from program instructors at regularly scheduled meetings to create a reciprocal curriculum development system. In addition, curriculum revisions and suggestions can be directed to the corporate level through campus chairs at other times.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes*, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency

of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

TIP: This question is often overlooked. Make sure the answer both parts are completed during read through.

If *Yes*, how is this documented?
Evidence of systematic in-service training is documented in faculty files. Faculty files include dates of in-service activities, in-service topics, and certificates of participation.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☐ Yes ☒ No

If *No* for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

Sections should be BOLD

(Section 3-1-543 and Glossary): [SUMMARY: Five faculty members: Mr. Sam Kettering, Ms. Janice Thomas, Dr. Teresa Samms, Mr. Joel Tims, and Ms. Samantha Faith, lack evidence of implementation of professional growth activities as outlined in their faculty development plans.] [DETAILS: The faculty members had a range of activities listed in the plan for completion within the 2013 - 2014 year but they all lacked evidence of completion. For example, Mr. Kettering was scheduled to attend a session of the International Conference on Digital Audio but did not go. There were no activities listed on the 2014 plan.

Findings start with a summary statement of the area of non-compliance...
followed by a description of the issue.

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-tim
the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☒ Yes ☐ No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The main campus is a 70,000 square foot facility located at 4750 South 44th Place in Phoenix, Arizona. The campus has ample parking for students and staff, also the campus is located on a central bus transportation route. The building is comprised of 39 classrooms, a student lounge, student store, learning resource center, laptop helpdesk, sewing lab, drawing studio, pattern making lab, motion capture lab, tabletop photo area, faculty and staff lounge, production center, materials resource center, file room, faculty and staff workspace area, conference room, and main reception. One classroom is equipped with a collapsible wall which can provide a large auditorium style room and two studios provide specialty equipment for film and video production. Seating capacity for each room varies from as few as 12 seats to as many as 40. A dedicated motion capture room is utilized by the game production program. The learning site, located at 1425 W. 14th Street in Tempe, Arizona, contains 25,000 developed square feet out of 45,000 total square feet of space. The building is comprised of 6 classrooms, a theatre, film stage, live production stage, studio, faculty and staff lounge, and faculty and staff workspace area. The 100+ seat theater allows for student work to be presented and reviewed along with film history classes and general assemblies. The campus provides shuttle service for student and staff between both locations.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize learning sites?
☒ Yes ☐ No

If *Yes*, list the name and address of each learning site and identify any administrative services offered at the site. *(Please see section 13 for additional information)*
The Tempe campus is located at 1425 W. 14th Street in Tempe, Arizona. The campus is less than five miles away and about a five minute drive from the Phoenix campus. Courses for two programs are housed at the learning site, audio production and film and video production. Mr. Leron Witherspoon, department chair for both programs, is housed at the Tempe learning site and maintains his office at the site. Additionally, two faculty members teach core classes at the Tempe classes.

Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day. The campus has a shuttle available for transport between the two campuses. The shuttle can be requested via call or text. The learning site does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses.

6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the

programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation was the 2013-2014 version, effective January 2013 and addendum 3, effective May 6, 2013. The cataog supplement was updated while the team was on-site.

7.02 Does the self-study or branch application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☒ Yes ☐ No

(m) A definition of the unit of credit.

☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☒ Yes ☐ No

(p) The transfer of credit policy.

☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.

☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

☒ Yes ☐ No

(t) A statement describing the student services offered.

☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

☒ Yes ☐ No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

☒ Yes ☐ No ☐ Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

☐ Yes ☒ No *(Skip to Question 7.07.)*

7.07 Does the catalog contain an addendum/supplement?

☒ Yes ☐ No

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

☒ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?

☒ Yes ☐ No

7.08 Is the catalog available online?

☒ Yes ☐ No

If *Yes*, does it match the hard copy version?

☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No *(Skip to Question 7.10.)*

7.10 Is all advertising and promotional literature, throu
truthful and dignified?
☒ Yes ☐ No

TIP: "If No, insert the section number..." should be eliminated when a comment is added here for clarity, and is not a finding.

If *No*, insert the section number in parentheses and explain:
Erickson College is in teach out and is no longer advertising its programs to prospective students. The campus, however, maintains. The website and catalog clearly state that the campus is no longer enrolling students into its programs.

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus maintains public disclosures and addresses for both the campus and learning site on the website at www.Ericksoncollege.edu. The campus is in teach out and and does not advertise to prospective students. The campus stopped advertising after the announcement of its closure in December 2012.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No *(Skip to Question 7.14.)*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
☐ Yes ☐ No ☒ Not Applicable (campus does not participate in financial aid)

The campus does not advertise, as it is in teach ont.

7.17 What institutional performance information does the campus routinely provide to the public?
The campus provides campus level placement rates and graduation rates and cumulative multicampus on time completion rates.

Where is this information published and how frequently is this information being updated?
The performance data is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part

of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The campus learning resource center (LRC) provides request forms for instructors and students to make formal requests for library resources and information services. Additionally, the learning resource center specialist, Mr. Ryan Knowlton, informally surveys instructors and students to assess their continuing needs for library resources.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $18,000.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
What portion of the current year's library budget has been spent and
Of the annual $18,000 library budget, $3,410.45 has been spent to date (approximately 19%).
How has the money been allocated?
Of the money spent, $1,750.00 was allocated to renew a subscription to Lynda.com (professional development tutorial web resource) and the remainder was used to purchase magazines, journals, books, DVD's and video games.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
In interviews with the team, faculty shared that they encourage students to utilize on-site library resources for research projects and other classroom assignments. Also, the LRC specialist, Mr. Knowlton, facilitates student helpers in the LRC who assist students with library and information resources. At the Tempe learning site, instructors have initiated a plan to bring library resources from the main campus to facilitate student research there. The school provides transportation between the main and campus addition to facilitate student access to library and information resources.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
Full-text online collections available to students include Academic Search Premier, Art & Architecture, Berg Fashion Library, Business Source, Chronicle of Higher Education, Credo Reference, Criminal Justice with Full Text, DTech Cybrary Databases, Ebsco eBooks, Education Research, eMarketer Features, ERIC, First Research, GreenFile, Hoovers, IEEEXplore, Library Information Science & Technology, Master File Premier, Newsstand, Opposing Viewpoints, Oxford Art Online, Regional Business News, Safari eBooks, and Stylesight Brochure.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the on-site librarian, what are his or her hours on-site?
The librarian is Ms. Shalonda Meeks, WEC's regional director of library services for this area. Ms. Meeks holds a bachelor's degree in mass communication from Texas State University, and a master's degree in library science from Texas Woman's University. Mr. Jerrod Rayburn is the on-site learning resource specialist. Mr. Rayburn has been trained by Ms. Meeks to facilitate the library needs of students and faculty on-site at the main Erickson College Phoenix, Arizona campus and it's learning site located at 14th Street. Mr. Rayburn's hours are Monday - Friday, from 9:00 a.m. to 6:00 p.m. The library is open from 8:00 a.m. to 10:00 p.m. on Monday - Thursday; 9:00 a.m. to 5:00 p.m. Friday; and 9:00 a.m. to 4:00 p.m. on Saturday. During the hours that Mr. Knowlon is not available, two trained student workers are responsible for library oversight.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the cam offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

Use the word "to" instead of a hyphen when stating a range, that is introduced with "from".

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adeqnate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

GENERAL COMMENTS:
The LRC at Erickson College, is overseen by a competent coporate regional librarian. Mr. Knowlton, is responsible for the day to day operation of the learning resource center with training and oversight from Ms. Henderson. Mr. Knowlton assists faculty and students and oversees student helpers working in the library. The library offerings are significant and sufficient for the programs being taught at the campus.

9. PROGRAM EVALUATION

Bachelor's Degree in Fashion Design and Merchandising

ACICS credential should match the listing on page 2.

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Leronica Spokes is the lead instructor for the fashion design and merchandising program. She reports to Mr. Jerry Blankenship, the program chair of graphic design. Ms. Spokes received her bachelor's degree from Northern Arizona University in speech communication and received an associate's degree in fashion design from the Fashion Institute of Design.
Mr. Jerry Blankenship, holds a BFA in graphic design from Michigan University and a master's degree in visual communications from Arizona State University.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient anthority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the edncational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Branch Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Branch Inclusion only)

If *No*, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes several forms of community resources that contribute to the enrichment of the student experience. Field trips and guest speakers are the most significant activities. During Fashion Week, industry professionals reviewed student projects and fashion portfolios and gave individual feedback and recommendations. The Quantum Initiative (QI) center hosts guest speaker events on a variety of cross departmental topics, including topics on how to start a business and how to use social media for business. Students have attended fashion events administrated by The Fashion Group International of Arizona (FGI). Ms. Spokes is also the regional director for the FGI - Arizona, and she is closely involved in organizing these field trips. In January 2014, the students were taken to Professional Business Practices for

Fashion Design.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were five calls made to employers or graduates.

How many calls to employers or graduates were successful?
Of the five calls, there were two successful contacts.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed fashion portfolios provided by the lead instructor Ms. Leronica Spokes. The portfolios contained homework covering fashion collections illustrated as colored sketches and flat technical sketches. Additional homework assignments reviewed by the team included activities in which students prepared self-promoting materials and linked-in profiles. The team was able to verify that out of class work is graded and included in evaluation of the course by reviewing online grade books on the Engrade system.

FOR ALL VISITS

TIP: It is important that this answer not only confirms that assignments and grades were reviewed, but also that the grade was being incorporated in the students' final grade.

9.23 Are the following appropriate to adequately supp
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.

☒ Yes ☐ No

(b) Well-defined instructional objectives.

☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.

☒ Yes ☐ No

(d) Appropriate modes of instructional delivery.

☒ Yes ☐ No

(e) The use of appropriate assessment strategies.

☒ Yes ☐No

(f) The nse of appropriate experiences.

☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?

☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

☒ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor's Degree in Film and Video Production
Academic Associate's Degree in Graphic Design
Bachelor's Degree in Graphic Design

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jerry Blankenship is the graphic design program chair. Mr. Blankenship has been at the Erickson College campus for 14 years. For his first 7 years, he served as an instrnctor of graphic design and then he was program chair of the graphic design program for 5 years. Since 2012, Mr. Blankenship has served as chair of all design programs at the campns. He holds a bachelor's degree in graphic design from Michigan State University and a master's degree in visual communication design from Arizona State University. Previously, Mr. Blankenship worked as an advertising agency art director and designer for varied corporate print clients such as Ford Motor Company and General Motors at the J. Walter Thompson advertising agency. As a participant in the Creative Connection, he interfaces with other design professionals in the area. In his position as program chair, he supervises three adjunct instructors and currently teaches approximately 10 hours per week.

Mr. Leron Witherspoon serves as program chair for the film and video production program at the campus. He has been at Erickson College for four years and in his current position for approximately 18 months. Mr. Witherspoon holds a bachelor's degree in sculpture and art history from Florida State University and has completed 21 hours in graduate study in art history at the University of Arizona. He also has other specialized training in script and story writing as well as acting and scene study. Mr. Witherspoon has an extensive professional history of many years in video/film production working as a director, producer, and consultant. His clients have included Coca-Cola, McDonald's, ESPN, Sears, Showtime, and several episodic television productions. He is a member of the Director's Guild of America (DGA) as well as Arizona Producer's Association (APA). In the film and video program, he oversees one full-time instructor and three adjunct instructors.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the edncational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its stndents and the requirements of the Council, as shown by student achievement ontcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Branch Inclusion only)
If no, please list programs that fall below the rates
The campus fell below the standards in the academic associate's degree program in graphic design.

(b) Student placement rate of 70 percent?
If no, please list programs that fall below the rates:
The campus fell below the standards in the bachelor's degree program in film and video production.

☐ Yes ☒ No ☐ Not Applicable (Branch Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Professionals in the design industry participate in portfolio reviews on a regular basis for the purposes of both critique and job placement possibilities. Students visit design studios and print houses to further acquaint themselves with the professional work environment. The campus seeks to bring in local professional designers and film makers to further broaden the students' learning experience. Past speakers have included producers, directors, filmmakers and print designers such as local documentary filmmaker Mr. Cory Skaaren, who spoke on breaking into the film world. Lavage Advertising Agency art director Ms. Melissa Brenneman spoke to students about potential careers in advertising design. Field trips also are conducted to area design studios or production house venues such as the Phoenix Suns Arena to tour the extensive audio/visual production facility at the stadium. The campus also hosts Phoenix Fashion Week events where different design departments collaborate to produce a high profile community fashion show event.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were made to employers or graduates for the following programs:
Academic associate's degree in graphic design: 10
Bachelor's degree in graphic design: 10
Bachelor's degree in film and video production: 10

How many calls to employers or graduates were successful?
The following numbers of calls, by program, were successful:
Academic associate's degree in graphic design: 4
Bachelor's degree in graphic design: 3
Bachelor's degree in film and video production: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls in all programs confirmed the employment of the graduate as reported on the CAR.

There were graduates in the interior design and digital video production, but no enrollment at the time of the visit.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was presented with homework assignments and the resulting homework turned in by the students. The homework had a grade assigned to it which was then recorded on a grade score sheet that could be viewed by the students online.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team was presented with student graphic design portfolios that were found to be suitable and competitive for job interviews and freelance consideration by potential employers. The team also reviewed demo tape reels by video/film students that showed a student's collected work while enrolled at the campus. These demo tapes were alsoStr found to be appropriate to showcase a student's talents and capabilities.

9. PROGRAM EVALUATION

Bachelor's Degree in Audio Production

Bachelor's Degree in Game Prodnction

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jerry Blankenship is the design school program chair and administers the game production program with the assistance of Mr. Benjamin Roth, lead instructor.

Mr. Blankenship holds a bachelor's degree from Michigan State University and a master's degree in visual communications design from Arizona State University. Mr. Blankenship has 25 years of continuous experience in the graphic design field as a layout artist, graphic designer, freelance art and design, art director, program chair, and department chair. Mr. Roth is the lead instructor for the game design program and reports to Mr. Blakenship. Mr. Roth hold a bachelor's degree in computer animation from Full Sail University and a master's degree in computer animation from Full Sail University.

Mr. Leron Witherspoon is the program chair for the audio, video, and information technology departments and admnisters the audio production program with the assistance of Mr. Sam Kettering, lead instructor.

Mr. Witherspoon holds a bachelor's degree in creative art from Florida State University. He holds a 2014 membership and serves as a director in the Directors Guild of America (DGA). As a director, Mr. Witherspoon attended the 66th Annual DGA Awards for 2013 Feature Films, Commercials, and Documentaries. This responsibility included access and viewing the video interviews with all the nominees. He is also a member of the American Society of Cinematographers. This afforded him access to and viewing of the interviews with the nominees for Best Cinematography. Mr. Kettering is the lead instructor for the audio program. He holds a bachelor's degree in film production and audio from Columbia College and an Avid Pro Tools Operator certificate. Mr. Kettering has 23 years of experience as an audio engineer working for Trackwork Orange Recording Studio, Novaster Digital Sound Services, and Smart Post Sound.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed - the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Branch Inclusion only)
If no, please list programs that fall below the rates
The campus fell below the standards in the bachelor's degree program in audio production.

(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Branch Inclusion only)
If no, please list programs that fall below the rates
The campus fell below the standards in the bachelor's degree program in game production.

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The audio, video and game production programs utilize a program advisory board made up of representatives of companies in the Phoenix, Arizona area. The team was provided minutes and sign-in sheets of numerous guest speakers in either the classrooms or a Quantim Initiative (QI) uniquely designed room specifically dedicated to guest speakers and graduates of Erickson College. Other activities include a visit to the Phoenix Art Museum, a two-day seminar on screen writer productions, an audio visual seminar featuring PSAV, Inc. personnel, and a feature film location shoot.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:

(l) Out-of-class work assignments that support the learning objectives for the course

☒ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were made to employers or graduates for the following programs:
Academic associate's degree in digital video production: 3
Bachelor's degree in game production: 10

How many calls to employers or graduates were successful?
The following numbers of calls, by program, were successful:
Academic associate's degree in digital video production: 2
Bachelor's degree in game production: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful contacts confirmed employment of graduates as reported on the 2013 CAR.

There were graduates in the bachelor's degree in game design program and academic associate's degree program in audio production, but no enrollment at the time of the visit.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed homework confirming the grading as representative of the requirements identified on the syllabi and in the Erickson College catalog.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- aud part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions

offering the same degree?
☒ Yes ☐ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentratiou?
☒ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The programs are well-conceived, directed, and taught.

COMMENDATIONS:
This is a well-run campus with competent, caring faculty, administration, and staff, who areall dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Academic Associates Degree in Information Technology
Bachelor's Degree in Information Technology

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Leron Witherspoon is the program chair for information technology. As previously noted, Mr. Witherspoon holds a BFA from Florida State University and his experiential qualifications include working as an instructor and as chairman of the film department and program chair for Erickson College.

Mr. Robert Dryer is the assigned lead instructor for the information technology program. Mr. Dryer holds an associate's degree in business administration from Orange County Community College, a bachelor's degree in business administration from Syracuse University, and an MBA from Fordham University. In addition, Mr. Daly holds the following industry certifications: System Administrator Microsoft Windows Server 2003, Microsoft Certified Professional (MCP) Windows 2000 Workstation, Microsoft Windows Server 2012, CompTIA Security+, Network+ and A+.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Branch Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Branch Inclusion only)
If no, please list programs that fall below the rates
The campus fell below the standards in the academic associate's degree program in information technology.

The 2013 CAR lists the placement rate for the associate's in Information Technology program at 57 percent. Since the number of graduates reported in the 2013 CAR in this program is less than 10, an improvement plan in the CEP is not required.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
These programs utilize a Program Advisory Committee (PAC) composed of local industry professionals that provide recommendations and feedback on the needs of local industry. The PAC meets annually. Documentation shows there was a PAC meeting last held on July 26, 2013 where discussion centered on facilitating student employment. In addition, the team was provided documentation for guest speakers, a part of the campus's ongoing Professional Connection Lunch Speaker Series. These speakers have covered topics that include business networking, entrepreneurship, use of social media in a business startup and other similar topics.

TIP: The following are preferred by the Chicago Manual of Style:
Campuses'=Plural possessive
Campus's=singular possessive

9.08 Is the utilization [illegible] the program?
☒ Yes

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were made to employers or graduates for the following programs:
Academic associate's degree in Information Technology: 4
Bachelor's degree in Information Technology: 4

How many calls to employers or graduates were successful?
Academic associate's degree in Information Technology: 1
Bachelor's degree in Information Technology: 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed instructor gradebooks showing graded out-of-class work assignments in active classes.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:

Information technology instructors interviewed by the team indicated that the information technology programs would be taught-out by the end of the current year.

Students interviewed by the team were pleased with the education they are receiving at the campus. Students were complimentary of their instructors and felt they were being well prepared for a career in the information technology field.

LEARNING SITE REPORT QUESTIONS

1. Who has responsibility for the administration of the learning site? Describe the individual's academic credentials and professional experience.
   Mr. Scott Erickson, campus president, is responsible for the administration of the learning site. As previously stated, he has a master's degree in business administration from Texas A&M University and a bachelor's degree in financial services from Roger Williams University. He brings the campus over 12 years of experience in proprietary education.

2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?
   The Tempe learning site is located at 1425 W. 14th Street in Tempe, Arizona. The campus is less than five miles away and about a five minute drive from the Phoenix campus.

3. Describe how appropriate provisions have been made for supervision and monitoring of the learning site by the administration of the campus that is administratively responsible for the learning site.
   Courses for two programs are offered at the learning site, audio production and film and video production. Mr. Witherspoon, department chair for both programs maintains his office at the site. Additionally, two faculty members teach core classes at the Tempe learning site.

4. Describe how students at the learning site are provided with access to student services, identifying if services are provided at the learning site or the oversight campus.
   Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day for dedicated hours. The campus has a shuttle available to students who prefer not to drive between the two campuses. The shuttle can be requested via call or text. The learning site does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses.

5. List the staff members employed only at the learning site, if applicable.
   There are no staff members employed only at the learning site.

   There is one department head at the learning site, Mr. Withernspoon, information technology chair, and two faculty members, Mr. Sam Kettering and Ms. Erykah Simmons.

6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location. Are full programs offered at the addition or only courses? Please specify.
   Students were informed at enrollment that some of their courses would be taken at the Tempe campus and this information is included on the signed enrollment agreement. There are no full programs offered at the addition.

7. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population.
   The learning site delivers only core classes for the two aforementioned programs. The three previously mentioned faculty cover courses with an average class size of about 5 students. All of the faculty are qualified in their field and equipped to manage the specialized equipment on site.

8. List the instructional equipment available for faculty and student usage at the learning site.
   The campus has, within its classrooms, theaters and studios, a sufficient selection of equipment Including: desktops, copiers, printers, Vicon MX40+ Motion Capture Cameras, Aruba Wireless, Access Points, Portable Whisper Recording Booths, Lights, Misc. Batteries, Video Cameras, Stands, Film Cameras, Tripods, Video Monitors, Dolly, Video, Decks, Studio Control Center, Grip Carts, Equator 5" and 10" Monitor, PA System – Audio Program, Film and Video Upgrades (batteries, lenses), overhead projectors, audio equipment and accessories.

9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?
   The team was able to verify that the building is comprised of six classrooms, a theatre, film stage, live production stage, a large green screen, studio with mixing boards, faculty and staff lounge, faculty staff workspace area, and a student lounge. The 100+ seat theater allows for student work to be presented and reviewed along with film history classes and general assemblies. The team found that the facility is adequate and appropriate to support the education programs courses offered and the current enrollment.

10. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.
    The campus is in teach out and is not doing external advertising to perspective students. The campus website does list the address of the learning site as does the enrollment agreement signed by all current students. The catalog lists the learning site in the addendum.

Summary

Insert a page break for the summary page. The summary page should start on a separate page.

~~Based on the team's review, the campus has no areas of non-compliance.~~

Delete the non-applicable option.

~~OR~~

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

#	Section	Summary
1.	**3-1-543 and Glossary**	There is no evidence of professional growth activities for five faculty members (page 20).

Section should be bold. Multiple findings should be listed in order of section number.

List page numbers after each finding on the summary page.

Insert a page break for the recommendations page. All recommendations are to be compiled, organized, given appropriate headers, and included at the end of the report.

RECOMMENDATION~~(S)~~

Any recommendation(s) provided in this report are not included in the report seen by the Council:

Educational Activities

With regard to the closing of the school in approximately two years, the faculty should make a concerted effort to continue to maintain the energy and effort to have guest speakers and field trips to heighten the students' educational experience.

SUPPLEMENT B: EVALUATOR REIMBURSEMENT POLICY

EVALUATOR TRAINING

CONCUR TRAVEL & EXPENSE

TRAINING OBJECTIVE

- To familiarize all ACICS Evaluators with purchasing airline and train tickets using the Concur Travel System.
- To familiarize all ACICS Evaluators with expensing Out of Pocket and American Express (AMEX) Expenses using the Concur Travel System.

All airline and train tickets used for ACICS travel should be purchased and expensed using the Concur Travel System.

Accrediting Council for Independent Colleges and Schools

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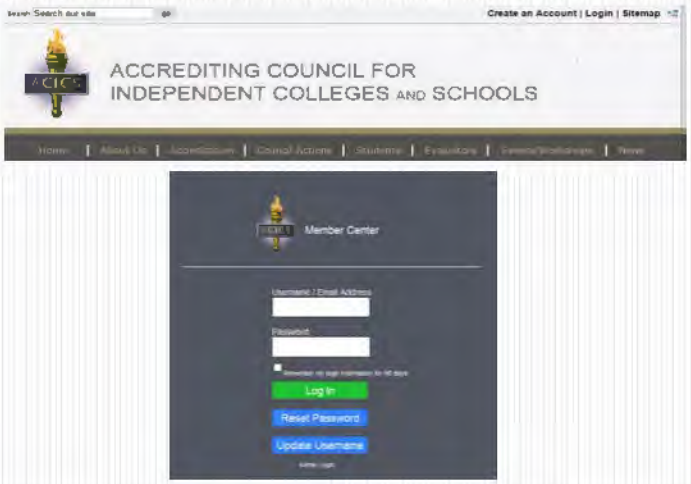
Accrediting Council for Independent Colleges and Schools

GETTING STARTED

1. Log into your ACICS account via the ACICS Web site:



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Accrediting Council for Independent Colleges and Schools

GETTING STARTED

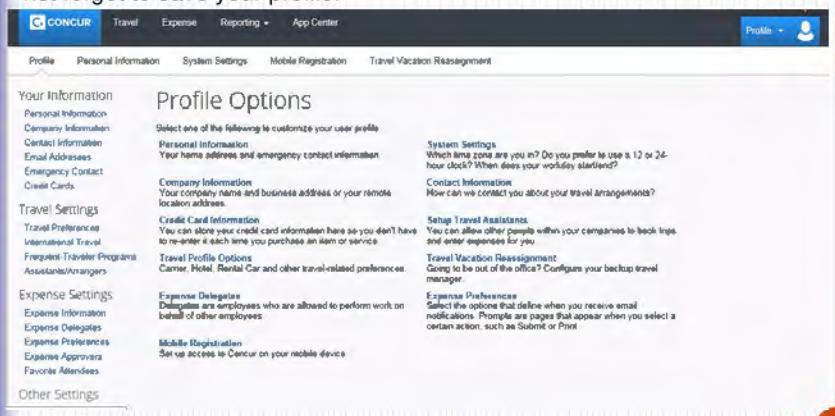
2. Go to the Concur Site:

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

4

My Concur Page (Profile)

3. Before you book any travel for the first time, update your profile. Do not forget to save your profile.



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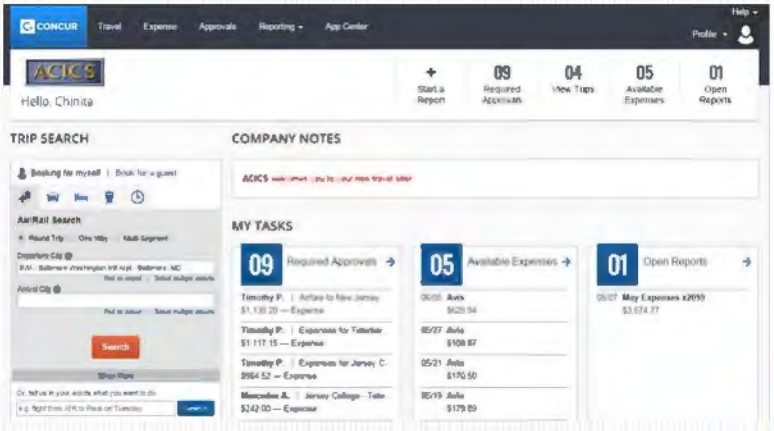
My Concur Page

Concur Page Contents:



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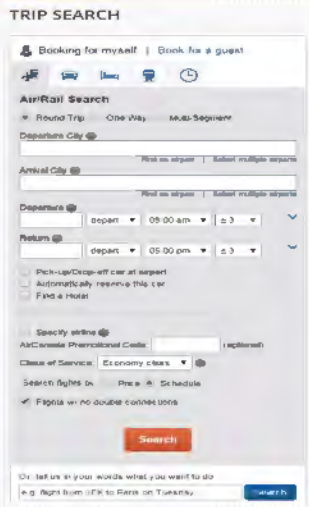
FLIGHT ARRANGEMENTS



4. On the CONCUR page, click the **Flight** tab at the left side of the page.

Tickets in excess of $1,000 requires approval from ACICS management.

Always refer to the "Evaluator Reimbursement Information Policy and Procedure" for proper guidelines.

5. Complete the reservation and click purchase ticket to finalize your trip.

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FLIGHT ARRANGEMENTS CHANGING OR CANCELING

- If a 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 route.
- If the trip cannot be completed, the ACICS Coordinator must be notified. The unused ticket should be used when making new flight arrangements.
- An unused ticket is the property of ACICS and cannot be used for any personal travel.

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Accrediting Council for Independent Colleges and Schools

FLIGHT ARRANGEMENTS – ASSISTANCE

If you need to contact our travel agent.

Travel Incorporated
4301 Anchor Plaza Pkwy
Suite 125
Tampa, FL 33634
Phone: 866-712-2801 (24 hours a day)
For Concur support: 866-738-6444 (Mon-Fri., 7:30 AM– 12:00 Midnight, EST)

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EXPENSING FOR AIRFARE & TRAIN TICKETS

1. On your CONCUR page, under Available Expenses column, you will find a list of the trips that you've booked through Concur. Click on the appropriate trip to start expensing.

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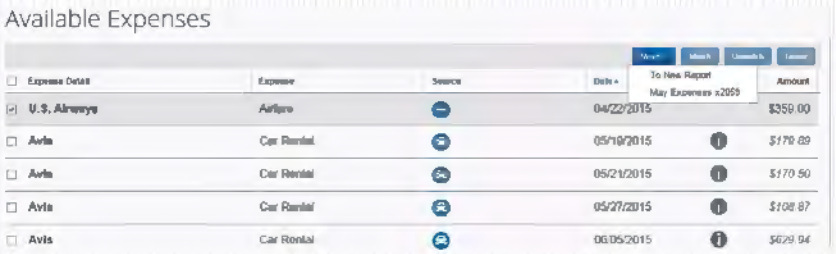
EXPENSING FOR AIRFARE & TRAIN TICKETS

2. Check the box of trip that you want to expense. Click on the tab **Move** and select the option "To New Report".



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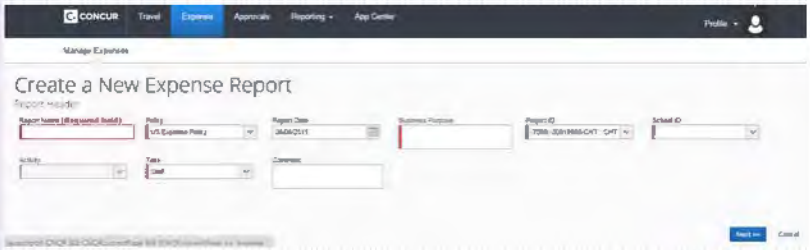
EXPENSING FOR AIRFARE & TRAIN TICKETS

3. Fill in the necessary information in each box (the red fields are required). Click NEXT.



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ACICS

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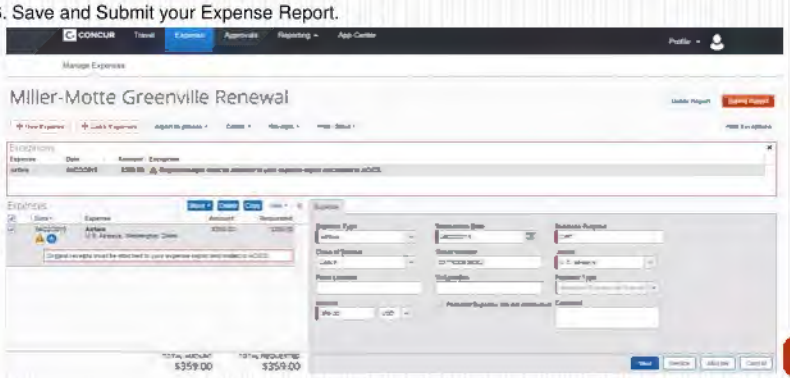
EXPENSING FOR AIRFARE &TRAIN TICKETS

4. Review the information before submitting. Trips booked through concur are automatically assigned to American Express- Air Travel/Hotel payment type.

5. Expenses belonging to more than one project should be allocated. To allocate expenses click "Allocate "(on the bottom right) and it will allow you to allocate by percentage (%) or by Amount ($).

6. Save and Submit your Expense Report.



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ACICS

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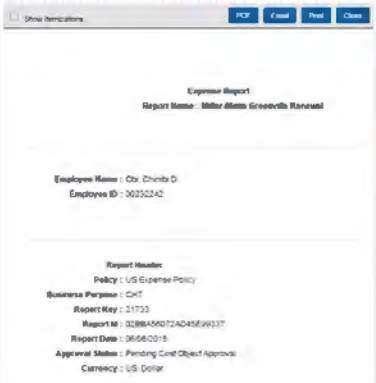
EXPENSING FOR AIRFARE & TRAIN TICKETS

7. Print **submitted** Concur report and travel itinerary and send documents to Accounting.



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EXPENSING FOR OUT OF POCKET EXPENSES

1. Out of Pocket expenses should be assigned to payment type "Out of Pocket" and submitted on a separate report from AMEX expenses.
2. Go to Expense tab and click Create New Expense.

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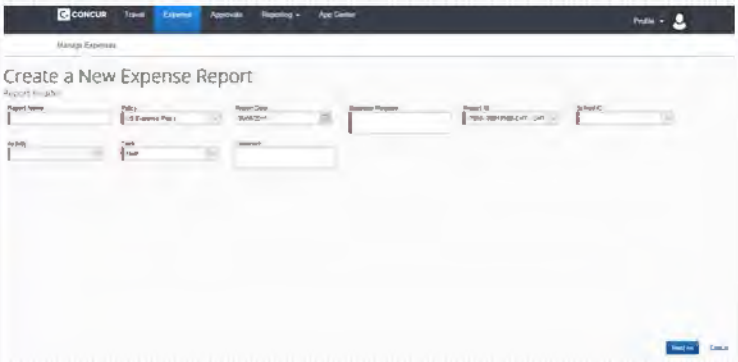
EXPENSING FOR OUT OF POCKET EXPENSES

3. Fill in the necessary information in each box (the red fields are required). Click NEXT.



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Expensing for Out of Pocket Expenses

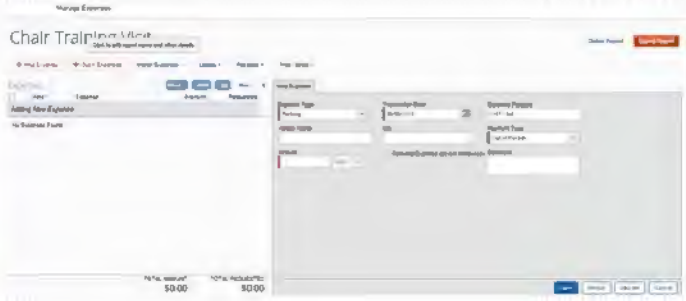
Accrediting Council for Independent Colleges and Schools

4. Fill in the information in the boxes then click Save.

You can add more expenses in one report with the same visit ID by clicking +New expense. Make sure to fill in information in the boxes before saving and submitting your report.

You can also combine expenses for two or more visits provided you allocate and assign them to the correct visit ID.

5. Print your submitted out of pocket expense report , attach all original receipts and send to Accounting.



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Critical Dos and Don'ts

Accrediting Council for Independent Colleges and Schools

- **Do** modify search options to access a larger flight selection.
- **Do** use unused tickets before purchasing a new flight.
- **Do** get approval to purchase airfare in excess of $1,000.
- **Do** submit AMEX Expense report for travel tickets on time (within two weeks from the purchase date)
- **Do** review the expense report for accuracy prior to submission.
- **Do** print the submitted expense report, attach original receipts/itinerary and send to Accounting.
- **Do** print map quest to support mileage cost.
- **Do** book all ACICS travel through the Concur system.
- **Do** make copies of expense report and receipts for your record.

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ACICS

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CRITICAL DOS AND DON'TS

- **Don't** combine out of pocket and American Express expenses in one report
- **Don't** add personal credit card information in Concur
- **Don't** use Concur for any personal travel.
- **Don't** submit an expense report without supporting original receipts and itinerary.

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ACICS

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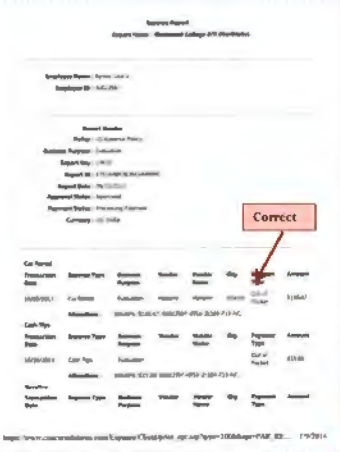
CORRECT AIRFARE EXPENSE REPORT



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ACICS COMMISSIONER POLICY

Always refer to your *"EVALUATOR REIMBURSEMENT INFORMATION POLICY AND PROCEDURES"* to ensure proper reimbursement guidelines.

If you have any questions, please contact Accounting.

Accrediting Council for Independent Colleges and Schools

THANK YOU!

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INITIAL GRANT/RENEWAL OF ACCREDITATION/BRANCH INCLUSION VISIT REPORT

CAMPUS NAME
Address
City, State Zip
ACICS ID Code: Campus Code

Name of On-Site Administrator, Title (e-mail address)
(Campus E-mail Address)

LEARNING SITE(S)
LEARNING SITE NAME (if applicable)
Address
City, State Zip
ACICS ID Code: Learning Site Code

MAIN CAMPUS
Main Campus (if different from above)
Cite, State
ACICS ID Code: Main campus code

[Date(s) of Visit] (Month Date, Year)

Name	Chair	Team member's institution/Affiliation	City, State
Name	Student-Relations Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
[CAMPUS]
[CITY STATE]

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement (%)			
						2014		2013	
						Ret.	Pla.	Ret.	Pla.
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
		TOTAL ENROLLMENT			[000]				

Notes: Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

* Program reviewed for the first time

** Program(s) with no enrollment [Either identify below the expected date of enrollment or explain the campus's plans regarding the program. Do not evaluate programs with no enrollment.]

*** Program(s) not reviewed because of specialized accreditation [Indicate which program(s), the specialized agency, and the grant expiration date(s).]

\+ Program(s) in which 100 percent of courses are taught at a Learning Site.

++ Program(s) in which some but not all of the courses are taught at a Learning Site.

INTRODUCTION

[Please use this page to give a narrative introduction of the campus.]

[Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.]

[Also include a description and explanation of any extenuating circumstances and/or any distinctive or unusual features of the campus or evaluation visit. If the campus has learning sites, describe how those locations are used for administrative and instructional purposes.]

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

If there is no mission statement in the catalog, insert the section number in parentheses and explain.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

1.03 Are the objectives devoted substantially to career-related education?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☐ Yes ☐ No
(b) The modes of delivery.
☐ Yes ☐ No
(c) The facilities of the campus.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

1.06 Is the campus committed to successful implementation of its mission?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?
☐ Yes ☐ No ☐ Not Applicable

If *No*, insert the section number in parentheses and explain:

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☐ Yes ☐ No
(b) The characteristics of the student population.
☐ Yes ☐ No
(c) The types of data that will be used for assessment.
☐ Yes ☐ No
(d) Specific goals to improve the educational processes.
☐ Yes ☐ No
(e) Expected outcomes of the plans.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☐ Yes ☐ No
(b) Student placement.
☐ Yes ☐ No ☐ Not Applicable (new branch only)
(c) Level of graduate satisfaction.
☐ Yes ☐ No ☐ Not Applicable (new branch only)
(d) Level of employer satisfaction.
☐ Yes ☐ No ☐ Not Applicable (new branch only)
(e) Student learning outcomes.
☐ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:

1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

☐ Yes ☐ No ☐ Not Applicable

(b) The data used by the campus to assess each outcome.

☐ Yes ☐ No ☐ Not Applicable

(c) How the data was collected.

☐ Yes ☐ No ☐ Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

☐ Yes ☐ No ☐ Not Applicable

If *No* for any applicable item, insert the section number in parentheses and explain:

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

☐ Yes ☐ No ☐ Not Applicable (new branch or initial applicant only)

If *No,* insert the section number in parentheses and explain:

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

☐ Yes ☐ No ☐ Not Applicable (new branch only)

If *No,* insert the section number in parentheses and explain:

1.15 Describe the specific activities that the campus will undertake to meet these goals.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

☐ Yes ☐ No

(b) That specific activities listed in the plan have been completed.

☐ Yes ☐ No

(c) That periodic progress reports have been completed.

☐ Yes ☐ No

If No for any item, insert the section number in parentheses and explain:

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☐ Yes ☐ No ☐ Not Applicable (new branch or initial applicant only)

If No, insert the section number in parentheses and explain:

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☐ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☐ Yes ☐ No
(c) Names of the administrators.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

2.02 Does the campus:
(a) Adequately train its employees?
☐ Yes ☐ No
(b) Provide them with constant and proper supervision?
☐ Yes ☐ No
(c) Evaluate their work?
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

2.03 Is the administration of the campus efficient and effective?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☐ Yes ☐ No

(b) Know the person to whom they report?
☐ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☐ Yes ☐ No ☐ Not Applicable (initial applicants only)

If *No,* insert the section number in parentheses and explain:

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☐ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

3.03 Who is the on-site administrator, and what are this person's qualifications?

3.04 Does the campus list degrees of staff members in the catalog?
☐ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☐ Yes ☐ No

If the degrees are not on file, insert the section number in parentheses, list staff member names, degrees, and awarding institution, and explain:

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☐ Yes ☐ No
(c) Curriculum.
☐ Yes ☐ No
(d) Accreditation and licensure.
☐ Yes ☐ No
(e) Guidance.
☐ Yes ☐ No
(f) Instructional resources.
☐ Yes ☐ No
(g) Supplies and equipment.
☐ Yes ☐ No
(h) The school plant.
☐ Yes ☐ No
(i) Faculty and staff.
☐ Yes ☐ No
(j) Student activities.
☐ Yes ☐ No

(k) Student personnel.
☐ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☐ No *(Skip to Question 3.11.)*

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?
(a) Validated test scores.
☐ Yes ☐ No
(b) Initial and periodic academic advising.
☐ Yes ☐ No
(c) Initial and periodic career advising.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

3.08 Is there evidence of documentation that supports the relationship between test cut-off scores and successful academic or employment outcomes for ability-to-benefit students?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

3.09 Does the campus maintain longitudinal data that compares the test cut-off scores utilized for acceptance with the eventual success of ability-to-benefit students?
☐ Yes ☐ No ☐ Not Applicable (campus has not admitted ATB students long enough to have developed such data)

If *No,* insert the section number in parentheses and explain:

3.10 Describe the data used for ability-to-benefit student determination and how it is analyzed.

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, list student names, and explain:

3.12 Are appropriate transcripts maintained for all students?
☐ Yes ☐ No

If *No*, insert the section number in parentheses, list student names, and explain:

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

3.15 Does the campus maintain transcripts for all students indefinitely?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

4. RELATIONS WITH STUDENTS
FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

4.03 Does the campus have appropriate admissions criteria?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☐ No

If Yes, are these parties supervised by and familiar with the campus?
☐ Yes ☐ No

If the parties are not supervised by and familiar with the campus, insert the section number in parentheses and explain:

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☐ Yes ☐ No

If No, insert the section number in parentheses, list student names, and explain:

4.06 Does the admissions policy conform to the campus's mission?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

4.07 Is the admissions policy publicly stated?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

4.08 Is the admissions policy administered as written?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

4.09 Does the campus use an enrollment agreement for each enrolled student that :

(a) Clearly outlines the financial obligations of both the institution and the student?
☐ Yes ☐ No
(b) Outlines all program related tuition and fees?
☐ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

Is there evidence that a copy of the agreement has been provided to the student?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☐ Yes ☐ No
(b) Services.
☐ Yes ☐ No
(c) Tuition.
☐ Yes ☐ No
(d) Terms.
☐ Yes ☐ No
(e) Operating policies.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☐ No

If *Yes*, is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

☐ Yes ☐ No

If *No* ,there is no name of the campus or there is no evidence, insert the section number in parentheses, list student names, and explain:

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☐ No

If *Yes,* is evidence of licensure or registration on file?
☐ Yes ☐ No

If *No,* (evidence of licensure or registration is not on file), insert the section number in parentheses, list student names, and explain:

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes*, who holds this responsibility and what are this person's qualifications?

If *No,* insert the section number in parentheses and explain:

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

4.19 Is there evidence that the campus properly awards transfer of credit?

☐ Yes ☐ No ☐ Not Applicable

If *No*, insert the section number in parentheses and explain:

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

FOR MASTER'S DEGREE PROGRAMS ONLY

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☐ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

If *No,* insert the section number in parentheses and explain:

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

☐ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

☐ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.

☐ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

☐ Yes ☐ No

Incomplete grades.

☐ Yes ☐ No

Repeated courses.

☐ Yes ☐ No

Non-punitive grades.

☐ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.

☐ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.

☐ Yes ☐ No ☐ Not Applicable (campus does not use)

A probationary period.

☐ Yes ☐ No

An appeal process.

☐ Yes ☐ No

An extended-enrollment status.

☐ Yes ☐ No ☐ Not Applicable (campus does not offer)

The effect when a student changes programs.

☐ Yes ☐ No ☐ Not Applicable (campus only offers one program of study

The effect when a student seeks to earn an additional credential.

☐ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.

☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

4.26 Does the campus apply its SAP standards consistently to all students?

☐ Yes ☐ No

If *No*, insert the section number in parentheses, list student names, and explain:

4.27 Are students who are not making satisfactory academic progress properly notified?
☐ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

If *No*, insert the section number in parentheses, list student names, and explain:

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
☐ Yes ☐ No

If *No*, insert the section number in parentheses, list student names, and explain:

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☐ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

If *No*, insert the section number in parentheses, list student names, and explain:

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?
☐ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

If *No*, insert the section number in parentheses, list student names, and explain:

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☐ Yes ☐ No

If *No*, insert the section number in parentheses, list student names, and explain:

4.32 Are students allowed to remain on financial aid while under warning status?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes*, is the student informed of this policy?
☐ Yes ☐ No

If *No* (the student is not informed), insert the section number in parentheses, list student names, and explain:

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☐ Yes ☐ No ☐ Not Applicable (there are no such students)

If *No,* insert the section number in parentheses, list student names, and explain:

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

If *No,* insert the section number in parentheses, list student names, and explain:

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment)

If *No,* insert the section number in parentheses, list student names, and explain:

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☐ Not Applicable (there is no such student)

If *No,* insert the section number in parentheses, list student names, and explain:

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☐ Scholarships.
(b)☐ Grants.
(c)☐ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☐ Yes ☐ No

If *No* (the campus does not properly classify these programs), insert the section number in parentheses and explain:

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☐ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, list student names, and explain:

4.43 Are tuition and fees clearly stated in the catalog?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

If *Yes,* have students confirmed receiving a copy of the catalog?
☐ Yes ☐ No ☐ Not Applicable

If *No,* insert the section number in parentheses, list student names, and explain:

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☐ Yes ☐ No
(b) Dates for the posting of tuition.
☐ Yes ☐ No

(c) Fees.
☐ Yes ☐ No
(d) Other charges.
☐ Yes ☐ No
(e) Payments.
☐ Yes ☐ No
(f) Dates of payment.
☐ Yes ☐ No
(g) The balance after each transaction.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

If *No,* insert the section number in parentheses and explain:

4.46 Is the campus' refund policy published in the catalog?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

4.47 Is the refund policy fair, equitable, and applicable to all students?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

4.48 Is the campus following its stated refund policy?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

4.49 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☐ No *(Skip to question 4.58.)*

If *Yes*, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?
☐ Yes ☐ No

If *No* (there is no such evidence), insert the section number in parentheses and explain:

If *Yes,* is the size of the discount based on the financial benefit that the campus receives from the payment of cash earlier than would be required under the normal tuition payment schedule?
☐ Yes ☐ No ☐ Not Applicable

If *No,* insert the section number in parentheses and explain:

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

If *Not Applicable*, explain:

If *No,* insert the section number in parentheses and explain:

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

4.61 Does the campus offer employment assistance to all students?
☐ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

If *No,* insert the section number in parentheses and explain:

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☐ No

If *Yes,* explain:

If *Yes,* does the campus maintain the required data on its graduates and nongraduates?
☐ Yes ☐ No

If *No* (the campus does not maintain the required data), insert the section number in parentheses and explain:

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is
The ending enrollment reported on the previous year's CAR is

(Branch or initial grants, skip to question 4.64)

If these figures are not identical, insert "Section 3-1-303(a)" in parentheses and explain:

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable

If *No,* insert "Section 3-1-303(a)" in parentheses and explain:

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *No,* insert the section number in parentheses and explain:

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

4.67 Describe the extracurricular educational activities of the campus (if applicable).

FOR MASTER'S DEGREES ONLY

4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, list student names, and explain:

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

5.03 Does this person have appropriate academic or experiential qualifications?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

If there are no provisions made, insert the section number in parentheses and explain:

5.05 Is the time devoted to the administration of the educational programs sufficient?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

☐ Yes ☐ No

(b) Selection of course materials, instructional equipment and other educational resources.

☐ Yes ☐ No

(c) Systematic evaluation and revision of the curriculum.

☐ Yes ☐ No

(d) Assessment of student learning outcomes.
☐ Yes ☐ No
(e) Planning for institutional effectiveness.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☐ No (*Skip to question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants or branch inclusion*)

If *Yes,* does the campus:
(a) Carry the programmatic accreditation or is currently in the process of obtaining such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?
☐ Yes ☐ No ☐ Not Applicable (there is no such requirement by the state)
(b) Notify students as to:
(1) Which programs hold specialized or programmatic accreditation?
☐ Yes ☐ No
(2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?
☐ Yes ☐ No
(3) Any other requirements that are generally required for employment?
☐ Yes ☐ No ☐ Not Applicable (no other requirements)

If *No* for any item, insert the section number in parentheses and explain:

FOR RENEWAL OF ACCREDITATION ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☐ No (*Skip to question 5.14*)

5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?
☐ Yes ☐ No

If no, please list programs that fall below the rates

(b) Student placement rate of 70 percent?
☐ Yes ☐ No

If no, please list programs that fall below the rates

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☐ No ☐ Not Applicable

If *No,* insert "Section 2-1-809, 3-1-111, and 3-1-512" in parentheses and explain:

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable

How many calls to employers or graduates were attempted?
The following number(s) of calls was(were) attempted by program:
Diploma program in XX:
Occupational associate's degree program in XX:
Academic associate's degree program in XX:
Bachelor's degree program in XX:

How many calls to employers or graduates were successful?
The following number(s) of calls was(were) successful by program:
Diploma program in XX:
Occupational associate's degree program in XX:
Academic associate's degree program in XX:
Bachelor's degree program in XX:

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

If No, insert "Section 3-1-303(a)" in parentheses and explain:

5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☐ Not Applicable

If No, insert "Section 3-1-303(a)" in parentheses and explain:

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

5.16 What provisions are made for individual differences among students in the learning environment?

If None, insert the section number in parentheses and explain:

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.

5.18 Does the faculty participate in this process?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, identify the courses, and explain:

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *No,* insert the section number in parentheses and explain:

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

☐ Yes ☐ No ☐ Not Applicable (no student has made such a request)

If *No* (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)

(a) Facilities.

☐ Yes ☐ No

(b) Instructional equipment.

☐ Yes ☐ No

(c) Resources.

☐ Yes ☐ No

(d) Personnel.

☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

If *No,* insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☐ Yes ☐ No

If *Yes*, how is this documented?

If *No,* insert the section number in parentheses and explain:

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☐ Yes ☐ No

If *No* for missing plans, insert the section number in parentheses, list faculty names, and explain:

If *No* for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☐ No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?
☐ Yes ☐ No

If *No*, insert the applicable section number(s) in parentheses and explain:

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☐ Yes ☐ No

If *No*, insert the section number in parentheses, list faculty names, degrees, and courses, and explain:

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

FOR BACHELOR'S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

5.40 Do the program's general education courses meet Council standards?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

6.02 Does the campus utilize any additional space locations?
☐ Yes ☐ No

If *Yes*, list the name and address of each location.

6.03 Does the campus utilize learning sites?
☐ Yes ☐ No

If *Yes*, list the name and address of each learning site and identify any administrative services offered at the site. *(Please see section 13 for additional information)*

6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
(a) Equipment
☐ Yes ☐ No
(b) Instructional tools
☐ Yes ☐ No
(c) Machinery
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

☐ Yes ☐ No ☐ Not Applicable

If *No,* insert the section number in parentheses and explain:

If *Not Applicable,* explain:

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

7.02 Does the self-study or branch application part II accurately portray the campus?

☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

☐ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

☐ Yes ☐ No

(c) The names and titles of the administrators.

☐ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

☐ Yes ☐ No

(e) A statement of accreditation

☐ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.

☐ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

☐ Yes ☐ No

(h) An academic calendar.

☐ Yes ☐ No

(i) A full disclosure of the admission requirements.

☐ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

☐ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

☐ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☐ Yes ☐ No

(m) A definition of the unit of credit.

☐ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☐ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☐ Yes ☐ No

(p) The transfer of credit policy.

☐ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.

☐ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

☐ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

☐ Yes ☐ No

(t) A statement describing the student services offered.

☐ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☐ Yes ☐ No ☐ Not Applicable (initial applicants only)

If *No* for any item, insert the section number in parentheses and explain:

7.05 Does the campus offer degree programs?
☐ Yes ☐ No

If *Yes,* does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☐ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☐ Yes ☐ No ☐ Not Applicable
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☐ Yes ☐ No ☐ Not Applicable
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☐ Yes ☐ No ☐ Not Applicable

If *No* for any item, insert the section number in parentheses and explain:

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☐ No *(Skip to Question 7.07.)*

If *Yes,* does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☐ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☐ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☐ Yes ☐ No ☐ Not Applicable (no additional tests are given)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☐ Yes ☐ No
(e) Costs and fees associated specifically with distance education.
☐ Yes ☐ No ☐ Not Applicable (there are no additional costs and fees)

If *No* for any item, insert the section number in parentheses and explain:

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☐ Yes ☐ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

☐ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☐ Yes ☐ No

If *No* for any of the above questions, insert the section number in parentheses and explain:

7.08 Is the catalog available online?
☐ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☐ Yes ☐ No

If *No* (the online verison of the catalog does not match the hard copy version), insert the section number in parentheses and explain:

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☐ No *(Skip to Question 7.10.)*

If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☐ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☐ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

7.12 Where does the campus advertise (publications, online, etc.)?

Are all print and electronic advertisements under acceptable headings?
☐ Yes ☐ No

If *No* (advertisements are not listed under acceptable headings), insert the section number in parentheses and explain:

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☐ No *(Skip to Question 7.14.)*

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☐ Yes ☐ No

If *No* (there is no such evidence), insert the section number in parentheses, list student names, and explain:

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☐ No *(Skip to Question 7.15.)*

If *Yes*, is proper disclosure made for these services?
☐ Yes ☐ No

If *No* (proper disclosure is not made), insert the section number in parentheses and explain:

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *No*, insert the section number in parentheses and explain:

7.17 What institutional performance information does the campus routinely provide to the public?

Where is this information published and how frequently is this information being updated?

If performance information is not being published, insert the section number in parentheses and explain:

FOR MASTER'S AND DOCTORAL DEGREES ONLY

7.18 Does the catalog have a separate section describing the following:

(a) Program requirements
☐ Yes ☐ No

(b) Admission procedures
☐ Yes ☐ No

(c) Transfer policies
☐ Yes ☐ No

(d) Graduation requirements
☐ Yes ☐ No

(e) Regulations
☐ Yes ☐ No

(f) Course descriptions
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

Are these methods appropriate?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.06 Is the library staff adequately trained to support the library?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is

8.09 What portion of the current year's library budget has been spent?

How has the money been allocated?

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

8.11 Are the library hours adequate to accommodate the needs of all students?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Are these methods appropriate?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☐ Not Applicable (no interlibrary agreements)

If *No,* insert the section number in parentheses and explain:

8.16 Describe any full-text online collections available to students.

☐ Not Applicable (No full-text online collections are available)

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Does this individual:
(a) Supervise and manage the library and instructional resources?
☐ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☐ Yes ☐ No
(c) Assist students in the use of instructional resources?
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National

Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

☐ Yes ☐ No ☐ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.26 Are the instructional resources organized for easy access, usage, and preservation?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.27 Is there a current inventory of instructional resources?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.31 Is there a current inventory of instructional resources, including online resources?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.32 Are the resources organized for easy access and usage?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.33 Is it evident that faculty encourages the use of the library?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

FOR MASTER'S AND DOCTORAL DEGREES ONLY

8.35 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Does this individual:

(a) Supervise and manage the library and instructional resources?

☐ Yes ☐ No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

☐ Yes ☐ No

(c) Assist students in the use of instructional resources?

☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

8.36 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.37 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

☐ Yes ☐ No ☐ Not Applicable (staff do not hold foreign credentials)

8.38 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?

☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

8.43 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?

If *No,* insert the section number in parentheses and explain:

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

9. PROGRAM EVALUATION

[Name of (ACICS Credential) in (Program Title)]

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☐ No (*Skip to question 9.02)*

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

(a) Is there a federal or state licensing agency pass rate established for this program?
☐ Yes ☐ No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?
percent.
Add additional qualifiers if necessary:

(b) What are this program's pass rates for the past three years?
Year: Pass Rate:
☐ Not Available
Year: Pass Rate:
☐ Not Available
Year: Pass Rate:
☐ Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?
☐ Yes ☐ No ☐ Not Applicable

If *No*, does the campus provide one of the following:
Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☐ No

If *No*, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain:

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☐ No ☐ Not Applicable (Branch Inclusion only)
[If more than one program is listed on the report] If no, please list programs that fall below the standards.

(b) Student placement rate of 70 percent?
☐ Yes ☐ No ☐ Not Applicable (Branch Inclusion only)
[If more than one program is listed on the report] If no, please list programs that fall below the standards.

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☐ No

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

9.07 List the community resources and describe how they are utilized to enrich the program(s).

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.10 Does the program include an externship?
☐ Yes ☐ No *(Skip to question 9.11)*

(a) Does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☐ Not Applicable (no student is at the point of needing them)
(b) Is the experience supervised by an appropriately qualified faculty member?
☐ Yes ☐ No
(c) Is there evidence, based on observation, that the externship or internship is an appropriate culmination of previously studied theory and appropriate for the program's objectives?

☐ Yes ☐ No ☐ Not Applicable (site was not visited-please explain)

If *No,* insert the section number in parentheses and explain:

9.11 Does the program use independent studies?
☐ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and tbe institution that meets Council standards
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes ☐ No

(b) Course numbers
☐ Yes ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes ☐ No
(d) Instructional contact hours/credits
☐ Yes ☐ No
(e) Learning objectives
☐ Yes ☐ No
(f) Instructional materials and references
☐ Yes ☐ No
(g) Topical outline of the course
☐ Yes ☐ No
(h) Instructional methods
☐ Yes ☐ No
(i) Assessment criteria
☐ Yes ☐ No
(j) Method of evaluating students
☐ Yes ☐ No
(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)

If *No*, insert the section number in parentheses, list the courses, and explain:

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?
[For a single program, use a full sentence. For two or more programs, please list in the manner below. Delete non-applicable credential levels]
The following numbers of calls were made to employers or graduates for the following programs:
Diploma in XX:
Occupational Associate's degree in XX:
Academic Associate's degree XX:
Bachelor's Degree XX:

How many calls to graduates or employers were successful?
The following numbers of calls, by program, were successful:
Diploma in XX:
Occupational Associate's degree in XX:
Academic Associate's degree in XX:
Bachelor's Degree in XX:

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☐ Not Applicable

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

FOR RENEWAL OF ACCREDITATION AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (*Skip to question 9.23)*

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

If *No*, insert the section number in parentheses and explain:

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
☐ Yes ☐ No

(b) Instructional equipment.
☐ Yes ☐ No

(c) Resources.
☐ Yes ☐ No

(d) Personnel.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
☐ Yes ☐ No

(b) Well-defined instructional objectives.
☐ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☐ Yes ☐ No

(d) Appropriate modes of instructional delivery.
☐ Yes ☐ No

(e) The use of appropriate assessment strategies.
☐ Yes ☐ No

(f) The use of appropriate experiences.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

FOR NONDEGREE PROGRAMS ONLY

9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, list the faculty and course, and explain:

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, list the faculty and course, and explain:

9.28 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, list the faculty and course, and explain:

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, list the faculty and courses, and explain:

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, list the instructor and course, and explain:

9.32 What is the current student/teacher ratio?
(Calculate the student/teacher ratio by using the following formula:
-Add the number of students enrolled in the program-specific courses (courses with program prefix)
-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

If No, insert the section number in parentheses and explain:

9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

If No, insert the section number in parentheses and explain:

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No ☐ Not applicable

If No, insert the section number in parentheses and explain:

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

If *No,* insert the section number in parentheses and explain:

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

If *No,* insert the section number in parentheses and explain:

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

FOR MASTER'S DEGREES ONLY

9.49 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

Does the committee include:
Students
☐ Yes ☐ No

Faculty
☐ Yes ☐ No
Administrators
☐ Yes ☐ No
Employers
☐ Yes ☐ No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

9.51 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required.?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.55 Are the course prerequisites appropriate, and are they being followed?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?
☐ Yes ☐ No

If *No,* insert the section number in parentheses, list the faculty and course, and explain:

9.57 Does faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
☐ Yes ☐ No

If *No,* insert the section number in parentheses and explain:

9.58 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
☐ Yes ☐ No

If *Yes,* please describe how the campus encourages scholarly activity:

If *No,* insert the section number in parentheses and explain:

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

LEARNING SITE(S) REPORT QUESTIONS

1. Who has responsibility for the administration of the learning site? Describe the individual's academic credentials and professional experience.

2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?

3. Describe how appropriate provisions have been made for supervision and monitoring of the learning site by the administration of the campus that is administratively responsible for the learning site.

4. Describe how students at the learning site are provided with access to student services, identifying if services are provided at the learning site or the oversight campus.

5. List the staff members employed only at the learning site, if applicable.

6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location. Are full programs offered at the addition or only courses? Please specify.

7. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population.

8. List the instructional equipment available for faculty and student usage at the learning site.

9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?

10. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.

ACCREDITATION CRITERIA

Policies, Procedures, and Standards

Effective January 1, 2016

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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Accreditation Criteria
Policies, Procedures, and Standards

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Criteria Revisions on page 139

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INTRODUCTION

The Accrediting Council for Independent Colleges and Schools ("ACICS" or "Council") supports the concept that periodic evaluation entered into voluntarily by institutions and their peers enhances the quality of the educational process and demonstrates that self regulation of a profession is superior to outside regulation. This has been the philosophy of ACICS since 1912 when the first association of business schools was formed.

ACICS is incorporated as a non-profit education organization in the Commonwealth of Virginia and maintains offices in the District of Columbia. It has been recognized by the U.S. Department of Education since 1956 as a national institutional accrediting body. The federal government, for purposes of distributing institutional and student financial funds, lists ACICS as an accrediting body on which it relies in determining the quality of education and training offered at institutions that ACICS accredits.

To help institutions and peer evaluators meet their responsibilities in conducting the process, ACICS developed and periodically has revised a set of policies, procedures, and standards governing the activity. Collectively, they comprise the *Accreditation Criteria* which, when complied with by institutions, results in the awarding of accreditation. This document incorporates all changes agreed to by the institutions since the last published edition, as well as organizational modifications.

Embodied in these criteria is the belief by ACICS that accredited institutions should at all times demonstrate a high standard of professional conduct involving educational practices and business ethics. Accreditation is not a regulatory process in the legal sense. The Council encourages not just conformity to standards but a continuous striving for excellence. Only those institutions that believe in this tenet should seek accreditation.

Title I General Policies

Chapter 1 An Overview of the Council

Introduction

Accreditation is an independent appraisal of an institution during which the institution's overall educational quality (including outcomes), professional status among similar institutions, financial stability, and operational ethics are self-evaluated and judged by peers. It is a voluntary activity separate and distinct from business licensing, authority to award educational credentials, and eligibility to administer student financial assistance.

1-1-100 – Bylaws

The Bylaws of the Accrediting Council for Independent Colleges and Schools ("ACICS" or "the Council") are an integral part of the *Accreditation Criteria* and are incorporated herein by reference. The Bylaws are contained in Appendix A.

1-1-200 – Recognition

ACICS is recognized by the U.S. Department of Education ("the Department") as a national institutional accrediting agency that is a reliable authority regarding the quality of education and training provided by the institutions that it accredits. Any proposed change in the policies, procedures, or accreditation criteria that might alter ACICS's scope of recognition or ACICS's compliance with the requirements for recognition by the Department will be submitted to the Department and other appropriate agencies.

The Department's recognition provisions include certain operational requirements. Accordingly, the Council adopts the following statements regarding ACICS and the manner in which it carries out its accreditation function:

(a) The Council grants accreditation for an established period of time, as described more fully in these criteria. Prior to the expiration of the grant of accreditation, each institution must seek a renewal of accreditation. The Council maintains complete and accurate records for each accredited institution that cover the current and the prior periods of accreditation.

(b) The Council conducts ongoing and comprehensive reviews of its accreditation criteria and its policies and procedures to ascertain their appropriateness and effectiveness. Proposed changes to the criteria or the Council's policies and procedures may be initiated by the Council or submitted by member institutions or other interested parties, and substantive proposed changes approved by the Council will be circulated to member institutions, appropriate governmental agencies, and other interested parties for comment. The Council will consider all comments before it adopts any final changes.

1-1-300 – Public Participation

Visitors to Council policy meetings will be seated as space permits. They should notify the President or the Chair of the Council in advance if they wish to address specific agenda items. Individuals may request that items be placed on the agenda by writing to the President at least 45 days before each meeting.

Title I General Policies

Chapter 2 Eligibility Criteria

Introduction

The Council fulfills an evaluative and accrediting function for a particular sector of postsecondary education. This function has been deemed appropriate by the U.S. Department of Education through the recognition of ACICS.

The mission of the Accrediting Council for Independent Colleges and Schools is to advance educational excellence at independent, nonpublic career schools, colleges, and organizations in the United States and abroad. This is achieved through a deliberate and thorough accreditation process of quality assurance and enhancement as well as ethical business and educational practices.

1-2-100 – Minimum Eligibility Requirements

To be eligible for consideration for accreditation, an institution or entity must satisfy the following minimum requirements.

(a) It shall be either an institution of postsecondary education (as herein defined) primarily offering certificates or diplomas and postsecondary institutions offering associate's, bachelor's, or master's degrees in programs designed to educate students for professional, technical, or occupational careers; or a noninstitutional entity offering professional enhancement education.

An institution is presumed to be an institution of postsecondary education if it (1) enrolls a majority of its students in one or more programs, the content of which is on a postsecondary academic level and which leads to a postsecondary academic credential (such as a certificate, diploma, or degree) or an occupational objective; (2) enrolls students who possess a high school diploma or its equivalent, or who are beyond the age of compulsory school attendance and demonstrate through valid assessment an ability to benefit from the educational experience; and (3) offers at least one program which is a minimum of 300 clock hours in length.

A noninstitutional entity must enroll a majority of its students in one or more programs, the content of which is on the postsecondary level or at a level which prepares the student for immediate enrollment into a postsecondary program. A noninstitutional entity is ineligible to participate in federal student aid programs or to award degrees.

(b) It shall be legally organized; licensed by (1) the appropriate state education agency for postsecondary institutions or (2) the appropriate state agency for authorizing the conduct of business in that state for noninstitutional entities; and have offered its educational services to the general public for at least two years immediately prior to consideration of the application by ACICS.

(c) Its mission shall be to offer educational programs which help students develop skills and competencies to enhance their careers.

(d) Its residential enrollment and enrollment in each program shall be sufficient both to support course work and learning experiences that, separately or in combination, constitute measurable and defined educational programs, and to enable ACICS to assess the educational effectiveness of those programs. Institutions that are considered distance education institutions may be considered on a case-by-case basis provided they require a residential component.

(e) It shall have a sufficient number of graduates from a majority of its programs to enable ACICS to assess the educational effectiveness of those programs. Programs offered at any credential level from which there are no graduates will be reviewed in accordance with Section 2-2-107.

(f) It shall be in compliance with all applicable laws and regulations.

(g) It shall be organized as a corporation, as a limited partnership with a corporate general partner, or as a limited liability company.

(h) Its evaluation for accreditation shall be authorized by the chief executive officer.

(i) Its owners or managers shall not have been debarred by ACICS (See Section 2-3-1000).

Title I General Policies

Chapter 3 Classification of Campuses and Institutions

Introduction

ACICS is an institutional accrediting body that accredits entire institutions. It does not separately accredit individual campuses or programs. All approved locations and programs are included within the institution's grant of accreditation. Therefore, all campuses must meet the standards established by the Council and must be evaluated accordingly. The specific method by which compliance with these standards is evaluated and accreditation is conferred depends upon the classification of campuses and the institutions they comprise.

1-3-100 – Classification of Campuses

The Council classifies campus activities into two categories: main and branch campus.

1-3-101. ***Main.*** A main campus is the primary location of an institution to be accredited by ACICS. This campus is expected to meet fully all applicable standards set forth in the *Accreditation Criteria*.

1-3-102. ***Branch Campus.*** A branch campus is a location of an institution that is geographically apart and independent of the main campus of that institution, but under the same corporate structure as the main campus (i.e., part of the main campus corporation or a wholly owned subsidiary). 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.

Full disclosure must be made in the catalogs of the main campus and/or branch campus as to the credentials and programs offered at each location. A branch campus may publish its own catalog.

1-3-103. ***Learning Site.*** A learning site is a classroom extension of a main campus or branch campus that is apart from the managing location and is capable of providing sufficient academic and administrative oversight, providing access to all student services and instructional resources and maintaining academic quality. Learning sites used for delivery of distance education activity or collaborative arrangements with other entities for specific on-site educational activity must be approved by the Council on a case-by-case basis and are subject to a quality assurance visit as specified by the Council.

1-3-200 – Classification of Institutions

1-3-200. ***Classification of Institutions.*** The Council classifies institutions into three categories: single campus, multiple campus, and distributed enterprise. Classification depends upon the number of locations included within the institution and the nature of administrative control over educational activities at the institution.

1-3-201. ***Single Campus Institution.*** A single campus institution is an institution that provides educational programs at one main campus. Accreditation is granted to the institution.

1-3-202. ***Multiple Campus Institution.*** A multiple campus institution is an institution that provides educational programs at one main campus and one or more branch campuses. Compliance with the *Accreditation Criteria* of the

main campus and its branch campuses is reviewed separately. Accreditation is granted to the institution at the main campus, with the specific inclusion of each of the branch campuses.

1-3-203. ***Centrally Controlled Institution.*** A centrally controlled institution is an institution that provides educational programs at multiple locations operating within the context of an administrative system. ****Implementation of this section of the Criteria and all references to Centrally Controlled Institution is not yet effective. The effective date will be announced as soon as it has been determined by the Council.***

(a) The centrally controlled institution must include one main campus with branch campuses and an academic administrative center. The institution must demonstrate its capacity to add and to successfully control educational activities at multiple locations.

(b) The academic administrative center is the primary location of a centralized academic administrative system by which educational activities at a centrally controlled institution are controlled. These educational activities include development and delivery of instructional programs, hiring and evaluation of faculty, establishment and maintenance of facilities, selection and purchasing of instructional equipment and library resources, provision of academic and student support systems, and maintenance of financial stability. The physical address of an academic administrative center may be identical to or separate from that of a main campus. Some administrative activities not directly related to design and delivery of educational programs may be controlled at other locations affiliated with the academic administrative center.

(c) To be classified as a centrally controlled institution, an institution must have

  (i) been accredited for at least ten consecutive years; and

  (ii) a main campus and at least three branch campuses that are currently accredited by ACICS and have been accredited by ACICS for at least the last four years.

(d) To be classified as a centrally controlled institution, an institution must provide satisfactory evidence of a well-established and highly centralized administrative system to ensure and enhance quality at all the campuses of the institution that includes:

  (i) Clearly identified academic control;

  (ii) Regular evaluation of the compliance of all the campuses with Council standards;

  (iii) Adequate faculty, facilities, resources, and academic and student support systems;

  (iv) Financial stability; and

  (v) Long-range planning, including planning for expansion.

Compliance of a centrally controlled institution with the *Accreditation Criteria* is evaluated by the Council at the system level and also subsequently at the individual campus level. Accreditation is granted to the institution, with the specific inclusion of the main campus and all branch campuses.

Title II General Procedures

Chapter 1 Gaining and Maintaining Accreditation

Introduction

This chapter outlines the steps that institutions must follow and the procedures utilized by ACICS leading to and following the award of accreditation status. Accreditation is a deliberate and thorough process and is entered into for purposes of quality assessment and institutional enhancement. When an institution applies for and receives a grant of accreditation, it is committing itself to operate in accordance with the standards and policies established by the Council throughout the term of the grant.

Inasmuch as accreditation is given for a specified period of time not to exceed six years, ACICS uses the term "initial grant" to connote the first time an institution is accredited. The term "renewal of accreditation" indicates a continuing status with ACICS after an institution has reapplied, has been reevaluated, and, in effect, has been reaccredited.

2-1-100 – Accreditation Workshop Requirements

The Council schedules accreditation workshops each year. Applicants for initial or renewals of accreditation are required to attend a workshop. During these workshops, Council representatives will consult with institutional representatives to help them understand and complete the process. Institutional representatives are required to attend an accreditation workshop within 18 months prior to the final submission of the self-study. For initial applicants, the chief on-site administrators of main campuses and all branch campuses are required to attend. For currently accredited institutions, the chief on-site administrators or the renewal self-study coordinators for single campus institutions and multiple campus institutions, and representatives of centrally controlled institutions are required to attend. Currently accredited centrally controlled institutions are responsible for providing workshop information to the chief on-site administrators and renewal self-study coordinators of all main campuses and branch campuses.

2-1-200 – Initial Accreditation

All communications concerning initiation of the accrediting process for an institution should be sent to the ACICS office. The accrediting process proceeds in distinct phases, each of which must be satisfactorily completed by the institution before the next can occur. Each phase must be authorized by the chief executive officer of the institution, who also can authorize voluntary withdrawal from the process at any time prior to final action by ACICS.

When considering whether to award an initial grant of accreditation to an institution, ACICS will take into consideration the actions of other recognized accrediting agencies that have denied accreditation to the institution, placed the institution on probationary status, or revoked the accreditation of the institution. If an institution's accreditation was withdrawn or denied previously by ACICS, its initial application will be considered only after at least two years have elapsed.

2-1-201. ***Preliminary Review.*** The institution must request in writing a preliminary review and receive a determination as to whether it is eligible to apply for accreditation as a single campus institution or a multiple campus institution. Such a preliminary review does not constitute an application.

To be eligible for accreditation, the institution must meet the eligibility criteria outlined in Title I, Chapter 2 and the definitions of campuses and institutional types outlined in Title I, Chapter 3. In addition, it must have graduated at

least one class at each credential level it offers. Programs offered at any credential level from which there are not graduates will be reviewed as required in Section 2-2-107.

2-1-202. ***Application.*** The institution, after receiving a favorable preliminary review, shall submit a formal application for accreditation on forms supplied by ACICS. By submitting an application for an initial grant of accreditation, the institution agrees to be bound by the standards contained herein, including the ACICS Bylaws contained in Appendix A.

The institution shall certify that the requirements covered in Title I, Chapter 2, "Eligibility Criteria" have been met. The application forms, eligibility certification, supporting documents required in the application form, and the nonrefundable application fee shall be submitted to ACICS.

Once an institution has been determined to be eligible for evaluation, filed a formal application, and remitted the application fee, the application is kept active for a period of one year.

2-1-203. ***Resource Visit.*** Following a determination by staff of the completeness of the application materials, a resource visit will be made to the institution, at the institution's expense, to determine if it is ready to begin the self-evaluation. ACICS, at its discretion, may waive a resource visit if that institution has maintained a satisfactory standing with another recognized accrediting agency. A report of the resource visit will be made available to the school and to ACICS and will be used for advisory purposes only.

Initial applicants must submit audited financial statements certified by an independent certified public accountant for the institution's most recent fiscal year before a resource visit will be scheduled.

2-1-204. ***Self-Evaluation.*** Self-evaluation is the most important part of the accreditation process, requiring full involvement by administration, staff, and faculty. The Council publishes separate guidelines and materials to help institutions with the process.

2-1-205. ***Scheduling the Evaluation Visit.*** Council staff will schedule dates for the visit or visits to evaluate compliance of an institution at all of its locations. It is the responsibility of the institution to agree to dates for the visit(s) when classes are in session, faculty is teaching, administrative staff is available, and other operations are functioning normally.

2-1-300 – Renewal of Accreditation

It is the responsibility of the institution to file an application and remit the appropriate fees for a renewal of accreditation by September 30th of the year prior to the last year of the grant of accreditation. This also involves submission of the institution's renewal self-study, with supporting documents. Institutions that have not submitted a renewal self-study by December 1st of the year preceding expiration of the grant, and have not requested and received an appropriate extension or notified the Council of intent to voluntarily withdraw its accreditation, may be issued a compliance warning. The accreditation previously granted to an institution expires automatically with the passage of time unless extended by an action taken by ACICS. An extension of the previous grant cannot exceed one year, and not more than one extension may be given except for extraordinary circumstances over which the institution has no control.

2-1-301. ***Application.*** The process of application for a renewal of accreditation is the same as for initial accreditation except that institutions are not required to undergo another resource visit. Multiple campus institutions that are applying for renewals of accreditation will be required to submit a separate self-study for each branch campus.

Institutions classified as centrally controlled institutions may submit a consolidated self-study with an appropriate supplement for each location. The Council will not consider an application for a renewal of accreditation unless all reports are current and all fees are paid. (See Sections 2-1-801 and 2-1-802.)

2-1-302. ***Withholding of Accreditation.*** A decision by ACICS, based upon the application and evaluation for a renewal of accreditation, not to award accreditation for a new period is considered to be the withholding of accreditation, not the withdrawal of the previous grant of accreditation. The previous grant expires automatically with the passage of time unless the Council affirmatively extends the previous grant while it is considering the renewal of accreditation application. The Council always will give written reasons for withholding accreditation, and the matter, from that point, will be governed by procedures later described in Title II, Chapter 3, "Council Actions."

ACICS will not award a renewal of accreditation to an institution that is subject to an interim action by another recognized institutional accrediting agency or a state agency that could lead to the suspension, revocation, or termination of that institution's accreditation or authority to provide postsecondary education. Further, a renewal of accreditation will not be awarded to an institution that has been notified by its state licensing agency of a threatened suspension, revocation, or termination by the state of the institution's legal authority to provide postsecondary education, and the due process rights required by the action have not been exhausted.

2-1-400 – Visiting Teams, Selection and Composition

When an institution has submitted a satisfactory self-study and other required documentation, the office of the President will appoint a team to visit and evaluate the institution. The institution is notified of the composition of the visiting team and may request that team members be replaced for cause.

2-1-401. ***Selection of Team Members.*** Evaluators are selected from among educators, executives, and practitioners in business, administrative, and technical fields, and from state departments of education and other evaluation and approval bodies. The person designated as chair of the team is experienced in management and is responsible for assuring that the visit is conducted fairly and thoroughly.

Appropriate state licensing and approval bodies are routinely notified of forthcoming visits and invited to participate in the visits as observers. They do not participate in team deliberations or in preparing the team report.

2-1-402. ***Composition of Teams.*** The size and qualifications of the team are determined at the discretion of the Council based on the type and size of the institution, the type and number of programs being offered, the mode of educational delivery, location of the campus, student enrollment, credentials offered, and other special circumstances such as visits to centrally controlled academic administrative centers. Full-team on-site evaluation visits will consist of individuals serving as academic, administrative, public, or member representatives as defined in Appendix A - Bylaws.

The application forms and the completed self-study will be supplied to members of the visiting team for review prior to the visit and for use during the visit.

2-1-403. ***Evaluation of Separately Accredited Programs.*** If, in compliance with Section 3-1-515, an attestation and documentation have been provided to ACICS that a program at an institution has been separately accredited by a specialized accreditor recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation, or, for foreign institutions, the government or appropriately recognized organization providing specialized accreditation, ACICS at its sole discretion may accept those documents as evidence that the accredited program meets an acceptable level of quality.

2-1-404. ***Staff Member on Visit.*** A member of the ACICS staff accompanies teams on visits. In the event that an ACICS staff member is unable to accompany a team on a visit, the use of a qualified and trained contractor may be used as the ACICS staff representative on the visit. The ACICS staff representative is responsible for assuring that comparability is achieved from visit to visit and from institution to institution. The same ACICS staff representative who accompanies a team also is available when ACICS deliberates and may be asked questions about what was observed and reported by the team during the visit.

2-1-405. ***Expenses.*** Visit expenses for all team members, including the ACICS staff member who accompanies the team, shall be paid by the institution. Expenses include an honorarium for members of the team.

2-1-500 – Team Functions and Procedures

An institution is expected to be performing according to what it reported in its self-study and to be in compliance with the *Accreditation Criteria* at the time of the visit.

2-1-501. ***Scope of Visit.*** The scope of a visit will depend on the location, operation, size, program offerings, and classification of the institution. For a multiple campus institution, the main campus and all branch campuses are subject to evaluation, either in conjunction with the main campus or separately.

2-1-502. ***Functions.*** The functions of the evaluation team are to verify information in the institution's self-study and to report all facts observed during the visit as to how the institution is accomplishing its stated mission, or failing to do so, in compliance with the criteria.

2-1-503. ***Procedures.*** Institutions are provided in advance with a checklist of materials and documents that should be current and readily available for review by the team. Prior to the visit, institutions are required to update the self-study where significant changes have occurred since its submission to ACICS. Teams visiting an academic administrative center will generate a report that will be shared with teams conducting visits to the individual campuses within the centrally controlled structure.

During the visit, institutions are expected to make provisions for adequate consultation between team members and the faculty, administrative staff, students, and chief on-site administrative officer.

The team prepares a written report that covers each area reviewed at the institution and includes other information pertinent to an accurate evaluation. The report subsequently is sent by the team chair to ACICS.

An exit conference is conducted at the conclusion of the visit and is attended by the chief executive or administrative officer of the institution and any others designated by the chief executive officer. During the session, the chair of the team will summarize the evaluation team's findings. Members of the team also may append to the report recommendations for institutional improvement. The visiting team is not a decision-making body.

2-1-600 – Post-Visit Procedures

After the evaluation visit, the following post-visit procedures and reviews occur.

2-1-601. ***Opportunity to Respond.*** The ACICS office sends a copy of each evaluation team report to the designated representative at the centrally controlled academic administrative center or to the chief on-site administrator of the

respective multiple or single campus institution. These individuals are invited to respond in writing within the specified time frame.

2-1-602. ***Intermediate Review.*** All materials pertinent to an institution's accreditation are reviewed by experienced persons before being reviewed by the Council. These materials include, but are not limited to, the institution's self-evaluation report(s), the visiting team report(s), the institution's response(s) to the team report, financial records of the institution (which are not examined by the evaluation team), and any official reports from state or federal regulatory bodies.

The Intermediate Review Committee (IRC) upon intensive review of institutional files, makes recommendations to the Council of possible accreditation action.

2-1-603. ***Council Review.*** All materials collected during the evaluation process are reviewed by the Council. Only the Council can take a final accreditation action.

2-1-700 – Council Actions

Action by ACICS to accredit or renew accreditation or not to do so, or to limit or otherwise condition the grant of accreditation, is determined only following review of the self-evaluation report prepared by the applicant institution, the report of the visiting team, the response of the institution to that report, the institution's financial condition, and the recommendations (if any) of the interim reviewers. At each level of review, the number and seriousness of any deficiencies are taken into account, as well as the institution's indicated willingness and capability to overcome them. The Council may, at its discretion, direct an institution to submit a teach-out agreement, as described in Section 2-2-303 of the *Accreditation Criteria*. Specific Council actions are discussed in Title II, Chapter 3.

2-1-701. ***Maximum Length of Grants of Accreditation.*** The Council determines the grant lengths of each campus that is accredited by ACICS. The maximum length of an initial grant of accreditation is three years. If an institution can demonstrate a record of having been in good standing with another institutional accrediting agency recognized by the United States Department of Education, the Council may award an initial grant of up to four years. The maximum length of a renewal grant of accreditation is six years.

2-1-702. ***Grant Lengths of Branch Campuses in Multiple Campus Institutions.*** The Council at its discretion may determine that the grant length and/or expiration date for a branch campus will not coincide with the grant length and/or expiration date for the main campus. In the event that the main campus fails to maintain its accreditation status with ACICS, the associated branches and learning sites are ineligible for accreditation by ACICS.

2-1-800 – Maintaining Accreditation

An institution, by successfully completing the process, inherently agrees to keep ACICS fully informed of activities at the institution. The Council requires an annual report from each main and branch campus, where appropriate. Institutional changes that must be reported to ACICS are described in Chapter 2.

2-1-801. ***Annual Accountability Reports.*** The Annual Accountability Reports must be submitted on Council forms, comply with Council guidelines, and be certified by the chief executive officer of the institution. Data must be submitted separately on the Campus Accountability Report (CAR) for each main campus and for each branch campus. A centrally controlled institution must also submit a consolidated Institutional Accountability Report (IAR) containing information and data on the institution as a whole. These reports are due on or before November 1 annually. Failure to submit the Annual Accountability Reports in a timely manner will result in the revocation of accreditation.

2-1-802. *Annual Financial Report.* The Annual Financial Report must be submitted on Council forms and be certified by an officer or stockholder of the corporation. Data must be submitted separately for each campus included in a grant of accreditation. A centrally controlled institution must also submit a consolidated report containing data on the institution as a whole. It is due no more than 180 days after the end of the institution's fiscal year. Failure to submit the Annual Financial Report in a timely manner will result in the revocation of accreditation.

2-1-803. *Audited Financial Statements.* Audited financial statements, certified by an independent certified public accountant, are essential instruments in the determination by ACICS of an institution's financial stability. All institutions are required to submit audited financial statements within 180 days of the end of their fiscal year.

2-1-804. *Payment of Fees.* Institutions are required to pay all annual sustaining fees, user fees, evaluation visit deposits and expenses, and other assessed costs by the established deadlines. Non-payment of any fees or expenses subjects a member to revocation of accreditation without a hearing. (See Article VI, Section 5 of the Bylaws [Appendix A]).

2-1-805. *Unannounced Visits.* The Council, at its discretion, may direct an unannounced visit to occur at an institution about which it has received adverse information or when general operations of the institution may be called into question. Procedures for unannounced visits are described in Appendix B.

2-1-806. *Denoting Accreditation.* Only after accreditation is granted by ACICS may an institution so denote its status in official publications or in advertising. The form of notice is prescribed by ACICS, and specific permissible language is set forth in Institutional Publications Requirements in Appendix C.

2-1-807. *Program Length and Tuition and Fees.* ACICS will determine average program lengths and tuition and fees annually based on information collected in the Annual Accountability Reports and will provide these data to all accredited institutions. Institutions with program lengths that are more than one standard deviation from the average will be required to submit an explanation for the deviation. If the Council does not accept the explanation, it may require a consultation between ACICS and the institution, direct an on-site evaluation, issue a compliance warning, or withhold inclusion of the program from the institution's current grant of accreditation.

In assessing these relationships, the Council will consider institutional mission, program objectives and content, types and locations of instructional delivery, knowledge and skills necessary for students to reach competence, and additional requirements that may be placed upon a graduate for employability, including, if applicable, certification or licensure.

2-1-808. *Financial Review.* The Council reviews the Annual Financial Report, audited financial statements, and other relevant information to monitor each institution's financial condition. When this review indicates that an institution's financial condition may be weak or deteriorating, the Council will require the institution to furnish Quarterly Financial Reports, a Financial Improvement Plan, or other interim narrative reports that demonstrate the actions the institution is taking to improve its financial condition. If the Council determines the institution no longer complies with the Council's requirements for financial stability, the Council will issue a compliance warning, issue a show-cause directive, or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. These time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in financial stability. Institutions that are required to submit interim financial reports or that are determined to be out of compliance with the Council's standards for financial stability are considered to be on financial review and are subject to additional restrictions regarding the initiation of branches and learning sites.

2-1-809. ***Student Achievement Review.*** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure pass rates, if applicable. When this review indicates that student achievement is below Council standards, the Council will require the institution to add an Improvement Plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution is out of compliance with the Council's requirement for student achievement, the Council will issue a compliance warning and require the institution to demonstrate compliance with the next year's CAR submission. This time frame may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., improvement in retention, placement, or licensure pass rates.

2-1-810. *Student Loan Cohort Default Rates Review.* The Council will monitor an institution's student loan cohort default rates. An institution may be subject to additional reports or actions based upon these rates.

Title II General Procedures

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 and non-substantive changes.

2-2-100 – Substantive Changes

2-2-101. ***List of Substantive Changes.*** The following institutional changes will be considered substantive and require Council approval before they can be included in the institution's scope of accreditation:

(a) Any change in the established mission or objectives of the institution as described in Standard 2-2-103;

(b) Any change in the legal status, form of control, or ownership of the institution as described in Section 2-2-400;

(c) The addition of programs that are considered to be out of scope. Programs considered out of scope are those that represent a significant departure from existing programs that were offered when the agency last evaluated the institution as described in Standard 2-2-105;

(d) The addition of courses or programs that represent a significant departure from the existing delivery method utilized when the agency last evaluated the institution as described in Standard 2-2-106;

(e) The addition of programs of study at a degree or credential level different from that which is included in the institution's current scope of accreditation as described in Standard 2-2-107;

(f) A change from clock hours to credit hours as described in Standard 2-2-108;

(g) 25% or greater increase in the number of clock or credit hours awarded for successful completion of a program as described in Standard 2-2-109;

(h) The acquisition of any other institution or any program or location of another institution;

(i) The addition of a permanent location at a site at which the institution is conducting a teach-out for students of another institution that has ceased operating before all students have completed their program of study;

(j) The entering into a contract under which an institution or organization not certified to participate in the Title IV, HEA programs offers more than 25 percent of one or more of the accredited institution's educational programs as described in Standard 2-2-505; and

(k) The establishment of a branch campus geographically apart from the main campus at which the institution offers at least 50 percent of an educational program as described in Standard 2-2-104(a).

(l) The proposed addition of a direct assessment competency-based program as described in Standards 2-2-111, 3-1-505, and Appendix H, Section 1.

2-2-102. ***Effect of Extensive Substantive Changes.*** The Council shall conduct a comprehensive on-site evaluation of the institution if substantive changes that have been made or are proposed are sufficiently extensive that the institution's capacity to maintain compliance with accreditation standards requires an immediate assessment. Substantive

changes are defined by Council as "extensive" when the types and/ or number of changes are so substantial that the nature and scope of the accredited institution will no longer be the same since last evaluated and in its place a new institution has evolved.

2-2-103. ***Change of Institutional Mission.*** It is the responsibility of the institution to secure approval from the Council prior to implementing any change in the mission or objectives of the institution.

2-2-104. ***Initiation of Additional Campus Activity.*** An additional activity includes any ongoing instructional activity offered at a site away from the main facility of an institution. Activity at a site that meets the Council's definition of a "Branch" is described in Section 1-3-100, Classification of Campuses. Activity at a site that does not meet the definition of an Branch Campus is referred to below as a "Learning Site." Reporting requirements are as follows:

(a) *Branch Campus.* It is the responsibility of the institution to secure approval from ACICS of the intention to initiate a branch campus before the branch begins classes. If approved, activity must be initiated at the branch campus within one year of the proposed start date. A branch campus must be approved by the Council before advertising, recruiting, and enrollment may take place. Failure to secure approval from ACICS prior to the initiation of a branch campus may call into question the accreditation of the institution.

The institution shall provide, on Council forms, the rationale for initiation of the branch and other information about the educational programs, credentials to be awarded, faculty, learning resources, physical and financial resources, strength in supporting fields, admission and graduation requirements, compliance with state law and authority to operate, number of students, and administrative arrangements. An acceptable catalog which identifies the branch campus also shall be included as part of the application.

The Council will monitor the number of branch applications submitted for each main campus and main campuses under common ownership based on a demonstration of sound administrative and financial capabilities. The Council reserves the right to limit the number of branches based on its review of demonstrated administrative and financial capabilities.

Any institution which (1) is required to submit a financial improvement plan to the Financial Review Committee, or which (2) is under a deferral action by the Council must request and receive prior permission from ACICS for the initiation of any branch campuses. An institution under a show-cause directive, a negative action, or in a probation status will not receive approval from ACICS for the initiation of any branch campus while the action is in effect.

(b) *Learning Site.* It is the responsibility of the institution to secure approval from ACICS prior to initiation of any new educational activity which is under the direct control of the on-site administration of a main campus or branch campus and at a site that is apart from the primary location of that campus. In addition, if that activity involves 50% or more of an academic program, the learning site must be approved by the Council before advertising, recruiting, and enrollment may take place. If approved, activity must be initiated at the learning site within one year of the proposed start date. The institution shall provide, on Council forms, the location of the activity, its educational purpose, the programs offered, the number of students involved, and any additional information ACICS may request. A catalog for the campus which identifies the learning site also shall be included as part of the application.

Any institution which has a campus that (1) is under review by the Financial Review Committee of ACICS, (2) shows either a net loss or a negative net worth on its most recent financial report, (3) is required to report placement and/or retention data to the Institutional Effectiveness Committee, or (4) is under a deferral action by the Council must request and receive prior permission from ACICS for the initiation of any additional campus activity at which 50% or more of an academic program is provided. An institution under

a show-cause directive, a negative action, or in a probation status will not receive approval for the initiation of any such additional campus activity while the action is in effect.

2-2-105. ***Addition of Programs Out of Scope.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate the addition of programs that represent a significant departure or are out of scope from existing educational programs that were offered when the agency last evaluated the institution.

The institution or campus must initiate the approval process through the submission of a new program application and required documents for Council review and approval before being included in the institution's scope of accreditation.

2-2-106. ***Initiation of Distance Education (Online) or New Instructional Delivery Method.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate online delivery if all courses and programs within the institution are currently approved for residential or face-to-face instructional delivery method. Any significant change in instructional delivery method requires prior Council approval.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation information for Council review and approval before being included into the institution's current scope of accreditation.

2-2-107. ***Expansion of Program Offerings to Higher Credential Level.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate a program at a higher credential level.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation for Council review and approval before being included into the institution's scope of accreditation.

2-2-108. ***Initiation of Change from Clock to Credit Hour Offering.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate a change from clock to credit hours in its program offering through the submission of an application and required documentation.

2-2-109. ***Increasing the Number of Clock or Credit Hours.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate an increase of 25 percent or greater in the number of clock or credit hours awarded. If the percentage is less than 25 percent but results in a change in the credential level, the credential level will be evaluated to be within the institution's scope of accreditation.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation for Council review and approval before being included into the institution's scope of accreditation.

2-2-110. ***Evaluation, Approval, and Monitoring of Substantive Change Activity.*** All activity for which approval is sought will be evaluated by ACICS before approval is granted. Following is a description of those evaluations.

(a) *Branch Campus.* Initial inclusion of a branch campus within the scope of the accreditation of the institution may be granted upon receipt of all required information. An institution proposing the initiation of a new location must follow the procedures as outlined by the Council and disclosed on its website. A new location must receive initial inclusion before advertising, recruiting, or enrolling students

at the proposed location. The Council reserves the right to require a preliminary visit to any potential branch campus prior to the granting of initial inclusion.

A branch campus that is granted initial inclusion will be required to undergo a verification visit within six months after the initial class start date. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

Only after a determination of acceptability and notification to the institution of the decision, may the institution consider a branch campus to be included within the scope of the institution's grant of accreditation. If approval is withheld, the withholding may be treated as a deferral or a denial, based on circumstances, and the institution may exercise its due process rights as outlined in Title II, Chapter 3.

(b) *Learning Site.* The President is authorized to evaluate and approve additions to a main or branch campuses that are apart from the primary location of that campus. Educational activities at a learning site are eligible to be evaluated for inclusion within the scope of the accreditation of the managing campus provided that the learning site has been established to meet a specific educational need or condition and is authorized by the appropriate governmental education authority, if applicable.

The managing campus proposing the initiation of a learning site must submit a Learning Site Application. The managing campus must assure the Council that the educational activities at the learning site complement the overall objectives of the institution. Based on its review of the application materials, ACICS may (1) grant inclusion of the learning site or (2) deny the application.

A learning site that is granted inclusion will be required to undergo a verification visit within six months after the initial class start date if 50% or more of a program will be offered at the site. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

All additions to the campuses of an institution are evaluated during an institution's regular evaluation for a renewal of accreditation.

(c) *New Programs of Study.* Changes to an institution's scope of accreditation resulting from the proposed initiation of a new program of study, must be approved by the Council following a comprehensive review of supporting materials specific to the substantive change. Only upon approval of the substantive change to the institution's scope of accreditation is the institution or campus authorized to advertise, recruit, and enroll students for the new program.

To further monitor the institution or campus which initiated the substantive change to the institution's scope of accreditation, an on-site evaluation visit will be conducted as directed by the Council.

Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

2-2-111. ***Addition of a Direct Assessment Competency-based Program.*** It is the responsibility of the institution to submit the required application for Council review and approval. The initial Council approval allows the institution to apply for submission of an application for approval of that competency-based program to the United States Department of Education for Title IV Federal student financial aid. See also Standard 3-1-505 and Appendix H, Section 1.

2-2-120 – Initiation and Evaluation of Changes Within Current Scope

All programs and delivery methods must be within the institution's scope of accreditation and receive ACICS approval before recruiting or enrolling students. Programs offered by the institution are appropriately evaluated during the institution's initial grant of accreditation and renewal of accreditation evaluations.

The initiation of a new program, or a change in the overall objective of a currently approved program or in the credential level of an existing program, requires approval prior to implementation. The initiation of courses and programs offered via an online modality also requires approval prior to implementation. An application form and any additional documentation specified by ACICS must be submitted. Programs that have not started within one year of the proposed start date and programs that have been inactive for at least three years must be surrendered as defined in Section 2-2-503, *Termination of Programs*. Institutions or campuses must have demonstrated compliance with ACICS standards at a lower credential level before requesting a new program at a higher credential level.

Any institution or campus on interim reporting to the Financial Review Committee may be required to obtain prior permission from ACICS for the initiation of any new program. Any institution or campus under a compliance warning, a show-cause directive, a negative action, or in a probation status must obtain prior approval to apply for a new program. Additionally, any institution or campus subject to a comprehensive on-site evaluation as a result of extensive substantive changes must obtain prior permission from ACICS for the initiation of any new program.

2-2-121. *Changes to Existing Programs.* Changes to existing or currently approved programs fall under (a) extensive changes and (b) non-substantive changes.

(a) *Extensive Changes.* An extensive change to existing program application process must be initiated and approval received prior to implementation. Failure to do so will result in a compliance warning for offering an unapproved program. The following changes will be considered substantive changes to the institution's scope of accreditation and require approval per Section 2-2-100 Substantive Changes:

  i. A 25% increase in the number of clock or credit hours awarded for successful completion of an existing program.

  ii. a change from clock hours to credit hours

(b) *Non-substantive Changes.* These include minor changes to existing programs which do not substantially alter the scope, objectives and nature of the programs as described in Standard 2-2-151.

2-2-122. *Substantial Changes to Nonmain Campus Operations.* Prior notification to ACICS is required when an institution decides to make substantial changes to the operation of a nonmain campus. Notice shall be made in writing to the President, who is authorized to act on behalf of ACICS in approving such changes.

Failure to notify and receive approval prior to substantial change of activity may call into question the accreditation of the institution, and further evaluation may be required.

2-2-151. *Non-Substantive Program Changes.* Institutions and campuses are required to notify the Council of all non-substantive changes to existing programs. Changes in the program name, clock/contact hours, credits awarded, or program length will be disclosed to the public via the ACICS Web site. The following non-substantive changes will be acknowledged:

(a) Less than 25% change in existing contact hours; credits awarded, curriculum content (courses offered), or program length of a currently approved program within a 12-month period.

(b) A change in the name of an existing program that does not change the overall objective of the program.

(c) A change from semester to quarter credit hours or vice versa.

2-2-152. *Non-Substantive Changes to Campus Operations.* As a condition for maintaining its accreditation status, the institution is expected to keep ACICS informed of changes affecting campus operations.

2-2-200 – Redesignation of Campuses

2-2-201. ***Branch-to-Main Campus Reclassification.*** 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 branch for at least two years. 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. The Council reserves the right to conduct an on-site quality assurance monitoring visit at any time as it deems necessary.

2-2-202. ***Reassignment and Consolidation of Campuses.*** Institutions seeking to reassign the classification of a campus or campuses or to consolidate groups of campuses must submit the appropriate application and documentation, including the rationale to the Council. The Council will consider the institution's requested grant expiration date for the newly formed group of campuses and assign modified or full-team evaluation visits as necessary to bring the grant lengths of the various groups of campuses into alignment. The scope and timing of these visits will be based on the length of the grant of accreditation for each group being reassigned or consolidated, as well as a review of determining factors such as retention and placement rates, reporting status, complaints and adverse, and any other pertinent information. No campus will be given an extension of its current grant longer than one year for purposes of the consolidation, and new campuses moving through the branch inclusion process will be visited as part of that process, regardless of the consolidation proposal. The Council reserves the right to assign an on-site evaluation visit at either the main campus or branch campuses at any time as it deems necessary.

2-2-203. ***Designation of Centrally Controlled Institution.*** An institution may apply for classification as a centrally controlled institution by submitting an application and attachments on forms provided by the Council. Upon review of these materials, an evaluation visit will be conducted at one or more administrative sites and designated campuses to verify the information submitted and assess the eligibility of the institution for this classification. A full report will be submitted to the Council for review and approval.

2-2-300 – Closing of a Campus

In all instances of termination of activity at either main or nonmain campuses, ACICS must be assured that provision is made for presently enrolled students to complete the program of instruction for which they have enrolled, either at that institution or at another acceptable institution. In addition, ACICS must be assured that student academic transcripts are safely stored and protected and that the transcripts will be accessible to students and alumni indefinitely. ACICS and the appropriate regulatory agency must be notified of the arrangements made in this regard.

2-2-301. ***Closing of a Main Campus.*** An institution is required to notify ACICS as far in advance as possible when it plans to cease operation. It must complete the appropriate forms describing its plans for teaching out its students and for storing and servicing its records and other information necessary for effecting the cessation of operations as smoothly as possible. The institution's grant of accreditation will be revoked as of the effective date of closing.

When ACICS receives information from any source that an institution has ceased to operate, it shall immediately take steps to verify the information. If the Council believes that the institution, in fact, has ceased operations, the grant of accreditation is summarily suspended. Such action is authorized without prior notice or hearing and with immediate public notice.

The institution shall be notified of the summary suspension in writing at its address of record. Within 10 days after receipt of the suspension notice, the institution may petition ACICS for an expedited determination of whether such suspension should be withdrawn. If no petition is filed within 10 days, the suspension automatically shall become a revocation effective as of the date of notice of suspension.

2-2-302. ***Closing of a Nonmain Campus.*** An institution is required to notify ACICS as far in advance as possible when it plans to close a nonmain campus. It must complete the appropriate forms describing its plans for teaching out its students and for storing and servicing its records and other information necessary for effecting the cessation of operations as smoothly as possible. The nonmain campus will cease to be included in the institution's grant of accreditation as of the effective date of the closing.

2-2-303. *Teach-out.* The Council may direct a currently accredited institution to provide a school closure plan or a formal teach-out agreement in response to adverse information, high cohort default rate(s), low retention and/or placement rate(s), financial instability, or other concerns that may call into question the institution's ability to continue to serve the educational needs and objectives of its students or to continue as an on-going concern. If an institution closes or announces its intent to close, the Council will work to the extent feasible with the U.S. Department of Education and the appropriate state regulatory agencies to ensure that students are given reasonable opportunities to complete their education without additional charge. An institution that closes without completing its contractual training obligations to students must refund all unearned revenue.

Should an institution enter into a teach-out agreement with another accredited institution, the signed agreement must be submitted to and approved by the Council prior to implementation. In addition to general information on the institutions entering into the teach-out agreement, the agreement must demonstrate that:

(a) students will be provided, without additional charge, all of the instruction promised but not yet provided by the closing institution; and

(b) the teach-out institution is geographically proximate to the closing institution or otherwise can provide students with reasonable access to its programs and services, and that it has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and is reasonably similar in content, structure, and scheduling to that provided by the closing institution.

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 approved by the Council before continuation of accreditation can occur. Any institution or owning corporation that is contemplating a transaction that may result in a change of ownership/control must submit the appropriate application and supporting documentation to the Council for approval 30 days prior to consummating the proposed change. Failure to provide this notification in a timely manner may 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.

Accredited institutions are owned or controlled by one of several types of corporations, by a limited partnership with a corporate general partner, or by a limited liability company, each of which is defined in the following subsections. In cases where the entity that directly owns or controls the institution is a subsidiary of another entity, the Council requires information on and monitors the ownership of the controlling entity, the parent entity, and any entities in the chain between those two.

(a) *Privately held corporation.* A privately held corporation is one that operates for profit in which one or more stockholders own the voting stock of the corporation. The stock is marketable, but a majority of the voting stock is not traded on public markets overseen by governmental agencies such as the Securities and Exchange Commission in the United States. The control of a privately held corporation is vested in those in control of a majority of the voting stock of the corporation.

(b) *Publicly traded corporation.* A publicly traded corporation is one that operates for profit in which a majority of the voting stock is traded on public markets overseen by governmental agencies such as the Securities and Exchange Commission in the United States. The control of a publicly traded corporation is vested in the voting members of the board of directors of the corporation.

(c) *Not-for-profit corporation.* A not-for-profit corporation is one that has been determined by a governmental agency to be tax exempt for reasons the same as or similar to those set forth in Section 501 of the Internal Revenue Code of the United States. The control of a not-for-profit corporation is vested in the voting members of the board of directors of the corporation.

(d) *Limited partnership with corporate general partner.* A limited partnership is one that is organized in accordance with the partnership laws of its home jurisdiction. The control of the limited partnership is vested in the general partner, which must be a corporation as defined in subsection (a), (b), or (c) above.

(e) *Limited liability company.* A limited liability company is one that has been granted a certificate of approval under the laws of the state corporation office or other appropriate regulatory body in its home jurisdiction. A limited liability company may or may not issue certificates of ownership. The control of a limited liability company is vested in the members, whose ownership interests are defined in the limited liability company operating agreement or other such governing document, who are in control of a majority of the direct or beneficial ownership interest in the company.

2-2-401. *Change of Ownership or Control.* A change of ownership or control generally means that a transaction has occurred whereby a new person, combination of persons, or entity can exercise control of a corporation or limited liability company as described in Section 2-2-400. The following subsections outline the typical changes of ownership or control of the three types of corporations that own accredited institutions, including corporate general partners in limited partnerships, and limited liability companies. Transactions other than those outlined below, however, may constitute a change of ownership or control, and the Council reserves the right in its discretion to make the determination of whether a change of ownership or control has occurred in all cases. Institutions, therefore, must keep the Council informed of all substantive changes in the ownership of stock and the composition of the board of directors.

In addition to the transactions outlined below, any change from one type of entity to another as defined in Section 2-2-400 constitutes a change of ownership or control. Institutions also are reminded that nonmain campuses cannot be bought or sold independently of their main campus.

(a) *Privately held corporation.* A change of ownership or control of a privately held corporation occurs as a result of any of the following transactions:

(i) the transfer of 50% or more of the total outstanding voting stock from one party or parties to another party or parties;

(ii) a transfer of voting stock that results in the ownership of 50% or more of the total outstanding voting stock by any party other than any previous owner of 50% or more of the total outstanding voting stock;

(iii) a transfer of voting stock whereby a stockholder's ownership of outstanding voting stock decreases from more than 50% to 50% or less, or from 50% to less than 50%; or

(iv) any other transaction whereby a stockholder or group of stockholders who previously could not exercise control of the corporation as described in Section 2-2-400(a) now can exercise control.

(b) *Publicly traded corporation.* A change of ownership or control of a publicly traded corporation occurs as a result of any of the following transactions or events:

(i) the change of 50% or more of the voting members of the board of directors in any rolling, 12-month period;

(ii) a change in the number of voting members of the board of directors in any rolling, 12-month period that will allow a group of directors to exercise control who could not exercise control before the change;

(iii) the acquisition of outstanding voting shares by any entity whereby that entity owns 50% or more of the total outstanding voting shares; or

(iv) any other transaction that is deemed by an appropriate governmental agency to constitute a change of control, including but not limited to a transaction that requires the corporation to file Form 8-K with the Securities and Exchange Commission of the United States.

(c) *Not-for-profit corporation.* A change of control of a not-for-profit corporation occurs as a result of any of the following occurrences:

(i) the change of 50% or more of the voting members of the board of directors in any rolling, 12-month period; or

(ii) a change in the number of voting members of the board of directors in any rolling, 12-month period that will allow a group of directors to exercise control who could not exercise control before the change.

(d) *Limited partnership with corporate general partner.* A change of ownership or control of a limited partnership with a corporate general partner occurs when the corporate general partner has undergone a change of ownership or control as defined in subsection (a), (b), or (c) above.

(e) *Limited liability company.* A change of ownership or control of a limited liability company occurs as a result of any of the following transactions:

(i) the transfer of 50% or more of the direct or beneficial ownership interest from one member or members to another member or members;

(ii) a transfer of direct or beneficial ownership interest that results in the holding of 50% or more of the total direct or beneficial ownership interest by any member other than any previous member who owned 50% or more of the total direct or beneficial ownership interest;

(iii) a transfer of direct or beneficial ownership interest whereby a member's direct or beneficial ownership interest decreases from more than 50% to 50% or less, or from 50% to less than 50%; or

(iv) any other transaction whereby a member or group of members who previously could not exercise control of the company as described in Section 2-2-400(e) now can exercise control.

A change of ownership or control also occurs when ownership or control of the primary assets of an institution or the authority to operate an institution is transferred from the controlling corporation, limited partnership, or limited liability company to another corporation, limited partnership, or limited liability company. A change of ownership or control, however, has not occurred when there is a transfer of assets among wholly owned subsidiary corporations or between a wholly owned subsidiary corporation and its parent corporation; a transfer of assets from a subsidiary corporation to its parent corporation where the parent corporation owns a majority of the outstanding stock of the subsidiary corporation; or a transfer of assets among subsidiary corporations where the common parent owns a majority of the outstanding stock of the subsidiary corporations.

The Council, for purposes of determining ownership or control, views married couples as a single entity, and it views closely related family groups as a single entity in most cases where all of the present and future relevant stockholders

actively participate in the management of the corporation. No change of ownership occurs when stock is transferred to a close family member by operation of law or inheritance upon the death of one of the stockholders.

2-2-402. ***Contingent Sales.*** The Council will not grant reinstatement of accreditation after a change of ownership or control if the sale of the stock or assets triggering the change of ownership is contingent on approval of the transaction by the Council. If the transaction is rescinded as a result of a condition subsequent to the change of ownership or control of an institution, then the previous owner must apply to the Council for reinstatement.

2-2-403. ***Change of Ownership or Control Review Procedures.*** Institutions must submit Part I of the change of ownership/control application 30 days prior to the transfer of ownership or change in control occurs. Part II of the change of ownership/control application 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 or control results in the immediate and automatic discontinuation of an institution's grant of accreditation. The grant of accreditation may be reinstated only upon application to and approval by the 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 within 30 days of the change in ownership/control, 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. The Council will conduct a quality assurance monitoring visit within six months of the effective date of a change of ownership/control. The new owner(s) 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 prior to the quality assurance monitoring visit.

(c) *Effect.* Until the Council approves a reinstatement of the grant of accreditation, 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.)

2-2-500 – Programs of Study Regulations

2-2-501. ***Evaluation of Programs for Purposes of Federal Financial Aid.*** As part of its evaluation of an institution for initial accreditation or renewal of accreditation, ACICS will review the institution's policies and procedures for determining credit hour assignments for purposes of awarding federal financial aid. ACICS will evaluate the reliability and accuracy of the institution's assignment of credit hours, as defined by federal requirements, to courses and programs and will determine whether this assignment conforms to commonly accepted practice in higher education.

(a) *Credit Hours for Credit-Hour Programs.* The evaluation of credit hour programs, as defined by federal requirements, for purposes of financial aid is based on the following federal definition of a credit hour:

> Except as provided in federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than–(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the

institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

(b) *Credit Hours for Programs that are neither Credit-Hour nor Clock-Hour Programs.* Clock hour programs as defined in federal regulations may not assign credit hours for the purpose of awarding federal financial aid. However, undergraduate degree programs of less than two years in length and non-degree programs that are not fully transferrable to degree programs of at least two years in length (with at least two graduates) at the same institution are eligible to convert clock hours to credit hours for purposes of awarding federal financial aid. In doing so, these programs may seek to combine a minimum number of hours in a range of hours of student work outside of class with a required minimum number hours of instruction alone to meet or exceed a total number of clock hours of instruction. The evaluation of these clock-to-credit hour programs is based upon the following federal conversion formulas:

The institution's student work outside of class combined with the clock hours of instruction meet or exceed the following numeric requirements:

(i) A semester hour must include at least 37.5 clock hours of instruction;

(ii) A trimester hour must include at least 37.5 clock hours of instruction; and

(iii) A quarter hour must include at least 25 clock hours of instruction; and

The clock hours of instruction alone meet or exceed the following numeric requirements:

(A) A semester hour must include at least 30 clock hours of instruction;

(B) A trimester hour must include at least 30 clock hours of instruction; and

(C) A quarter hour must include a least 20 hours of instruction.

2-2-502. ***Program Compliance Warning.*** When the Council determines that a program at a campus of the institution has fallen below the compliance standard for retention, placement, or licensure pass rates, the institution will be provided in writing with a warning regarding the alleged deficiency. The warning will note that the program will have to come into compliance by meeting or exceeding the program-level standard prior to the expiration of the established timeframe or be taught out and discontinued or otherwise conditioned.

A program compliance warning is not a negative or conditioning action and is therefore not appealable. Rather, it is issued as an official notification to an institution that a program provided by the institution is out of compliance with agency standards. Following receipt of a program compliance warning, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to adverse action in the form of withdrawal of approval for inclusion of the program within the institution's grant of accreditation. The time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in retention, placement or licensure pass rates.

2-2-503. ***Termination of Programs.*** The withdrawal of approval for a program following the issuance of a program compliance warning or a decision by an institution to terminate any program voluntarily must be appropriately communicated to all interested publics. These publics include, but are not limited to, students, governmental agencies, the local community, and ACICS.

All institutions subject to the withdrawal of approval for a program or who voluntarily terminate an approved program will be directed to submit a program termination plan that conforms to the following requirements. New students may not be enrolled in any program which cannot be completed prior to the termination date for which

public notice has been given. Moreover, the institution is obligated to continue to offer appropriate courses, including prerequisites, so that currently enrolled students will be able to complete the program and receive the credential which was their designated educational objective. For this purpose, the period of time need not extend beyond sufficient time for students already enrolled and maintaining normal academic progress to complete the program.

Council-directed withdrawal of approval for a program conditions the institution's grant of accreditation with respect to the inclusion of the program and therefore is appealable to the Council. Due to the limited nature and narrow scope of the withdrawal of program approval, the appeal to the Council may be in writing only.

To maintain approval, an institution must demonstrate active enrollment in each program of study. If an approved program is inactive for at least three years, the program will be considered discontinued and will be removed from the institution's list of approved programs. To reinstate the program, the institution must initiate a new program application process. Programs that have not started within one year of the proposed start date will be surrendered. To reinstate the program, the institution must initiate a new program application process. Requests to extend a new program's proposed start date beyond one year of the initial date must be submitted to the President.

2-2-504. ***Contracts or Agreements with Accredited Institutions.*** A written arrangement between one institution eligible to participate in HEA Title IV financial aid programs and another eligible institution or with a consortium of such institutions permits an institution to arrange for a portion of its approved program to be delivered by another accredited institution. Contracts or consortium agreements describing these arrangements must be in writing and must be disclosed in the catalog. Institutions are advised that specific state and federal regulations may apply.

(a) The entire consortium agreement must be submitted to and approved by the Council prior to the institution's participation in the arrangement. The institution seeking approval of such an agreement must submit documentation that demonstrates that the other institution or the members of the consortium that will deliver instruction hold institutional accreditation from an accrediting agency recognized by the U.S. Department of Education and that the portion of the program to be delivered by any other institution has been approved by that institution's accrediting agency.

(b) The consortium agreement must identify how the curriculum and instruction will be monitored, how curriculum revisions will be undertaken, and how student grievances will be addressed. The institution seeking approval of a consortium agreement must acknowledge in writing that it retains ultimate responsibility for the delivery of its programs and the satisfaction of its students.

(c) More than 50% of the program must be delivered by the institution that awards the academic credential.

2-2-505. ***Contracts with Unaccredited Institutions or Entities.*** An institution may enter into a contract with an unaccredited institution or entity for the delivery of up to 25% of a program of study.

The institution must submit the contract and provide the following information to ACICS for review and approval prior to the initiation of the contract:

(a) a full catalog description of the program and the services to be provided by the contractor;

(b) a systematic plan for administrative and student evaluations of instructors provided by the contractor;

(c) evidence of the qualifications of faculty to teach the contracted courses;

(d) a description of the instructional facilities provided by the contractor; and

(e) plans for the completion of the program should the contractor fail to provide contracted services.

2-2-506. ***Articulation Agreements with Secondary Schools.*** An institution may enter into an articulation agreement with a secondary school to transfer credit for courses taken at the secondary level that are equal to courses offered in a postsecondary institution. Articulation agreements must be in writing, periodically reviewed, signed, and dated. The institution must maintain a file consisting of the following: (1) a Letter of Intent to Articulate signed by both institutions specifying the numbers and titles of courses to be articulated, (2) a written description of the standards for acceptable transfer of credit, and (3) a comparison of the course objectives of the secondary and postsecondary courses(s) with signed approvals of both institutions. These credits appear on both the secondary and postsecondary transcripts.

2-2-507. ***International Partnership Agreements.*** An ACICS-accredited institution may enter into an international partnership agreement with an institution of higher education in a geographic location other than that of the United States or its territories. At least 25% of the program must be delivered by the institution that awards the academic credential.

The ACICS-accredited institution must submit an international partnership agreement to the Council and provide the following information to ACICS for review and approval prior to the initiation of the partnership agreement:

(a) evidence provided by the institution or agency that the international partner and the programs to be delivered are recognized by an educational approval agency equivalent to an accrediting agency recognized by the US Department of Education;

(b) a full catalog description of the program and the services to be provided through the partnership agreement;

(c) a plan which describes recruitment, admission, standards of satisfactory academic progress;

(d) a plan which describes student financial relations, including tuition and fees, and refund policies;

(e) a description of the program(s) of study or courses offered;

(f) a systematic plan for administration and student evaluations of instructors provided by in the partnership agreement;

(g) evidence of the qualifications of faculty to teach;

(h) a description of the instructional facilities at the international site;

(i) a plan for the completion of the program(s) should the international partner fail to provide agreed upon services;

(j) a plan for the safety and security of students, faculty, and staff.

(k) specify which programs or portions are to be delivered via distance education and how the institutions will monitor growth.

2-2-600 – Other Changes

2-2-601. ***Change of Name.*** The Council must be notified and grant approval when an institution decides to change its name. Forms are supplied for the institution to explain and justify the change. The President has the authority to review and approve a change in name. The following limitations apply:

(a) "university" may be used only by those institutions that offer a master's degree.

These limitations are effective for all Change of Name applications received after January 1, 1997. All institutional names approved prior to that date may be retained.

2-2-602. ***Change of Location.*** The Council must be notified and grant approval when an institution decides to change its physical location or its address and prior to the initiation of classes at any new location. Forms are supplied for the institution to explain and justify the change. The President has the authority to review and approve a change of location. In addition, the President may require an on-site evaluation visit as part of its review in order to determine compliance with Council standards.

Title II General Procedures

Chapter 3 Council Actions

Introduction

When the Council has considered all of the information and reports submitted as a result of the accrediting process, it will make a judgment as to an institution's compliance with the *Accreditation Criteria*. The Council's decision is based on the extent of an institution's compliance. The judgment made is referred to as a "Council action." The actions which the Council may take are described in this chapter. Procedures available to institutions to challenge those actions and the maximum time frames for achieving final disposition of those actions by the Council also are explained. There are four general areas of Council actions: accreditation granted, accreditation deferred, accreditation denied, and accreditation withdrawn.

If the Council determines that an institution is not in compliance with the *Accreditation Criteria*, it will take prompt adverse action against the institution, or it will require the institution to take appropriate action to bring itself into compliance with the *Accreditation Criteria* within a time frame specified by the Council after the institution has been notified that it is not in compliance. That time frame will not exceed the following:

(a) twelve months, if the longest program is less than one year in length;

(b) eighteen months, if the longest program is at least one year, but less than two years in length; and

(c) two years, if the longest program is at least two years in length.

The above time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in completion or placement rates.

2-3-100 – Accreditation Granted

If an institution is found to be in compliance with the *Accreditation Criteria*, ACICS may grant accreditation for a specific period of time from a minimum of one year to a maximum of six years. The length of the grant shall be at the discretion of ACICS. A grant of accreditation for less than six years is not a negative action and, therefore, is not appealable.

The Council will not grant accreditation for a full six-year term if the grant is awarded following any hearing resulting from a previous action to deny accreditation.

2-3-101. *Admonition.* The Council may judge an institution to be generally in compliance with the criteria, but it also may wish to call the institution's attention to one or more deficiencies that are not serious enough to preclude a grant of accreditation but that nonetheless must be corrected. In these cases, the institution will be awarded a grant of accreditation but will be admonished to correct the deficiencies. An admonition is an instruction to an institution either to initiate some prescribed practice or to refrain from some proscribed activity. An admonition does not condition the grant of accreditation, but failure to respond to it could result in a subsequent negative action.

2-3-200 – Accreditation Deferred or Conditioned

2-3-210. *Deferral.* When Council determines there is insufficient evidence available to make a decision, they may defer action until a later date pending receipt of additional information. In such cases, the Council will provide in writing the reasons for the deferral, state what the institution needs to provide with sufficient time for the institution to respond, and specify the response date. Based on the nature and/or number of identified deficiencies, the Council may require attendance of key administrators at a workshop and/or consultation.

Deferral is, in effect, "no action at this time" and is not a negative action. Therefore, deferral is not an appealable action. Neither is a deferral a final action. In all cases of deferral on renewal of accreditation of accredited institutions, the Council will extend the present grant of accreditation for a period sufficient for the institution to provide the information needed.

2-3-220. *Compliance Warning.* When the Council determines that an institution is not in compliance with the Accreditation Criteria, the Council will issue a compliance warning. The institution will be provided in writing with the areas of noncompliance and will be required to demonstrate corrective action for review by ACICS.

A show-cause directive or a denial action/suspension order may be issued by ACICS as the result of this review as described in Section 2-3-230 or 2-3-402. Following receipt of a compliance warning, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to a final adverse action.

When the reasons for the compliance warning are satisfied, the action may be lifted either by the President in cases where no evaluation is involved or by the ACICS Council in cases where evaluation of additional material is required and following such evaluation.

2-3-230. *Show-Cause Directive.* When the Council determines that an institution is not in compliance, and is unlikely to become in compliance, with the *Accreditation Criteria*, the institution will be provided in writing with the areas of noncompliance and will be invited to "show cause" why its accreditation should not be suspended or otherwise conditioned.

The opportunity to show cause before the Council will be considered to be a hearing as defined in Section 2-3-500. A suspension order or denial action may be issued by ACICS as the result of this hearing, and such action is considered a final action which may only be appealed to the Review Board of Appeals as described in Section 2-3-600. Following receipt of a show-cause directive, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to final adverse action.

When the reasons for the show-cause are satisfied, the directive may be lifted by ACICS. All institutions directed by the Council to show cause why their accreditation should not be suspended or otherwise conditioned will be directed to submit a school closure plan and may be required to submit a teach-out agreement as described in Section 2-2-303 of the *Accreditation Criteria*.

2-3-240. *Probation.* Probation is a status that the Council may impose on an institution if the institution is unable to demonstrate that it consistently operates in accordance with the *Accreditation Criteria.*

2-3-241. *Imposition of Probation.* Probation may be imposed by the Council either when it continues a show-cause directive after at least one hearing either in person or in writing, or after an institution has notified the Council that it intends to appeal a denial action.

2-3-242. ***Result of Probation.*** The Council will not accept any applications for new programs or new campuses from any institution on probation unless the institution receives approval in advance to submit such an application.

2-3-243. ***Probation Lifted.*** Probation does not expire automatically. Instead, the institution is obligated to demonstrate to the Council that the conditions or circumstances which initially led to the imposition of probation have been corrected before probation will be lifted. Probation may be continued even if the show-cause directive has been vacated. The Council may order a special visit at the institution's expense before lifting probation.

2-3-244. ***Notification of Probation.*** The Council will notify the U.S. Secretary of Education, appropriate state regulatory agencies, other appropriate accrediting agencies, and the public of its decision to place an institution on probation. The institution is required to notify immediately in writing its current and prospective students that it has been placed on probation by its accrediting agency.

2-3-300 – Accreditation Denied

Denial of an accredited status is characterized by the Council as a "withholding" action and is differentiated from suspension of accreditation, which is a "withdrawal" action. There are two levels of denial. One totally withholds accreditation of the institution or a branch; the other denies approval of a requested substantive change. Denial at either level constitutes a negative action and is challengeable by the institution. The process of challenge, however, is different for each level of denial as separately described in Sections 2-3-301, 2-3-302, and 2-3-303. In all cases of denial, the Council will give the institution written reasons for the denial, which are subject to modification through the appeals processes as later described and explained. Denial actions that are not appealed in accordance with the appeals procedures provided by the Council are considered final actions.

2-3-301. ***Denial of Initial Grant.*** An institution that objects to a Council decision to deny an application for an initial grant of accreditation has the right and will be given the opportunity to present its case and to be heard by a panel of the Review Board of Appeals. At such a hearing, the institution may not present new evidence for consideration and must follow the procedures described in Section 2-3-600.

2-3-302. ***Denial of Renewal of Accreditation, Branch Inclusion, or Change of Ownership/Control.*** An institution that objects to a Council decision to deny an application for a renewal of accreditation, inclusion of a branch campus, or reinstatement of accreditation following a change of ownership or control has the right to appeal the decision to the Review Board of Appeals pursuant to the procedures described in 2-3-604.

Additionally, in cases of denial of a renewal of accreditation, branch inclusion or reinstatement of accreditation following a change of ownership or control, the Council may place the institution on probation as described in Section 2-3-800.

2-3-303. ***Other Denial Actions Not Affecting Overall Accreditation.*** An institution that objects to a Council decision to deny an application for branch-to-freestanding status or new program inclusion will be given the opportunity to present its case to a panel of the Council and to be heard at a subsequent regularly scheduled meeting of the Council. The institution may offer new evidence that will be considered by the Council if timely submitted.

2-3-304. *Subsequent Action Following Denial.* If the denial not affecting overall accreditation is affirmed, the denial action becomes final and no further remedy is available to the institution. In all cases of denial, the Council retains discretion to specify whether and under what conditions the institution might initiate a request for consideration of the same type of application.

2-3-400 – Accreditation Withdrawn

"Withdrawal of accreditation" differs from "denial of accreditation" in that denial rejects an institution's application for an initial grant of accreditation or for a renewal of accreditation to take effect upon the expiration of an existing grant of accreditation; withdrawal of accreditation takes away a current grant of accreditation before its expiration. Accreditation may be withdrawn from an institution through two types of Council action: "revocation of accreditation" or "suspension of accreditation."

2-3-401. *Revocation.* Revocation occurs without a hearing for any of the following reasons:

(a) An institution notifies the Council that it has closed and/or ceased operation.

(b) An institution whose accreditation has been summarily suspended does not challenge the suspension within 10 days of receipt of the suspension notice (see Section 2-2-301).

(c) The institution fails to file an annual report as required by the Council (see Sections 2-1-801 and 2-1-802).

(d) The institution fails to pay its annual fees, application fees, other assessed fees, or evaluation expenses (see Section 2-1-804).

A revocation action is not appealable. It requires an institution to start anew and to undergo the entire accreditation process to regain accreditation.

2-3-402. *Suspension.* Suspension of accreditation may occur when, in the judgment of ACICS, an institution no longer complies with the criteria.

By way of illustration, ACICS might issue an order of suspension for reasons such as the following:

(a) The institution or any of its components (a branch or new program, for example), is evaluated as directed by ACICS and is determined not to be in compliance with the criteria.

(b) Periodic required reports filed by the institution fail to conform to Council reporting requirements.

(c) The institution makes substantial or significant change, without notice to ACICS, in its operation, structure, governance, ownership, control, location, facilities, or programs of study.

(d) The institution fails to respond to or cooperate with attempts by the Council to make arrangements for a site evaluation.

(e) The institution has deviated from the criteria or other directives of ACICS.

(f) The institution fails to disclose any agreements, options, or other contractual arrangements between the institution and other parties which bear on the management or control of the main campus or its nonmain campuses.

In all cases of suspension, the Council retains discretion to specify whether and under what conditions the institution might apply for an initial grant of accreditation.

2-3-403. ***Procedural Guarantees for Withdrawal by Suspension.*** In all cases where accreditation is subject to withdrawal by suspension under Section 2-3-402, the institution is afforded the following procedural guarantees:

(a) Opportunity for a hearing before ACICS on all material issues in controversy.

(b) Written prior notice of the proceedings, the charges levied, and the standards by which the institution ultimately is to be judged.

(c) A decision on the record alone and a statement of reasons for the ultimate decision.

(d) A right of appeal as provided in Section 2-3-600.

(e) If the Review Board of Appeals affirms the withdrawal of accreditation by way of suspension, the appeal shall be deemed to be finally disposed of upon issuance of the decision and publication will be made as described in Section 2-3-607.

2-3-500 – Council Hearing Procedures

The following procedures will govern hearings to be held before the Council:

(a) The request for a hearing must be made by a date determined by the Council, which will not be less than 10 days from the date of receipt of the letter of notification of the show-cause directive. The request for a hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the request for a hearing, the Council will notify the institution of the procedures to follow to prepare for the hearing, including the dates by which the institution must submit its response to the show-cause directive.

(b) The institution shall have the right to respond with evidence and facts concerning the areas of noncompliance with which it has been charged, to raise all reasonable questions, and to present evidence in opposition to or extenuation of the charges of noncompliance. Such written evidence must be submitted by the date prescribed by the Council unless the institution can show that such information was not available before the submission date and that failure to make a timely submission was outside of the institution's control.

(c) At the hearing, the institution may present only evidence not already considered. The institution may send one or more representatives, including legal or financial counsel, to present its argument in opposition to or extenuation of the Council action. The Council transcribes all such hearings for its records. A copy of the transcript is available to the institution upon request.

2-3-501. ***Hearing Format.*** Hearings before the Council resulting from a show-cause directive and involving areas of noncompliance other than or in addition to financial concerns will take place before a panel of commissioners.

A hearing panel will be designated by the Council to hear the presentation of the institution. The panel will present its findings and its recommended action to the full Council, which will make the final decision in a time frame not to exceed twelve months, if the longest program is less than one year in length; eighteen months, if the longest program is at least one year, but less than two years in length; and two years, if the longest program is at least two years in length from the time the institution was found out of compliance with the *Accreditation Criteria*.

2-3-502. ***Financial Hearings.*** All hearings before the Council for financial concerns only will be heard by a panel of at least three commissioners, which will include at least one representative of the Financial Review Committee. The panel will present its findings and its recommended action to the full Council, which will make the final decision in a time frame not to exceed twelve months, if the longest program is less than one year in length; eighteen months, if the longest program is at least one year, but less than two years in length; and two years, if the longest program is at least two years in length from the time the institution was found out of compliance with the *Accreditation Criteria*.

2-3-600 – Review Board Appeal Process

For those institutions that appeal to the Review Board of Appeals a denial action as described in Sections 2-3-301 and 2-3-304 or a suspension action as described in Sections 2-3-402 and 2-3-404, the Council has established procedures designed to provide due process.

2-3-601. ***Purpose and Authority of Review Board.*** The Review Board of Appeals is a separate, independent appeals body established by the Council for the purpose of hearing appeals by institutions for actions specified in Sections 2-3-301, 2-3-304, and 2-3-402.

2-3-602. ***Appointment of Members.*** The Review Board of Appeals shall consist of fifteen (15) persons, all of whom have had experience in accreditation, who are appointed to three-year terms. A person appointed shall not have been a commissioner within one year prior to appointment. The Review Board of Appeals shall consist of at least two (2) academic representatives, two (2) administrative representatives, and three (3) public members, as defined in Appendix A.

A Review Board of Appeals panel of three to seven persons, depending on the scope and complexity of the matter or institution being reviewed, will be designated by the Council from the entire Review Board to hear an appeal from an institution. The Council also will designate one member of the Review Board panel to serve as chair. The selection and actions of the panel are subject to ACICS conflict of interest policies. A Review Board Panel will consist of at least one (1) public, one (1) administrative, and one (1) academic representative as defined in Appendix A.

2-3-603. ***Jurisdiction and Authority.*** The Review Board of Appeals is empowered to review, upon notice of appeal timely filed, actions specified in Sections 2-3-301, 2-3-304, and 2-3-402. The Review Board panel has the authority to:

(a) affirm the decision of the Council;

(b) amend the decision of the Council;

(c) reverse the decision of the Council; or

(d) remand the case to the Council with recommendations for further consideration.

The Review Board panel may amend or reverse the decision of the Council or remand the case to the Council for further consideration only if it finds the decision was:

(i) arbitrary, capricious, or otherwise in substantial disregard of the Accreditation Criteria, or

(ii) not supported by substantial evidence in the record on which the Council took the negative action.

The Review Board panel cannot amend or reverse the decision of the Council or remand the decision based on argument by the appellant that the Council action was disproportionate to the violations cited. The Review Board panel is further limited in that it has no jurisdiction or authority concerning the reasonableness of the Accreditation Criteria.

A determination by the Review Board panel to affirm the Council's decision is effective immediately upon the Review Board panel's action. A determination by the Review Board panel to amend, reverse, or remand the Council's decision will be referred to the Council for implementation and further action.

Except as noted below, Review Board panels will not consider any evidence that was not in the record before the Council. Documents reviewed by or available to evaluation teams are not considered to be part of the record unless they are appended to the team report or the institution submits them to the Council as part of the institution's response to the evaluation team report.

An exception to the policy on evidence will be made where a final adverse action is based solely on the failure of an institution to comply with the standards of financial stability. In that case, the institution on one occasion may seek review of significant financial information that was unavailable to the institution prior to the determination of the adverse action and that bears materially on the financial deficiencies identified by the Council. The Financial Review Committee will determine if the new financial information submitted by the institution is significant and material. If these criteria are met, the Financial Review Committee will provide a report of its review to the Council, which then will reconsider its adverse action in light of the new information. If the Council reaffirms the adverse action, the Financial Review Committee report and the result of the Council's recommendation will become part of the record under review before the Review Board.

The panel acts on behalf of the entire Review Board. Therefore, a decision of a Review Board panel is final and will not be considered further by the full Review Board. In cases remanded to the Council for reconsideration, the Review Board panel will identify specific issues that the Council must address. With respect to a Review Board panel decision that is implemented by or remanded to the Council, the Council will act in a manner consistent with the Review Board panel's decisions or instructions.

2-3-604. ***Request for Appeal.*** To exercise its right of appeal, the institution must file a request for a hearing before the Review Board of Appeals within a time frame determined by the Council, normally not more than 10 days from date of receipt of notification of the denial or suspension action. The request for a hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the request for a hearing, the Council will notify the institution of procedures to follow in preparing for it.

2-3-605. ***Hearing of Appeal.*** The hearing will be held at a time and place designated by the chair of the Review Board panel. Three members will constitute a quorum.

If the appealing institution intends to submit a written appeals brief or statement of points, it must be received by the Review Board panel and the Council at least 15 business days prior to the hearing date. The Council's reply brief must be received by the panel and the appealing institution at least seven business days prior to the hearing. The Review Board panel chair will preside at the hearing and will rule on all procedural matters. There will be no right to cross-examine the opposing party or its representatives.

The Council transcribes all Review Board hearings for its own records. A copy of the transcript is available to the institution upon request.

The hearing shall be as informal as may be reasonable and appropriate under the circumstances. Both the Council and the institution may appear by or with counsel or other representative. The institution may waive a personal appearance, in which case the matter will be handled solely on briefs.

The chair of the Review Board panel may promulgate such additional rules of procedure for the scheduling and conduct of hearings as are consistent with these procedures.

2-3-606. ***Decision of the Review Board.*** Every decision must have the concurrence of the majority of the Review Board panel. Within a reasonable time after the conclusion of the hearing, the hearing panel shall issue in writing its decision with a statement of its reasons and recommendation, if any, to the Council. The decision will indicate those members of the Review Board panel who concur with the decision. Dissenting opinions may be filed. The majority decision with dissenting opinions, if any, will be furnished to the institution.

2-3-607. ***Council Receipt of Review Board Decisions.*** Decisions by the Review Board panel are transmitted to the Council for disposition and publication.

If the Review Board panel affirms the prior decision of the Council, there is no further remedy available within these procedures. The Council's decision is final, and immediate publication is automatic. If the Review Board panel remands the matter, the case shall be deemed to be finally disposed of when the Council takes final action on remand.

2-3-608. ***Expenses of Appeal Hearing.*** The institution shall bear the following expenses in connection with the appeal:

(a) travel and subsistence of the Review Board panel members participating in the hearing; and

(b) cost of the hearing room and transcription.

An appeals deposit must be made with the Council at the time of the filing of the notice of appeal described in Section 2-3-604. This deposit shall be applied to the expenses listed above, and any excess deposit will be returned to the institution.

2-3-700 – Complaints and Adverse Information

Procedurally apart from Council actions heretofore described and explained, ACICS receives and is obligated to investigate legitimate complaints about an institution from any source, that in any way pertain to ACICS criteria.

Also, ACICS periodically receives and may investigate information from federal or state agencies or other accrediting agencies, or through public media sources, which may indicate possible criteria violations. Adverse information may include, but is not limited to, low completion rates, low placement rates, high default rates, tuition refund problems, negative audits or program reviews, and governmental agency investigations.

When the staff of ACICS, with delegated authority to do so, determines that a complaint or adverse information warrants investigation, it will notify the chief executive officer of the institution in writing about the complaint or adverse information, and a copy of the information will be provided. The institution is requested to submit to the Council office its version of the conditions or circumstances which led to the complaint or adverse information. The complainant also will be informed in writing that the institution has been contacted and has been requested to provide information. Any governmental agency providing adverse information to the Council may be informed at the discretion of the Council of the action taken on the adverse information.

The role of the Council in resolving complaints and investigating adverse information is to determine whether the institution is out of compliance with one or more accrediting standards to which the complaint is addressed or to which the adverse information applies. After such determination, ACICS may then do one of the following:

(a) dismiss the complaint or terminate further investigation of the adverse information;

(b) postpone a final action on the complaint or adverse information if there is evidence that the institution is making progress to rectify the situation or if more investigation is necessary; or

(c) notify the institution that, on the basis of information available, ACICS has determined that the institution is failing to comply with the *Accreditation Criteria* and that the institution is:

(i) issued a compliance warning

(ii) directed to show cause why its accreditation should not be suspended, revoked, or otherwise conditioned;

(iii) directed to submit a report to ACICS detailing plans for rectifying the area(s) of noncompliance; or

(iv) directed to undergo a special on-site evaluation.

The Council will inform the complainant of the determination by the Council and the disposition of the complaint.

2-3-800 – Special and Fact Visits

The Council reserves the right to initiate special on-site evaluation visits to or request specific reports from an institution at any time, both of which are to be completed under conditions and within a time frame determined by ACICS. Refusal of an institution to respond to or cooperate with such requests shall be grounds for suspension of its grant of accreditation.

At any time ACICS has substantive evidence or information that an institution is in jeopardy of having its eligibility status with a federal or state agency or its accreditation status with another accrediting agency conditioned, ACICS may direct a special on-site evaluation visit to that institution. The purpose of the visit will be to ensure that the students in the institution are not being harmed educationally because of the institution's alleged noncompliance with federal or state statutes or regulations or another accrediting agency's standards and criteria.

The Council also may direct a Fast Assessment and Compliance Team (FACT) visit to investigate and report on alleged improper practices at ACICS institutions.

The Council retains discretion to determine the size and composition of special and FACT teams and the length and breadth of the evaluation. In making these decisions, the Council will consider the issues and factors that prompted the visit, the size of the institution, and the nature of the institution's offerings.

2-3-900 – Debarment

The Council may bar a person or entity, including spouses and closely related family groups as defined in Section 2-2-401, from being an owner, senior administrator, or governing board member of an ACICS-accredited institution if that person or entity was found guilty of fraudulent or criminal behavior; was debarred by a government agency or an accrediting agency; or was an owner, senior administrator, or governing board member of an institution that lost its accreditation as a result of a denial or suspension action or that closed without providing a teach-out or refunds to students matriculating at the time of closure.

The Council will notify the person(s) or entity whom it intends to bar as the result of denial or suspension action within four months following the loss of the institution's accreditation. It will notify the person(s) or entity whom it intends to bar as the result of the closing of an institution within a reasonable period of time following the closure. In each case, the Council will forward an intent to bar notice by both electronic and certified mail to the last institutional mailing address known to the Council, unless the Council has received updated mailing information following the institution's closure or loss of accreditation. Those individuals or entities will be considered notified when the Council has forwarded the intent to bar notice in accordance with these procedures.

The intent to bar notice will inform the person(s) or entity that they are entitled to present information and materials in writing to challenge the intent to bar at the next scheduled meeting of the Council. The notice will stipulate that if they intend to challenge the intent to bar, the person(s) or entity must inform the Council office in writing within ten days of receipt of the notice as to whether they will challenge the intent to bar in writing. A debarment order may be issued by the Council as a result of its consideration of the facts presented. Notice of the Council's decision will be sent to the individual(s) by electronic and certified mail following their challenge before the Council.

The Council retains final discretion to establish the terms and length of the debarment. The length of debarment will vary depending on the circumstances that led to the debarment decision, but it will be for a period of at least three years. Individual circumstances may justify a longer period of debarment.

Person(s) or entities barred by the Council may appeal this decision to the Council in accordance with such debarment appeals procedures as the Council may establish. The Council's decision is final if the person or entity elects not

to appeal within ten days of Council notification or if the Council affirms its decision following appeal, and no additional appeal rights are available under these procedures.

TITLE III EVALUATION STANDARDS

Chapter 1 General Standards Applicable To All Institutions

INTRODUCTION

This section of the *Accreditation Criteria* comprises the most heavily weighted part of the accrediting process. Chapter 1 states and explains the minimum operational and educational practices expected of all institutions, whatever methodology and mode of educational delivery is used and wherever the institution provides educational activities. Inasmuch as these are minimum expectations, extreme deviation from them is not permitted. The Council, while encouraging innovation at institutions and attempting to be somewhat flexible in its interpretation of these standards, does not grant waivers on criteria pertaining to good educational practice.

Chapters 2-6 contain additional criteria which are applicable to institutions offering nondegree programs and programs culminating in occupational associate's, academic associate's, bachelor's, and master's degrees. The Council recognizes that some requirements of these standards may not be appropriate for entities, and it may waive specific standards on a case-by-case basis.

3-1-100 – MISSION: PURPOSE AND OBJECTIVES

Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career-related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution.

Institutions may exhibit a variety of missions, ranging from those which have a singleness of purpose to those which are multi-purpose.

3-1-101. ***Disclosure.*** The mission statement of the institution, its purpose, and its supporting objectives must be stated in the catalog and in other publications readily available to the public. The mission statement must be expressed in terms readily understandable by a prospective student, parents, the public, and other educational institutions.

3-1-102. ***Implementation.*** The institution is measured both in terms of its stated purpose and in terms of its conscientious endeavor to fulfill this purpose. The faculty, financial resources, physical plant, administration, management, and educational activities shall be appropriate and committed to successful implementation of the stated mission of the institution.

3-1-110 – INSTITUTIONAL EFFECTIVENESS

An important indication of the overall effectiveness of an ACICS-accredited institution is the degree to which it meets its own predetermined educational outcomes. Each campus of an ACICS-accredited institution, consistent with its mission, shall develop and implement a Campus Effectiveness Plan that identifies how it plans to assess and continuously improve its educational programs and processes, and that addresses its ability to meet the educational and occupational objectives of its programs. In this document, each campus should attempt to incorporate short-term objectives to be accomplished in order to achieve the mission of the institution as it applies to the campus and its future goals.

3-1-111. ***Campus and Institutional Effectiveness Plans.*** Each campus shall have on file a Campus Effectiveness Plan (CEP). A main and its branches may share aspects of an CEP, such as the mission, but each main and branch campus is expected to have its own plan for effectiveness that describes the characteristics of the programs offered and of the student population, describes what types of data will be used for assessment, identifies outcomes, and states how continuous improvement will be made to improve or enhance outcomes at the campus. A centrally controlled institution must also submit a consolidated Institutional Effectiveness Plan (IEP) containing information and data on the institution as a whole. The IEP of a centrally controlled institution is due on or before September 15 annually.

For the Campus Effectiveness Plan, the following six elements, at a minimum, will be evaluated for institutional effectiveness:

1. student retention rates;
2. student placement rates;
3. level of graduate satisfaction;
4. level of employer satisfaction;
5. student learning outcomes; and
6. graduation rates [when available].

In compiling the data needed to assess the six elements, each campus shall identify and describe how the data were collected, the rationale for using each type of data, a summary and analysis of the data collected, and an explanation of how the data have been used to improve educational processes. Baseline data must be identified for each of the six elements.

For example, the data needed to demonstrate student learning outcomes includes baseline data and data to support that student learning has occurred. Examples of data may include, but are not limited to, course grades, GPA, CGPA, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations, and other measures of skill and competency attainment. Placement data should not be used exclusively to validate student learning outcomes.

Each campus shall publish annual placement and retention goals. In formulating these goals, the campus shall take into account the retention and placement rates from the previous three Campus Accountability Reports and the specific activities that will be undertaken to meet those goals. The activities must demonstrate the campus' ability to maintain or improve retention and placement outcomes each year.

Institutions are encouraged to include additional information in their plans which is relevant to improving their overall effectiveness.

For the Institutional Effectiveness Plan of a distributed enterprise institution, the following elements will be evaluated for institutional effectiveness, at a minimum:

PLANS

1. Mission and Objectives of the distributed enterprise institution
2. Strategic Planning Objectives
3. Long Range Planning Goals and Timelines for:
    a. Expansion and addition of campuses
    b. Student enrollment
    c. Retention and placement rates
4. Plans for Continuous Improvement

DATA

1. Three (3) years of retention and placement trend data for the institution
2. Three (3) years of retention and placement trend data for each program
3. Student demographic data for the institution
4. Comparison and analysis of baseline data between campuses
5. Analysis of cohort default rates for the institution
6. Assessment of learning outcomes across the institution
7. Graduation Rates

PROCESS

1. Composition of the institution's IEP team
2. Institutional process for curriculum review
3. Compliance monitoring and internal controls

3-1-112. ***Implementation and Monitoring of Campus and Institutional Effectiveness Plans.*** Distributed enterprise institutions and all campuses shall document that the specific activities listed in the plan are carried out and that periodic progress reports are completed to ensure that the plan's activities are implemented. Appropriate individuals should be assigned responsibility for implementing and monitoring the Campus and Institutional Effectiveness Plans.

3-1-113. ***Evaluation of Campus and Institutional Effectiveness Plans.*** Distributed enterprise institutions and all campuses shall evaluate the plan, its goals, and activities at least annually. Evaluation requires the determination of initial baseline rates and a measurement of results after planned activities have occurred. Distributed enterprise institutions and all campuses shall maintain documentation of historical outcomes and show evidence of how this documentation is used to achieve expected goals. Distributed enterprise institutions and all campuses should adjust their goals accordingly as a result of an evaluation of the Institutional and Campus Effectiveness Plans.

3-1-200 – Organization

Each institution should have an organizational structure designed to promote among all staff and faculty a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly carry out the stated educational objectives of the institution.

3-1-201. ***Disclosure.*** The governance, control, and corporate organization of the institution shall be stated in appropriate publications, including the catalog, together with the names of the trustees, directors, administrators, and officers.

3-1-202. ***Integrity.*** The integrity of an institution is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by all individuals comprising the ownership, control, or management.

An institution must assume full responsibility for the actions, statements, and conduct of its representatives and must, therefore, select each of them with the utmost care, provide them with adequate training, and arrange for constant and proper supervision and evaluation of their work. The Council considers the following to be important:

(a) Emphasis shall be placed upon the efficiency and effectiveness of the overall administration of the institution. Attention shall be given to educational activities, admissions, student financial aid, financial operations, plant and equipment, student services, and compliance with applicable local, state, and federal laws. The degree of institutional compliance with the criteria in these areas is a measure of the administrative capability of the chief on-site administrator of a main campus or branch campus and, for a distributed enterprise, the designated chief administrator of the institution.

(b) The institution must maintain written evidence that faculty and staff members clearly understand their duties and responsibilities, know the person to whom they report, and understand the standards by which the success of their work is measured. A copy of the document describing these terms and conditions shall be given to the faculty and staff member and a copy maintained by the institution. The administration must maintain documentation of the evaluation of the faculty and staff.

(c) In the administrative organization of the institution, the professional integrity of the faculty and staff shall be respected. Administrative decisions shall not inhibit the academic freedom of the faculty. The institution shall adopt a policy assuring academic freedom and communicate the policy to all faculty.

(d) An institution shall establish, publish, and implement appropriate grievance policies and procedures for considering complaints received from students, employees, and other interested parties. The grievance procedure for students shall be published in the institutional catalog or student handbook and shall include the name and address of ACICS.

3-1-203. ***Financial Stability.*** The financial well-being of an institution requires constant oversight by competent managers.

The institution shall have adequate revenues and assets to meet its responsibilities, to ensure continuity of service, and to accomplish its mission. Budgetary practices should reflect a balanced application of resources to operations; the amount of expenses and debt must not burden the educational objectives of the institution; the proportion of the budget allocated to instructional programs must be adequate; and the financial profile of the institution must support the intent of its objectives.

3-1-300 – Administration

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed recordkeeping enhances the management of the institution.

3-1-301. ***Management.*** Each institution shall have a chief executive officer. Moreover, each institution also shall have a qualified on-site administrator at the main campus and at all branches. This person must be made known to ACICS and shall be responsible for the implementation of the stated mission as determined by the institution's governing body. The staff continuously shall evaluate the programs of study, student activity program, guidance services, financial aid services, instructional procedures and resources, and other aspects of the educational program of the institution. The chief executive officer shall seek to improve the educational program as a result of such evaluation. A current copy of the *Accreditation Criteria* shall be maintained by each main and branch location and shall be available to faculty and staff.

3-1-302. ***Evidence of Degrees.*** Institutions listing degrees of staff members in the catalog shall have on file appropriate evidence of the degrees. Copies of either transcripts or diplomas are acceptable.

3-1-303. *Records.* Careful recordkeeping is crucial to the smooth day-to-day operation of an institution. The data from these records are important to the institution for future planning, to students for informational purposes, and to evaluation teams during school visits. All such records should be maintained at each institutional site or shall be available at each site during evaluation visits. The Council expects at least the following:

(a) Adequate records shall be kept by each institution relative to administrative operations. These include financial aid activities, admissions, curriculum, accreditation and licensure, guidance, instructional resources, supplies and equipment, school plant, faculty and staff, student activities, and student personnel.

(b) For all students admitted under an ability-to-benefit determination, the institution shall maintain records of the validated test scores, initial and periodic academic and career advising, and any other factors used by the institution to support its admissions determination.

(c) For institutions admitting students under an ability-to-benefit determination, documentation shall be maintained to evidence the relationship between test cut-off scores on whatever test the institution uses and successful academic or employment outcomes.

Such records could include such data as admissions rate (acceptances versus rejections), completion rate of those enrolled, general placement rate, or specific career placement rate.

For students tested and enrolled based on a test's validity to predict aptitude, the test score should predict successful completion of the program. Institutions must develop longitudinal data comparing the test cut-off score(s) utilized for acceptance with the eventual success of students.

An institution admitting a high percentage of applicants based on testing and losing a comparably high percentage of those students before completion (even allowing for factors other than ability) may not be using the appropriate test to measure aptitude, or the cut-off score for admission is too low, or both. The use of the minimum cut-off scores determined by the U.S. Department of Education will not, in and of itself, satisfy the requirements of this section.

(d) For high school graduates or those with high school equivalency, the institution shall have on file evidence that the student has received a high school diploma or its equivalent. A signed statement by the student is acceptable documentation. The student's record also may include personal background information, evidence of other educational experiences (including certificates, diplomas, or degrees earned), or information about the ability of the student to benefit from the education offered, including any aptitude testing information or recommendations from other sources.

(e) A permanent academic record (transcript) of the student's progress shall be maintained. Compatible with the institution's mission, the transcript shall indicate student accomplishment in terms of clock hours, units of credit, or some other recognized system. The grading system used shall be fully explained on the transcript and must be consistent with that appearing in the institutional catalog.

(f) All basic records and reports pertaining to students shall be safely protected. Acceptable methods of protecting records from theft, fire, water damage, or other possible loss include appropriately fire-rated file cabinets (that can be and are locked when not being used); a central location such as a vault, the entirety of which is protected; and microfilmed records, computer disk, backup tape, printout records, or other hard copies of records protectively stored off the premises.

(g) Certain basic records shall be maintained by the institution for a specified period of time. Transcripts should be kept indefinitely, and admissions data and other records should be kept for at least five years from the last day of attendance. Financial aid records shall be maintained according to the guidelines established by the funding source.

3-1-400 – Relations With Students

Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending branch campuses and learning sites. Such services should support the educational program and reflect the institution's concern for the welfare of the student.

3-1-410 – Admissions and Recruitment

It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.

The ultimate responsibility for the activities of an institution's employees, vendors, contractors, or agents in the referral, recruiting, evaluation, and admissions processes always remains with the institution. An institution may not delegate without supervision these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants. The institution may not contract, directly or indirectly, with third parties who are generally unfamiliar with the institution. "Non-employees" are independent contractors who are not considered "employees" under the Internal Revenue Code.

Institutions participating in Title IV programs must be aware of regulations imposed by the U.S. Department of Education as they apply to recruiting practices.

3-1-411. ***Admissions.*** The admissions policy shall conform to the institution's mission, shall be publicly stated, and shall be administered as written. The following minimums apply:

(a) The requirements for students admitted to programs leading to a certificate, diploma, or degree shall include graduation from high school or its equivalent, or demonstration of the student's ability to complete the program, as provided for by governing laws.

(b) It is the responsibility of the institution to maintain student records which reflect the requirements for admission of all students.

(c) Institutions are not precluded from admitting, under different requirements, students who are beyond the age of compulsory school attendance or who may be otherwise specially circumstanced, such as:

(i) having financial sponsorship through contractual arrangements with public or private organizations;

(ii) having identifiable needs requiring remedial instruction as a supplement to the regular curriculums;

(iii) participating in innovative postsecondary programs specially described to ACICS; or

(iv) being enrolled in individual courses not leading to an academic credential.

3-1-412. ***Recruitment.*** Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution. The following minimums apply:

(a) An institution shall ensure that any person or entity engaged in admissions or recruitment activities on its behalf is communicating current and accurate information regarding courses and programs, services, tuition, terms, and operating policies.

(b) No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an institution may be used for recruitment purposes unless the name of that institution is clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community.

(c) An institution shall conform to the laws and regulations of each of the states in which it operates and shall ensure that each of its representatives is properly licensed or registered as required by the laws of that state.

(d) Representatives of an institution shall use only those titles which accurately reflect their actual duties and responsibilities. Recruitment and enrollment personnel may not be designated as counselors or advisors and may not make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement.

(e) Referrals are permitted, and the referrer may be paid a fee so long as the referrer provides full disclosure and does not misrepresent the purposes of soliciting a prospective referral and such payments do not violate state or federal laws.

(f) All recruiters must be supervised by the institution's administration to ensure that their activities are in compliance with all applicable standards.

3-1-413. ***Transfer of Credit.*** An institution shall evaluate and consider awarding proper academic credit for credits earned at institutions accredited by agencies recognized by the United States Department of Education. The institution shall establish and adhere to a systematic method for evaluating and awarding academic credit for those courses that satisfy current program course requirements. Written policies and procedures must clearly outline the process by which transfer of academic credit is awarded. The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution and if applicable, a list of institutions with which the institution has established articulation agreements.

In addition, the institution must provide notification to students as to these articulation agreements and the transferability of the credits in the programs that are offered.

3-1-414. ***Enrollment Agreements.*** All institutions must use an enrollment agreement for each enrolled student which clearly outlines the financial obligations of both the institution and the student. The agreement must outline all program related tuition and fees, must be signed by the student and the appropriate school representative, and a copy provided to the student.

3-1-420 – Standards of Satisfactory Progress

Each institution shall establish and administer measures of satisfactory academic progress for all students as referenced in Appendix D.

3-1-421. ***Compliance.*** The institution complies with the requirements of Appendix D.

3-1-422. ***Documenting Compliance.*** The institution documents compliance with its Satisfactory Academic Progress policy.

3-1-423. ***Oversight.*** The institution encourages and assists students who are experiencing difficulty in progressing satisfactorily in their programs.

3-1-430 – Tuition and Fees

3-1-431. ***Institutionally Financed Grants, Scholarships and Loans.*** The Council recognizes that most accredited institutions offer or administer grants, scholarships and loans for students. Institutions must meet appropriate guidelines for such programs in order to ensure their legitimacy. Participation in ethical institutional grant (See Appendix E, "Guidelines for Institutionally Funded Student Aid"), institutional loan, and scholarship programs requires adherence to the following:

(a) In addition to administering federal or state student aid programs, institutions may offer the following types of student financial aid:

(i) grants funded by the institution and awarded to all students within a qualifying category or to all students who demonstrate a need in accordance with published standards;

(ii) scholarships funded by the institution or a third-party and administered by the institution to provide aid to students who demonstrate academic achievement in accordance with published standards;

(iii) loans funded by the institution and available equally to all students.

(b) Institutionally financed or administered grants, scholarships and loans must be described in the current catalog with a description of the criteria for the award, the application procedures and deadlines, and amounts that may be awarded. All information must avoid false, misleading or exaggerated statements.

(c) Institutionally financed loans may vary in amount depending on the student's need. The terms and conditions for loans, including forbearance and repayment, must be described in the current catalog. All institutionally financed loans must be collected in accordance with sound and aggressive business practices for the collection of student loans. Institutions must counsel students concerning their loan repayment obligations.

3-1-432. ***Tuition and Charges.*** Institutions may charge varying amounts of tuition and fees for different programs. All charges should be consistent for similarly circumstanced students enrolling at the same time and in the same programs, however, and detailed financial records should indicate at all times the financial obligation of the student to the institution. The following are minimum expectations:

(a) The tuition and other charges, including the period for which the student is financially obligated, shall be clearly stated in the catalog of the institution. The existence of any separate or comparable publication containing tuition rates must be referenced specifically in the catalog. The schedule of charges must be uniformly administered to similarly circumstanced students.

(b) The financial records of the students shall clearly show the charges and dates for the posting of tuition, fees, and other charges; the payments and dates of payment; and the balance after each transaction.

(c) Announcements of changes in tuition or fees must state the effective date of the change and be uniformly administered.

(d) Terms of payment may be varied by the institution so long as the tuition charges are uniformly administered.

3-1-433. ***Refund Policy.*** The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution's catalog. Specific federal or state policies may apply.

3-1-434. ***Administration of Student Financial Aid.*** Participation in state or federal student financial aid programs requires serious administrative responsibility. The Council expects all institutions participating in such programs to be knowledgeable of and in compliance with applicable laws and regulations. The following requirements govern how such activities are evaluated by ACICS:

(a) An institution participating in student financial aid programs shall designate at least one competent person at the site to administer student financial aid. The extent of this activity and the personnel needed shall be governed by the size and classification of the institution. The person who determines the amount of student awards cannot be responsible for disbursing those awards.

(b) The person or persons assigned to administer student financial aid programs must in all cases be a part of the administration. Administrative personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid.

(c) There shall be professional awareness on the part of the financial aid administrator as shown by membership and participation in state, regional, or national financial aid associations and by other educational activities designed to keep the administrator up to date on procedures and changes in the field.

3-1-435. ***Cash Discounts.*** Any institution providing discounts for cash received in advance of the normal payment schedule must have a written policy. That policy must be provided in writing to all student applicants prior to enrollment.

The institution must demonstrate that the policy:

(a) is available to all students at the institution; and

(b) bases the size of the discount on the financial benefit the institution receives from the payment of cash earlier than otherwise would be required under the institution's normal tuition payment schedule or applicable retail installment contract.

3-1-440–Student Services

3-1-441. ***Counseling and Guidance.*** Each institution shall designate at least one person on staff experienced in counseling students on personal or academic problems and employment opportunities. The extent of such activity, and the personnel assigned to it, shall be determined by the size, classification, and admissions standards of the institution, the characteristics and location of students, and the means of communication with them. Orientation activities shall assist new students in adapting to the institution. The following are minimum expectations:

(a) A system of educational, occupational, and personal advising shall be available to students and shall be provided on a periodic basis to ability-to-benefit students enrolled pursuant to Section 3-1-303(b).

(b) Institutions shall emphasize retention and program completion for all students through activities that take into account their academic and socioeconomic characteristics.

(c) Institutions shall provide employment assistance and document activity. An institution shall not guarantee employment or the starting salary of its graduates. Follow-up studies on graduates and employer satisfaction shall be conducted by all institutions at specific measuring points following placement of the graduate. All institutions that use placement percentages or salary projections as part of their recruiting activities shall maintain data on all graduates, including the percentage receiving jobs and the percentage receiving jobs in the career field for which they were trained. Institutions also should keep data on students who do not graduate but who become employed on their own or with the institution's assistance.

An institution is encouraged to provide placement assistance, when requested, to graduates of other ACICS-accredited institutions who are relocating to a new community.

(d) Institutions shall document that students are counseled concerning their student loan repayment obligations.

3-1-442. ***Extracurricular Activities.*** Institutions which sponsor or conduct programs of extracurricular activities shall base such programs on well-defined purposes. These programs shall be designed primarily to serve the educational needs of the students, and the institution shall provide guidance and supervision for them.

3-1-500 – Educational Activities

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, be adequate in breadth and context to achieve it, and produce measurable results. Its educational activities, whether residential or otherwise and whether group or individually oriented, shall include definable instruction, interaction, and evaluation. A second index of institutional quality is the resources available to instructors and students.

The third index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon contemporary teaching strategies and practices and upon the knowledge, ability, and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff is one of the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution.

3-1-501. ***Faculty Involvement in Academic Governance.*** 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:

(a) the development of the educational program of the institution;

(b) the selection of course materials, instructional equipment, and other educational resources;

(c) systematic evaluation and revision of the curriculum;

(d) assessment of student learning outcomes; and

(e) planning for institutional effectiveness.

3-1-502. ***Programs Requiring Certification or Licensure.*** 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.

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.

3-1-504. ***Education or Study Abroad Activities.*** An institution may enter into formal education or study abroad relationships with eligible institutions outside its home country in accordance with the requirements outlined in Appendix J.

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.

The institution must demonstrate to the Council its methodology for determining the equivalent number of credit hours or clock hours required for the program.

The institution is required to maintain, as part of the permanent academic record, student work submitted for direct assessment along with the institution's assessment of student achievement.

Specific standards and requirements are described in Appendix H Principles and Requirements for Nontraditional Education, Section 1.

3-1-510 – Program Administration, Planning, Development, and Evaluation

3-1-511. ***Program Administration.*** The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

3-1-512. ***Program Planning.*** Educational activities shall be consistent with the institution's mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.

3-1-513. ***Program Development.*** The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(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 externships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi, independent study, and externships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Requirements for English as a Second Language Programs).

3-1-514. ***Program Evaluation.*** The faculty shall participate in a systematic process of continuous curriculum evaluation and revision. Institutions are encouraged to consider curriculum changes designed to serve students' needs that may be determined by community surveys or other fact-finding procedures relating to educational or employer needs.

3-1-515. ***Specialized Accreditation.*** If a program is accredited by a specialized accreditor recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation or, for foreign institutions, the government or appropriately recognized organization providing specialized accreditation, the Chief Executive Officer of the institution shall attest to ACICS and provide documentation that it is in compliance with the standards of the specialized accreditor.

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/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. 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/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/45).

The syllabus for each course must provide appropriate content and out-of-class learning activities to support the academic credit awarded for the course. Many courses are a combination of lecture, lab, and practicum. Therefore, the institution should be very careful in allocating the number of hours of each in a particular course.

A "clock (contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s). Therefore, when calculating conversions from clock to credit hours or allocating credit for courses, institutions must take great care to ensure that scheduled breaks are educationally appropriate. Long periods of instruction with unusually short or no breaks are not acceptable. The institution has the burden of convincing the Council that the breaks are sufficiently long and frequent for the program being taught. Thus, it is rare for an institution to be able to divide by 50 in calculating the credit-hour equivalent of contact hours; usually, the denominator should be 60 or something between 50 and 60.

(b) 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/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.

Courses offered in nontraditional formats must be structured to ensure that students have sufficient opportunity for preparation, reflection, and analysis concerning learned subject matter. Institutions should be aware that federal law requires a minimum number of weeks per academic year for Title IV eligibility purposes. The U.S. Department of Education uses eligibility criteria and definitions for Title IV disbursements that may be different from these in the *Accreditation Criteria*.

(c) Institutions may award academic credit to students who demonstrate competency in a subject area based on their academic, occupational, or personal experiences. The following expectations apply:

(i) Institutions shall establish and adhere to a systematic method for evaluating and awarding academic credit for those experiences (e.g., experiential learning, advanced academic standing, credit by examination) that satisfy current program course requirements.

(ii) Institutions must maintain documentation to support that credit hours awarded are appropriate based on the assessment of the knowledge, skills, or competencies acquired.

3-1-517. *Course Scheduling.* Courses must be scheduled in such a way as to be educationally appropriate for the academic background of the students served, the type of the coursework involved, and the method of educational delivery. The Council will review the number of minutes of instruction provided, the appropriateness of the length of the breaks between classes, the number of classroom hours per week, the expectation of outside preparation, and the educational needs of the students.

3-1-520 – Credentials Conferred

3-1-521. *Conferring of Credentials.* The conferring of certificates, diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws.

3-1-530 – Instruction

3-1-531. ***Instructional Tools.*** Institutions shall:

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;

(b) ensure academic freedom and other conditions favorable for effective classroom instruction;

(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and

(d) comply with applicable copyright laws in the use of instructional materials.

3-1-532. ***Instructional Components.*** Required instructional components shall include:

(a) systematic planning;

(b) well-defined instructional objectives;

(c) the selection and use of appropriate learning materials;

(d) appropriate modes of instructional delivery;

(e) the use of appropriate assessment strategies; and

(f) the use of appropriate experiences.

3-1-540 – Faculty

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.

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 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.

3-1-542. ***Verification of Credentials.*** Institutions must maintain official transcripts for credentials that qualify faculty members to teach their assigned courses and for those credentials that are listed in the catalog. All these credentials shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution or downloaded electronically from a link provided to the employing institution from the institution where study was completed. Transcripts received electronically must bear an indication that it is an "official transcript" and the link provided must have information on how to verify the authenticity of the transcript. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.

3-1-543. ***Faculty Development.*** Institutions are required to establish faculty development plans including both in-service and professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new sofrware, equipment, techniques, etc. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development").

3-1-544. ***Faculty Meetings.*** Regularly scheduled faculty meetings or department meetings, with participation by full-time and part-time faculty, shall be held. Discussions and attendance shall be recorded.

3-1-600 – Educational Facilities

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curricula, faculty, and students.

3-1-601. ***Plant and Equipment.*** The buildings, classrooms, equipment, furniture, grounds, instructional tools, support systems, instructional facilities, machinery, and other physical requirements of the educational program shall be appropriate and shall contribute to the achievement of the institution's objectives. Equipment, instructional tools, and machinery must be properly installed and maintained.

3-1-602. ***Code Requirements.*** The plant shall meet the general tests of safety, usefulness, cleanliness, maintenance, health, lighting, and compliance with any local or state laws governing physical facilities, particularly with respect to fire, safety, and sanitation.

3-1-700 – Publications

It is important for institutions to recognize the value of "truth in advertising" when promoting their operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft.

3-1-701. ***Catalog.*** Each institution shall publish and provide to each enrolled student a catalog which complies with Appendix C, "Institutional Publications Requirements."

3-1-702. ***Multiple-School Catalog.*** All institutions utilizing a common catalog must be of common ownership. Photographs of the physical facilities of any of the institutions must be captioned to identify the particular institution or campus depicted. The faculty and staff of each institution and the members of the general administration exercising supervisory responsibility for the group of institutions must be clearly identified with respect to each institution and the overall administration. Any information contained in the catalog that is not common to all institutions in the group should be presented in such a manner that no confusion, misunderstanding, or misrepresentation is possible. For further information, see Appendix C.

3-1-703. ***Advertising.*** Literature used by an institution must be presented in such a manner as to be factual with respect to services offered or benefits promised. An English translation for advertising that is in a language other than English must be available. For further information, see Appendix C.

If an institution publicly discloses incorrect or misleading information about its accredited status, the contents of an evaluation team report, or accreditation actions with respect to the institution, the institution must make a public disclosure of correction through the same media or means.

3-1-704. *Performance Information.* Institutions shall routinely provide reliable information to the public on their performance, including student achievement as determined by the institution.

3-1-800 – Library Resources and Services

The adequate provision of library resources and information services, appropriate to the academic level and scope of an institution's programs, is essential to teaching and learning. It is incumbent upon all member institutions to assess the level of library resources needed in relation to their programs and to provide a range of support to meet these needs. The size of collections and the budget allowed for library resources and services do not ensure adequacy. The quality, relevance, accessibility, availability, and provision of support services ultimately will determine the adequacy of an institution's efforts. In assessing library resources and services, ACICS requires that an institution, at a minimum, shall:

(a) develop an adequate base of library resources;

(b) ensure means to access these resources;

(c) develop a continuous assessment strategy for library resources and information services;

(d) provide adequate staff to support library development, collection organization, and accessibility;

(e) ensure that library services are provided to all learners, including those at nonmain campuses; and

(f) provide training and encouragement for students and faculty to utilize library resources as an integral part of the learning process.

TITLE III EVALUATION STANDARDS

Chapter 2 Standards For Nondegree Programs

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

3-2-100 – FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

3-2-101. ***Teaching Load.*** An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

3-2-102. ***Field Preparation.*** Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

3-2-103. ***Subject Preparation.*** Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

3-2-104. ***Assignments.*** The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-2-105. ***Stability.*** There shall be an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-2-106. ***Student-Teacher Ratio.*** The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;

(b) the level of existing skills of the students;

(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and

(d) the use of technology in providing alternative instruction or evaluation.

3-2-200 – Instructional Resources, Materials

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational programs. The resources shall include current titles, periodicals, professional journals, or full-text online resources appropriate for the institution's educational programs. There shall be evidence that appropriate instructional resources, equipment, technology, and materials are utilized to support the educational objectives.

3-2-201. ***References.*** The institution shall have available and easily accessible to faculty and students standard reference works appropriate to the curriculum. Major consideration will be given to the variety of volumes, periodicals, online resources and information technology readily available to students and faculty, recency of publications, appropriateness, and relevance to the programs.

3-2-202. ***Distribution of Resources and Materials.*** The instructional resources and references may be consolidated or may be distributed throughout the educational facility, or they may be provided by the institution under contract with an external organization on behalf of its student body which ensures access to library resources and references pertinent to the programs offered by the institution; including resources that are available exclusively online. Easy access to and use of reference materials, periodicals, and information technology are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. Availability and utilization of audiovisual equipment also are important.

3-2-203. ***Inventory.*** A current inventory of instructional materials and equipment shall be maintained by the institution.

3-2-204. ***Budget.*** Budget allocations and expenditures for instructional resources, equipment, and materials shall be sufficient to meet the needs and fulfill objectives of the institution's programs.

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 15 semester hours, 22.5 quarter hours, or the equivalent of general education.

3-3-100 – STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.

3-3-200 – EDUCATIONAL ACTIVITIES

3-3-201. ***Objectives.*** The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. ***Education Requirements.*** The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

There shall be a minimum of 10 semester hours, 15 quarter hours, or their equivalent in general education or applied general education courses. The catalog must identify the courses that satisfy the general education requirements, and it must provide an explanation of the course numbering system.

The Council's expectations for general education and applied general education are outlined in the Glossary section.

3-3-203. ***Curriculum.*** The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-3-204. *Enrollment.* Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

3-3-300 – Faculty

3-3-301. *Preparation.* An institution offering occupational associate's degrees shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence, consideration shall be given to the academic preparation and experience of each instructor.

3-3-302. *Assignments.* During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., medical assisting, business administration, information technology). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and/or related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching applied general education. Instructors at a minimum shall have earned 15 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment.

(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.

Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minors or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

(c) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(d) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-3-303. ***Teaching Load.*** An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

3-3-304. ***Stability.*** There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-3-305. ***Student-Teacher Ratio.*** The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;

(b) the level of existing skills of the students;

(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and

(d) the use of technology in providing alternative instruction or evaluation.

3-3-400 – Library, Instructional Resources, and Technology

3-3-401. ***Staff.*** An individual with the ability to maintain the resources and to assist students and faculty shall be designated to oversee the resources of the institution.

3-3-402. ***Budget.*** An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-3-403. ***Function.*** The library function is shaped by the educational programs of the institution. Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective. The ultimate test of the library's adequacy is determined by the extent to which its resources support all the courses offered by the institutions.

3-3-404. ***Use and Accessibility.*** In evaluating the use of library resources by students, consideration shall be given to accessibility and to methods used by the faculty to encourage the use of these resources by students. Records of physical and/or online circulation and inventory shall be current and accurate.

Physical and/or online library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. Easy access to and use of reference materials, periodicals, and information technology are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. If online resources are utilized, an appropriate number of terminals shall be provided for student

use. Interlibrary agreements are not substitutes for an institution's library, but rather a means to supplement the institution's holdings in limited areas. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students.

3-3-405. *Holdings.* The institution shall have available and easily accessible standard reference works, professional journals, and current periodicals appropriate to the curriculum. Consideration also shall be given to supplementary library resources contracted by the institution and online resources available to its student body.

3-3-406. *Acquisitions.* Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty. Moreover, it is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources.

Title III Evaluation Standards

Chapter 4 Standards for Academic 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 academic associate's degree programs. All Associate of Art and Associate of Science degree programs are academic associate's degree programs. Any other associate's degree programs that include at least 15 semester hours, 22.5 quarter hours, or the equivalent of general education also are considered to be academic associate's degree programs. Institutions that offer academic associate's degree programs are collegiate institutions.

3-4-100 – State Authority

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.

3-4-200 – Educational Activities

3-4-201. ***Objectives.*** The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-4-202. ***Education Requirements.*** The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.

General education and academic subject offerings, as distinguished from the professional or vocational offerings of a collegiate institution, shall place emphasis on principles and theory and not on practical applications associated with a particular occupation or profession. General education courses give balance to the total program and must be appropriate for the program and the needs of the students. The Council's expectations for general education, humanities, mathematics and the sciences, and social sciences are outlined in the Glossary section.

3-4-203. *Curriculum.* The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-4-204. *Enrollment.* Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

3-4-300 – Faculty

3-4-301. *Preparation.* The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence, consideration shall be given to the academic preparation and experience of each instructor.

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.

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 in languages other than English for general education instructors must be translated into English.

Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

In addition to the degree requirements outlined above, at least one-half of the courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor's degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.

3-4-303. *Teaching Load.* Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

3-4-304. *Stability.* There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-4-400 – Library, Instructional Resources, and Technology

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 institutions, 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. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. The professionally trained individual must participate in documented professional growth activities.

During library hours that are scheduled and posted, there shall be a trained individual on-site who is assigned to oversee and to supervise the library and to assist students with library and information services. This individual shall be competent and technologically literate to use and to aid in the use of the library technologies and resources.

3-4-402. *Budget.* An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-4-403. *Function.* The library function is shaped by the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

3-4-404. *Use and Accessibility.* The faculty should inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online resources including full-text resources support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online resources including full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consid-

eration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online resources including full-text reference materials appropriate for the offerings of the institution.

3-4-405. *Holdings.* A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and essential professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.

3-4-406. *Acquisitions.* Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty.

Title III Evaluation Standards

Chapter 5 Standards for Bachelor's Degree Programs

Introduction

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to bachelor's degree programs. Institutions that offer bachelor's degree programs are considered to be collegiate institutions.

3-5-100 – State Authority

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the bachelor's degree.

3-5-200 – Educational Activities

3-5-201. ***Objectives.*** The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-5-202. ***Education Requirements.*** The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.

General education and academic subject offerings, as distinguished from the professional or vocational offerings of a collegiate institution, shall place emphasis on principles and theory and not on practical applications associated with a particular occupation or profession. General education courses give balance to the total program and must be appropriate for the program and the needs of the students. The Council's expectations for general education, humanities, mathematics and the sciences, and social sciences are outlined in the Glossary section.

3-5-203. *Curriculum.* The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-5-204. *Enrollment.* Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.

3-5-300 – Faculty

3-5-301. *Preparation.* The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence, consideration shall be given to the academic preparation and experience of each instructor.

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.

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 in languages other than English for general education instructors must be translated into English.

Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

In addition to the degree requirements outlined above, at least one-half of all lower-division courses and all upper-division courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor's degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.

3-5-303. *Teaching Load.* Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

3-5-304. *Stability.* There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-5-400 – Library, Instructional Resources, and Technology

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. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. The professional trained individual must participate in documented professional growth activities.

During library hours that are scheduled and posted, there shall be a trained individual on-site who is assigned to oversee and to supervise the library and to assist students with library and information services. This individual shall be competent and technologically literate to use and to aid in the use of the library technologies and resources.

3-5-402. *Budget.* An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-5-403. *Function.* The library function is shaped by the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

3-5-404. *Use and Accessibility.* The faculty should inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online resources including full-text resources support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online resources including full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the

degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online resources including full-text reference materials appropriate for the offerings of the institution.

3-5-405. ***Holdings.*** A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.

3-5-406. ***Acquisitions.*** Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount emanating from the faculty.

Title III Evaluation Standards

Chapter 6 Standards for Master's Degree Programs

Introduction

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to master's degree programs.

3-6-100 – Nature of Graduate Education

The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.

3-6-200 – State Authority

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the master's degree.

3-6-300 – Organization and Administration

3-6-301. ***Committee Oversight.*** The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

3-6-302. ***Program Administration.*** The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

3-6-400 – Educational Activities

3-6-401. ***Objectives.*** The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

3-6-402. ***Program Development.*** Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

3-6-403. *Education Requirements.* The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

3-6-404. *Curriculum.* The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

3-6-405. *Enrollment.* Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

3-6-500 – Faculty

3-6-501. *Preparation.* The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

3-6-502. *Assignments.* Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

3-6-503. *Teaching Load.* Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, professional activities and/or scholarship, and community relations responsibilities of the instructor.

3-6-504. *Stability.* There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-6-600 – Admissions

3-6-601. ***Enrollment Prerequisites.*** The threshold admission requirement to a master's degree program is a baccalaureate degree. If admission to a professional program is granted without a baccalaureate degree, the burden is on the institution to demonstrate and justify that the alternate admission requirement is accepted by a recognized licensing or specialized accrediting agency and is common practice among accredited institutions of higher education.

In instances where a baccalaureate degree is not used as the threshold for admission, the following conditions must be met: (a) admission to the program may be granted only to eligible students who have completed at a minimum an associate degree or equivalent; (b) the program must ensure that a baccalaureate degree, which meets ACICS standards, is awarded upon completion of baccalaureate degree requirements or concurrently with the award of the master's degree; and (c) the baccalaureate degree program must include in its curricular requirements sufficient and appropriate bridge to master's-level courses in the field of study and must be approved by ACICS.

3-6-602. ***Evaluation of Applicants.*** Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to benefit from graduate study.

3-6-603. ***Transfer of Credit.*** Transfer of credit for appropriate master's-level course work from another institution may be granted according to the policy established by the institution. No more than one-half of the credits required for the master's degree may be transferred from another institution.

3-6-604. ***Conformance to Institutional Objectives.*** Admissions procedures, transfer policies, and requirements for graduation shall be consistent with the overall philosophy and objectives of the institution.

3-6-700 – Library, Instructional Resources, and Technology

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 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. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. The professionally trained individual must participate in documented professional growth activities.

There shall be a professionally trained individual on duty for sufficient hours, as published by the institution, to support the programs and to assist students with library functions and research. This individual shall be competent both to use and to aid in the use of the library technologies and resources.

3-6-702. ***Budget.*** An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-6-703. *Function.* The library function is shaped by the educational programs of the institution. Institutions offering master's degree programs shall provide access to substantially different library resources in terms of their depth and breadth from those required for baccalaureate degree programs.

These resources shall include bibliographic and monographic references, major professional journals and reference services, research and methodology materials, and, as appropriate, information technologies. The depth and breadth of the accessible library holdings shall be such as to exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty.

Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings and to enhance student learning. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective.

3-6-704. *Use and Accessibility.* It is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online, full-text resources support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online, full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line, full-text reference materials appropriate for the offerings of the institution.

3-6-705. *Holdings.* The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate physical and/or online, full-text resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, on-line data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting an understanding of scholarly research and/or scholarly research at the graduate level.

3-6-706. *Acquisitions.* Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty.

3-6-800 – Publications

There shall be a separate section in the institution's catalog describing the master's degree objectives, program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions.

TITLE III EVALUATION STANDARDS

Chapter 7 Standards for Doctoral Degree Programs

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to doctorate degree programs, and are being applied as part of a pilot project. The current scope of recognition for ACICS, as approved by the U.S. Department of Education and the Council for Higher Education Accreditation, includes diploma programs and degree programs through the Master's degree. Therefore, accreditation of a doctoral program by ACICS does not make the program eligible for purposes of participation in federal student aid programs, as described in Title IV of the HEA. Institutions may confer only professionally-oriented doctorate degrees. Unlike academic doctoral degrees that prepare students to work in academia or research, professional doctoral degrees are designed to make students experts in their fields and in the workplace. As such, the outcomes for those earning a professional doctoral degree involve using knowledge and techniques to purposefully address problems and opportunities in their workplace. These include degrees such as the J.D., Ed.D., DFA, DBA, etc., but excluding the Ph.D.

3-7-100 – NATURE OF DOCTORAL EDUCATION

The awarding of a professional doctorate degree signifies that, in the judgment of the faculty, the student has attained specialized and practical competence which qualifies the recipient for opportunities and additional responsibilities beyond the master's degree level.

The doctorate degree is to be professionally oriented and must include the following:

(a) coursework which heightens the level of professional expertise in the area or field of study sought.

(b) an understanding of appropriate research methods relevant to the area or field of study sought. The goal of the research is to apply technologies, knowledge, or concepts in a new way to a workplace problem. This provides the student an opportunity to apply knowledge to a high-level issue in the same way he or she might operate at work.

(c) evidence that the coursework enables graduates to function/perform in the area or field of study sought.

To make a doctoral program distinctive, a component shall be designed to include practical research or a research project, or dissertation, or other required academic activities. A doctoral degree program is further designed to provide the mastery of a subject, theory, and methodology in a specific field of study. The program shall have a strategic plan that describes the purpose of the program, provides guidance about its future, and identified measures used to define its success.

3-7-200 – STATE AUTHORITY

The institution must be legally authorized by the appropriate state or national education agency, where such authority exists, to confer the doctorate degree.

3-7-300 – Organization and Administration

3-7-301. *Committee Oversight.* The responsibility for developing, modifying, and maintaining the doctoral degree program shall be carried out by a qualified designated committee to include, but not restricted to, faculty and administrators who, at a minimum, possess a doctoral/terminal professional degree in a related subject area.

3-7-302. *Program Administration.* The administration of the doctoral degree program shall be the responsibility of a qualified individual with appropriate administrative and educational background and experience related to a doctoral degree program. These qualifications must include a doctoral/terminal professional degree in a related subject area. The duties of this individual should be full-time with adequate staff support. The program must require students to work with a well-qualified and credentialed committee knowledgeable in methods of research and in the subject matter, chaired by an appropriately credentialed individual with expertise in the program area.

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 externship opportunities. Members of this committee may also provide information regarding the validity and rigor of the program and the quality of the graduates.

3-7-400 – Educational Activities

3-7-401. *Objectives.* The objectives of a doctoral degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a doctoral degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Doctoral degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. Specific program objectives must be clearly stated.

The practical application of research methods must be emphasized in professional doctoral degree programs. This emphasis implies development of the student's ability to integrate and apply research to issues related to the discipline and its knowledge base as used in industry.

3-7-402. *Program Development.* Doctoral faculty must be directly involved in the development and modification of a doctorate degree program's policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative doctoral degree programs to serve varying students and their needs. The learning objectives must be advanced and provide the depth of practical learning or research.

3-7-403. *Education Requirements.* The number of credits required for the doctoral degree shall be, at a minimum, 90 semester hours, 135 quarter hours, or their equivalent, of course work beyond the bachelor's degree. If a master's degree in the same field of study, earned at an institution accredited by an agency recognized by the U.S. Department of Education, is required as a prerequisite for admission to the doctorate degree program, the number of credits required for the doctorate degree shall be, at a minimum, 54 semester hours, 81 quarter hours, or their equivalent. This includes credit for the research project/dissertation or other required academic or professional activities.

The doctoral degree normally is earned over three to five years or the equivalent for full-time students. Limitations on the time to degree for part-time students need to be clearly outlined. Statutes of limitations for program completion and course work must be clearly disclosed to students and included in the institutional catalog, as well as on the enrollment agreement.

For certain first-professional degrees whose structure differs from that of other professional doctoral degrees, the required credit hour total and expected time to degree shall conform to what is typical for the field.

The catalog must provide a detailed explanation of the required courses in the program, as well as a description of the required activities and research elements necessary to complete the program.

3-7-404. ***Curriculum.*** The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering comparable degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of research and library resources.

The program must be designed for each student to accomplish specified goals and objectives and contribute to competence in the subject area or profession at an advanced level. Such activities and requirements must be approved by a designated individual and at least two additional individuals within the respective field of study with appropriate credentials.

The research project or other required academic or professional activities must be reviewed, evaluated, and assessed by a committee as described above. At least one individual on the committee must be from another appropriately accredited institution within the subject area.

For programs that include the following components, credit hours shall be part of the total credits required for program completion and shall be allocated as follows:

(a) Research project or dissertation – Credit hours shall not exceed 15 semester hours (22 quarter hours) for the research project.

(b) Independent and directed studies – Credit hours shall not in total exceed 9 semester hours (14 quarter hours) and must consist of an experience(s) that directly relates to and complements the student's program of studies.

(c) Internship or practicum – An internship or practicum shall be required of students with no or limited experience in the work environment they are prepared to enter. Credit hours shall not exceed 6 semester hours (9 quarter hours). Credit shall not be awarded for work experience that occurred before the student entered the program or as part of current job.

3-7-405. *Enrollment.* Enrollment must be sufficient to support regularly scheduled and conducted classes and coursework. Doctorate-level courses shall be offered and shall be based on appropriate prerequisites.

3-7-500 – Faculty

3-7-501. *Preparation.* The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

3-7-502. *Assignments.* All doctoral degree courses shall be taught by faculty possessing doctoral or terminal professional degrees, related to the courses taught, from accredited or government-recognized international institutions. These individuals also must demonstrate expertise in the field of study taught, possess applicable professional experience for participating in a doctoral degree program, and maintain current professional certification in their discipline, where applicable.

Faculty shall be assigned in terms of their major and minor areas of academic preparation, related professional experience, and appropriate required professional certification to practice in the field. The size of the faculty shall be appropriate for the enrollment in the program. The institution shall demonstrate that faculty members are engaged in practical or scholarly research and are encouraged to publish in professional journals.

3-7-503. ***Teaching Load.*** Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; academic advising, committee membership, and student guidance assigned; and the other administrative, research, publication, professional activities and/or scholarship, and community relations responsibilities of the instructor.

3-7-504. ***Stability.*** The proportion of faculty employed on a full-time basis shall be sufficient to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes and other measures that the proportion of full-time faculty and the faculty's average length of service to the institution allow the institution to meet its stated mission. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-7-600 – Admissions

3-7-601. ***Enrollment Prerequisites.*** The threshold admission requirement to a doctorate degree program is, as appropriate, a bachelor's or master's degree earned from an appropriately accredited institution recognized by the U.S. Department of Education. A specific enrollment agreement must be established for the doctorate degree program.

3-7-602. ***Evaluation of Applicants.*** Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to successfully complete introductory doctoral-level coursework.

International students should have English skills to effectively communicate with faculty, staff, and other students. For non-English speaking students, a TOEFL score of 550 or an equivalent score on an internationally recognized test is required to enter a program offered at a U.S. located institution.

3-7-603. ***Transfer of Credit.*** The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution. If the prerequisites for admission to the doctorate program is a master's degree in the same field of study earned at an institution accredited by an agency recognized by the U.S. Department of Education, a maximum of 36 semester hours, or 54 quarter hours, or their equivalent may be granted as transfer credits according to the policy established by the institution. In all other cases, no more than 20% for the doctorate degree may be transferred from another institution. Academic credit shall not be awarded for experiential learning activity.

3-7-604. ***Conformance to Institutional Objectives.*** Admissions procedures, transfer policies, and requirements for graduation shall be consistent with the overall philosophy, mission, and objectives of the institution.

3-7-700 – Library, Instructional Resources, and Technology

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 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 equiva¬lency of the degree to degrees 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. The professionally trained individual must participate in documented professional growth activities.

There shall be a professionally trained individual on duty for sufficient hours, as published by the institution, to support the programs and to assist students with library functions and research. This individual shall be competent both to use and to aid in the use of the library technologies and resources.

3-7-702. ***Budget.*** An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-7-703. ***Function.*** The library function is shaped by the educational programs of the institution. Institutions offering doctorate degree programs shall provide access to resources which enhance, support, and are influential to research activities conducted with regard to the field of study.

These resources shall include bibliographic and monographic references, major professional and scholarly journals and reference services, research and methodology materials, and, as appropriate, information technologies. The depth and breadth of the accessible library holdings shall be such as to exceed the requirements of the student to encourage the intellectual development of students and to enrich the professional development of the faculty.

Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings and to enhance student learning. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective.

3-7-704. ***Use and Accessibility.*** Faculty are responsible for inspiring, motivating, and directing student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or on-line, full-text resources support all the courses offered by the institution. For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or on-line circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the holdings.

Physical and/or on-line, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical

and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line reference materials appropriate for the offerings of the institution.

3-7-705. *Holdings.* The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, physical and/or on-line, full-text data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting scholarly research at the graduate level.

3-7-706. *Acquisitions.* Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty.

3-7-800 – Publications

There shall be a separate section in the institution's catalog describing the doctorate degree program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions.

Glossary of Definitions

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 drawn from no single source are offered by way of example rather than limitation. The Council recognizes the evolving and dynamic nature of American postsecondary education. It has no intention of imposing rigid expectations. When an institution departs from these norms it may be called upon to defend the academic integrity of the questioned activity.

Ability to Benefit. A determination made by the institution that, in the absence of a high school diploma or GED certificate, the student will be able to benefit, with or without remediation, from the program(s) offered at the institution. The determination should be made before the person is financially obligated or enrolled in a program.

Academic Probation. Students placed on academic probation are subject to increased scrutiny of their academic achievements due to a previous history of academic difficulty. The probation policy must define the conditions of probation, including how long a student may remain on probation and the requirements for being removed from probation. The institution may establish additional policies as it desires.

Academic Credential. A certificate, diploma, or degree stating that the student has been graduated from a certain curriculum or has passed certain subjects.

Academic Year. A period of time generally divided into two semesters, three quarters, or their equivalent, in which a full-time student is expected to complete the coursework equivalent to at least two semesters, three quarters, or their equivalent.

Accreditation. The process whereby a nationally recognized agency or organization grants public recognition to a unit of an educational organization (such as a school, institute, college, university, or specialized program of study) indicating that it meets established standards of quality as determined through initial and periodic self-study and evaluation by peers. The essential purpose of the accreditation process is to provide a professional judgment as to quality of the educational institution or program(s) offered and to encourage continual improvement thereof.

Achievement Test. A test which measures a student's existing skills and knowledge (that which has been taught to the student) in particular areas such as reading, math, map skills, grammar, etc.

Additional Location. See Campus, Branch.

Aptitude Test. Aptitude and its tests refer to the ability/potential to do schoolwork in different areas such as mechanics, art, clerical procedures, verbal, and numerical ability. (Important factors such as home environment, familiarity with the English language, and physical and psychological well-being at the time of the test all affect this kind of measure.) Aptitude tests often are timed, often are multiple choice, and are "normed" for cutoff score on a nationwide sampling of students.

Applied General Education. Applied general education is defined as courses that involve the application of principles and concepts in communications, humanities and fine arts, mathematics, natural and physical sciences, social and behavioral sciences, and technology to the practical affairs of a specific occupation or occupational cluster. Applied general education courses enhance the ability of an individual to apply academic and occupational skills in the workplace. Examples of applied general education courses include technical writing, business writing, business statistics, business mathematics, organizational behavior, and human relations.

Area of Concentration. In a degree program, the focus of study. Also known as the major. The requirements for the major or area of concentration are based upon clearly defined and articulated learning objectives, including a mastery

of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline, or field. General education and other courses not related to the major do not qualify as concentration coursework.

Articulation. An understanding or agreement between institutions to accommodate the movement of students and the transfer of credits between institutions.

Asynchronous Interactions. Teaching/learning interactions between students and instructors which take place intermittently or non-simultaneously with a time delay.

Audioconferencing. Structured voice-only teaching/learning interaction among individuals or groups in two or more sites.

Blended Course or Blended Learning. A course or learning activity that combines online and face-to-face, in-class sessions. Also called "hybrid" course or learning.

Bulletin Board System (BBS). A computer-based online community which allows participants to interact with each other through text messages.

Calendar. The system by which the institution structures its school (academic) year. The three common types of calendars are the semester, the quarter, and the trimester. The semester calendar is generally composed of two semesters of 15 to 17 weeks of classes each, including final examinations. The quarter calendar is generally composed of three quarters, usually with 10 to 12 weeks of classes each, including final examinations. The summer quarter is sometimes subdivided into terms of shorter length. The trimester calendar is composed of three 15-week terms including final examinations. The third may be subdivided.

Campus. All facilities where educational activities take place that are under the direct control of the on-site administration.

Campus, Branch. A branch campus is a location of an institution that is geographically apart and independent of the main campus of that institution, but under the same corporate structure as the main campus (i.e., part of the main campus corporation or a wholly owned subsidiary). 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.

Campus, Main. A main campus is the primary location of an institution accredited by ACICS. This campus is expected to meet fully all applicable standards set forth in the Accreditation Criteria. (See Section 1-3-101)

Campus Addition. See Learning Site

Category Grant. An institutionally financed award to all students who qualify by meeting the published standards for a grant to similarly circumstanced students, such as a grant to active members of the military.

Certificate. A document issued to evidence completion of a course, seminar, or an academic program. An academic program awarding a certificate is usually shorter in length than a program resulting in a diploma. See definition of a Diploma.

Chat Room. An online or virtual meeting space for multiple learners to engage in real-time text-based discussions.

Clock (or Contact) Hour. A minimum of 50 minutes of supervised or directed instruction and appropriate break(s).

Community Resources. Individuals, organizations, or businesses that provide information, guidance or support to an institution, such as professional and trade associations, employers, guest speakers, and advisory committees.

Competency-based Program. See also Direct Assessment Competency-based Programs. A competency-based program clearly defines the skills, knowledge and professional behavior ("soft skills") that are required for a student or a graduate to perform at a level considered to be "competent" by practitioners and employers in the field. It focuses on direct, not indirect, assessment methods to measure student learning in lieu of in-class seat time, credit hours, or clock hours. It utilizes a robust curriculum development process and comprehensively specifies how qualified faculty and/or other eligible experts in the field would directly assess the achievement of required competencies and student learning.

Competency Test. A test with pre-established standards to measure performance. An example would be a spelling component consisting of ten questions where a score of seven or more is passing. The cutoff "pass-fail" point is referred to as criterion referenced. Usually used for promotion or graduation purposes, these tests are not standardized nationally.

Computer-Assisted Instruction (CAI). A type of self-paced instruction that uses the computer as the primary medium for tutorials, drills, repetitive practice, simulation, or games.

Connect Time. The amount of time that an online student has been logged on to the education provider's computer or server for a particular session. The connect time may be used by a school to monitor an online student's "attendance" and participation in a class session.

Course. A single subject described in an institutional catalog or bulletin.

Credit. (1) The quantitative measurement assigned to a course generally stated in semester hours, quarter hours, or clock hours. (2) The recognition awarded upon successful completion of coursework.

Credit Conversion. The process of converting units of credit based on one kind of calendar to units based on another kind of calendar. For example, the three most common calendars convert as follows: quarter hours multiplied by two-thirds equal semester hours; semester hours multiplied by one and one-half equal quarter hours; and trimester hours are equal to semester hours unless the trimester is of less than 15 weeks' duration, in which case the number of weeks and length of class sessions must be considered. While the institution may present itself as credit-without-term, one of the three traditional calendars must be used.

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 externship, 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.

Credit Hour, Quarter. The number of credit hours assigned to a traditionally delivered course consists of a minimum of 10 classroom lecture periods of not less than 50 minutes each and which assumes outside reading and/or preparation; 20 laboratory clock hours where classroom theory is applied and explored, or manipulative skills are enhanced; 30 hours of external discipline-related work experience with indirect instructor supervision or employer assessment; or an appropriate combination of all three. The number of credit hours assigned to a nontraditionally delivered course must be determined and justified by the institution and approved by the Council.

Credit Hour, Semester. The number of credit hours assigned to a traditionally delivered course consists of a minimum of 15 classroom lecture periods of not less than 50 minutes each and which assumes outside reading and/or preparation; 30 laboratory clock hours where classroom theory is applied and explored, or manipulative skills are enhanced; 45 hours of external discipline- related work experience with indirect instructor supervision or employer assessment; or an appropriate combination of all three. The number of credit hours assigned to a nontraditionally delivered course must be determined and justified by the institution and approved by the Council.

Credit Hour, Trimester. A minimum fifteen-week term. Trimester credits are equivalent to semester credits.

Curriculum. A program of courses fulfilling the requirements for a certificate, diploma, or degree in a particular field of study. (See definition of Program.)

Degree. Credential awarded as official recognition for the successful completion of an academic program.

Degree, Advanced. A degree beyond the bachelor's degree (e.g., M.A., M.S., M.B.A., Ph.D.).

Degree, Associate. The academic credential granted upon successful completion of an educational program of generally two but less than four years of full-time equivalent college-level work including a minimum number of credits as specified under Sections 3-3-202 and 3-4-202.

Degree, Baccalaureate. The academic credential granted upon successful completion of an educational program of four years of full-time equivalent college-level work including a minimum number of credits as specified under Section 3-5-202.

Degree, First Professional. The first degree signifying completion of the minimum academic requirements for practice of a profession. A first professional degree is most commonly a bachelor's degree, but is sometimes a master's or doctorate (e.g., M.L.S., J.D., M.D.).

Degree, Graduate. (1) In general, any degree conferred by a graduate division or a graduate school of an institution of higher education. (2) More specifically, all advanced degrees, and also all first professional degrees which are conferred by graduate schools.

Degree, Professional Doctorate. The degree signifying completion of the advanced academic requirements for practice of a profession. A professional doctorate degree is most commonly a practitioner-based degree beyond the master's degree level (i.e., J.D., Ed.D., DFA, DBA, etc., but excluding the Ph.D.).

Degree, Specialized. The credential granted upon successful completion of an educational program of at least two academic years or equivalent of college-level work which includes an emphasis on occupational and technical course work.

Diploma. A document issued to evidence successful completion of an academic program. A diploma is awarded for programs varying in length from only a few months to those lasting several years and awarding degrees.

Direct Assessment Competency-based Program. A program that clearly defines the skills, knowledge and professional behavior ("soft skills") that are required of a student or a graduate to perform at a level considered to be "competent" by practitioners and employers in the field. Only "direct" assessment of student learning and competencies are acceptable. Direct assessment measures must apply to the course competencies required for the program. Examples of "direct assessment" measures are as follows: acceptable scores on industry-recognized licensure or certification examinations; standardized tests; pre- and post-tests; examinations and quizzes; research projects; case study analysis; criterion-based rating scale or rubric scores; course-embedded questions; observation of clinical experience, internships, or field work; and capstone projects, theses, exhibits, or performances. (For a federal definition and for Council standards, see Appendix H, Section 1).

("***Indirect assessment***" measures of student learning, while deemed valuable for institutional program evaluation and enhancement, are not included in the consideration for approval of a competency-based program. Examples of indirect measures are: course evaluations; hours spent in classes or on out-of-class educational activities; graduate or employer satisfaction surveys; graduate placement rates; student retention rates; and student perception surveys.)

Distance Education or Distance Learning. A structured educational situation in which the students and instructors are physically separated. Distance education supports regular and substantive interaction synchronously or asynchronously between instructor and learner, among learners, and between learners and learning resources through one or more interactive technologies.

Electronic Learning or E-learning. Refers to a wide range of methodologies used in the delivery of instructional content via Internet, satellite broadcast, interactive TV, CD-Rom, etc.

Employer Satisfaction. The level of employer satisfaction is a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). Employer satisfaction and the level of satisfaction are defined by the institution based upon information collected on a regular basis from employers who have, or might, hire graduates from the programs offered by the institution. Recommended information includes a survey of local employers as well as non-local employers who have hired graduates. Satisfaction questions should cover different aspects of career preparation in general (such as professionalism, foundational and soft skills) as well as specific skills in the particular field and the overall satisfaction of the employer with the preparation of graduates provided by the institution.

Enrollment, Full-Time Equivalent. The equivalent number of full-time students at an established census date, equivalency being established by dividing the total student credit hours by the assumed normal individual load of credit hours.

Externship. 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 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.

Face-to-Face or F2F. Refers to the traditional classroom teaching/learning environment. Also known as Instructor-led Training or ILT, on-ground training, or on-site training.

Faculty Contact Hours. The total hours of scheduled instructional activity spent by instructional faculty as of a specific period of time. If a course meets three hours per week for 15 weeks, it yields 45 contact hours.

Faculty Development. The activities by which faculty gain knowledge and skills to enhance expertise in the specific area(s) of instruction or on new curriculum concepts, theories and techniques of instruction, and educational media. The institution must demonstrate that the balance between methodology training (in-service) and content knowledge enhancement (professional growth) is appropriate for the individual faculty member. All activities must be documented. (See also "in-service training" and "professional growth")

Financial Aid. Student financial assistance funded by state or federal programs and administered by the institution.

Follow-up. The study of any group of students or former students of the institution who have shared a common experience to determine if patterns emerge in their subsequent actions or behavior which prove useful in understanding, counseling, and establishing policies for other students; for example, a study of the number of graduates who have entered graduate schools or a study of the number of graduates who have obtained employment.

Four-Year Institution. (1) Literally, an institution of higher education offering four years of college-level work culminating in a bachelor's degree. (2) In common usage, distinguished from a two-year institution, and characterized by offering four or more years of coursework normally creditable toward a bachelor's or higher degree or equivalent award. In addition to coursework normally creditable toward a bachelor's or higher degree, four-year institutions may also offer other types of instruction; e.g., courses in general and continuing education, short courses, occupational curriculums leading to an associate degree, etc.

Full-Motion Video. Transmission of the complete action taking place at the originating site.

General Education. Those areas of learning which are deemed to be the common experience of all "educated" persons and must include subject matter from the humanities; mathematics and the sciences; and the social sciences.

General Education. **Humanities.** Courses in fields such as literature, philosophy, logic, foreign language, art, music, theater appreciation, and communications, including rhetoric, composition, and speech; but excluding business communications and business writing.

General Education. Mathematics and the Sciences—Courses such as biology, chemistry, physics, geology, astronomy, and mathematics theory and analysis, including algebra, trigonometry, geometry, calculus, and other advanced mathematics courses, but excluding business mathematics and basic computations.

General Education. Social Sciences—Courses such as history, economics, political science, geography, sociology, anthropology, and general psychology, but excluding courses such as practical psychology, selling techniques, and social or business behavior.

Graduate Satisfaction Level. The level of graduate satisfaction is a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). Graduate satisfaction and the level of satisfaction are defined by the institution based upon information collected on a regular basis from students who have graduated from the programs offered by the institution. Recommended information includes the results of survey of graduates who left the institution at least six months prior to being contacted. Satisfaction questions should cover different aspects of the program and the institution as well as overall satisfaction of the graduate with the preparation for the position provided by the institution.

Graduation Rates (when available). ACICS is developing a measure of graduation rates that is comprehensive and applicable at the program, campus, and institution level. Once the measure has been implemented through the Campus Accountability Report and validated, the graduation rate will be a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). The comprehensive graduation rate is defined by ACICS in terms of the number of students who have completed or graduated during a reporting year, divided by the number of completers and graduates plus the number of students who have withdrawn, and expressed as a percent. The graduation rate, also called the graduates-to-leavers ratio, is calculated at both the program and campus levels, based upon data submitted for the annual Campus Accountability Report (CAR) and according to the detailed formula and terms defined in the Guidelines and Instructions for the Campus Accountability Report, which is available on the ACICS website. The detailed formula includes definitions, adjustments, and exclusions for calculating completers, graduates and withdrawals.

Home Institution. In a case where an institution collaborates with another entity for the delivery of distance education courses, "home institution" is the campus through which the student enrolls for the course. The Home Institution is responsible for assuring that accrediting standards are met, for providing on-campus services, and for clearly demonstrating through a formal Consortium Agreement the roles and responsibilities of the Home Institution and the Host Institution, which may deliver the distance education courses and specified online services. The Consortium Agreement must be approved by ACICS and must provide for evaluation visits to the Host Institution as may be required by ACICS.

ACICS expects the Home Institution to offer more than 50% of a program if courses are delivered under a distance education Consortium Agreement with an approved accredited institution, and to offer a minimum of 75% of a program if courses are delivered under a distance education Consortium Agreement with an approved unaccredited entity.

Host Institution. The institution which collaborates with an accredited institution in delivering distance education courses and specific online services as described in a formal Consortium Agreement approved by ACICS. The Consortium Agreement must provide for evaluation visits to the Host Institution as may be required by ACICS.

If the Host Institution is an approved unaccredited entity, it is subject to an evaluation visit once every three years as required by ACICS.

Humanities. See General Education (Humanities).

Hybrid Course or Hybrid Program. A hybrid course is one which mixes face-to-face, traditional classroom instruction with online instruction. A hybrid program is one which offers or requires a percentage of the required courses in a program online. ACICS requires the school to clearly outline the percentage of online activity included in a course or a program. Institutions are required to apply for and secure approval prior to initiating any distance education activity and also when it increases its distance education activity to the extent that it constitutes 50% or more of a program.

In-Service Training. Special planned and systematic experiences sponsored by an institution and related to curriculum and instruction that affect the majority of the faculty in a collective fashion. In-service education has as its major goal the updating of teachers in (1) subject matter, (2) curriculum concepts, (3) new theories and techniques of instruction, and (4) new educational media. The most common activity is a lecture by an outside speaker on a subject related to curriculum, the institution, or a societal issue.

Independent Study. Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract signed by the student and institution shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

Information Technology. Method or modes of delivering training, education, or research information via current or new tele-communications technologies, such as television broadcasts, closed circuit television systems, cable television, satellite transmissions, computers and computer-based access to external learning resources, videotape and interactive video disc, audio by disc, tapes or broadcasts, and other such information and telecommunications systems that alone or in combination assist in teaching and learning.

Institution. A main campus and any branch campuses of that main campus. As an institutional accreditor, ACICS accredits institutions as a whole and does not separately accredit individual campuses or programs. (See Title I, Chapter 3, Introduction)

Institution, Single Campus. An institution that provides educational programs at one main, free-standing campus. (See Sections 1-3-201 and 2-2-201)

Institution, Multiple Campus. An institution that provides educational programs at one main campus and one or more branch campuses. (See Section 1-3-202)

Institution, Distributed Enterprise. An institution that provides educational programs at multiple locations operating within the context of a well-established and highly centralized administrative system. (See Section 1-3-203)

Integrated Learning System or ILS. A network system that provides a complete package of curriculum, assessment capabilities, record keeping, and other aids to monitor and manage student learning activity.

Internship. See Externship.

Laboratory. A setting, usually with equipment, where students apply knowledge or instruction acquired in another setting, usually a class lecture or outside reading, to enhance skills and solve problems. Normally, two hours of work in a laboratory setting with an instructor present has the credit equivalency of one hour of classroom lecture.

Learning Management System or LMS. A system to manage courses created by a variety of publishers and providers. The LMS also helps the school manage online or distance education activity by providing critical reporting mechanisms.

Learning Object. An e-learning content module which is reusable, easily classified and stored in a data repository.

Learning Site. A learning site is a classroom extension of a main campus or branch campus that is apart from the managing location and is capable of providing sufficient academic and administrative oversight, providing access to all student services and instructional resources and maintaining academic quality. Learning sites used for delivery of distance education activity or collaborative arrangements with other entities for specific on-site educational activity must be approved by the Council on a case by case basis and are subject to a quality assurance visit as specified by the Council.

Lecture. A setting, usually a classroom, where a teacher instructs students in the theory, principles, or history of an academic or vocational subject. To maximally benefit from such instruction, a student is assumed to have done outside preparation. Two hours of preparation for each hour of lecture instruction are generally assumed.

Loan. An advance of money, generally evidenced by a promissory note, on the agreement to repay absolutely such advance, with or without interest.

Lower-Division Course. Generally, a survey course that includes an introductory overview of a particular area of knowledge. These courses often do not include a prerequisite for enrollment and frequently are offered to freshmen- and sophomore-level students. Lower-division courses usually carry course numbers in the 100-299 or 1000-2999 range.

Mathematics and the Sciences. See General Education (Mathematics and the Sciences).

Need-based Grant. An institutionally financed award to a student who demonstrates a need for financial assistance in order to participate in the educational program. Need-based grants must be made available to all students on the same terms.

Online Learning. A term used interchangeably with Internet-based Learning, Web-based Learning, or Distance Learning.

Outcomes. The effectiveness of an institution is determined by its outcomes. In determining effectiveness, institutions are required to evaluate the following outcomes: placement rates (in field, related field); graduate pass rates relative to minimum quantitative standards for state licensing examinations; employer satisfaction as determined by periodic surveys of those who employ graduates; graduate satisfaction as determined by periodic surveys of graduates; and student satisfaction as determined by periodic surveys of current students. Institutions also may use additional outcomes in evaluating effectiveness.

Placement Rate. The placement rate is a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). The Placement Rate is defined by ACICS in terms of the total number of completers and graduates minus those who are not placed (employed) in their field of study or a related field of study, divided by the total number of completers and graduates. The placement rate is calculated at both the program and campus levels, based upon data submitted for the annual Campus Accountability Report (CAR) and according to the detailed formula and terms defined in the Guidelines and Instructions for the Campus Accountability Report, which is available on the ACICS website. The detailed formula includes definitions of in field and related field placement, adjustments, and exclusions for students not available for placement. Three years of placement rate data are required in the CEP, and the institution is required to define and publish goals for placement rates. ACICS also publishes standards for campus-level and program-level placement rates which accredited institutions are expected to meet or exceed. Institutions falling below Council standards are subject to planning requirements, monitoring, show cause directives or negative action including loss of program approval, campus inclusion or institutional accreditation.

Practicum. See Externship.

Professional Growth. The process by which employees gain knowledge and skills which enhance their expertise. Professional growth may be accomplished through a combination of the following activities: membership and participation in educational associations, professional organizations, continuance of education, concurrent related business experience, educational research, and awareness of current practices and standards.

Attendance at seminars, conventions, field visits, vendor shows, equipment exhibits, etc., are excellent opportunities for instructors to gain enrichment. Professional writing by an instructor is also an example of professional growth.

Program. A sequential grouping of courses which forms a considerable part, or all, of the requirements for an academic credential or an occupational objective. May refer to the total educational offering of an institution. See Curriculum.

Record, Permanent Academic. The official document on which is listed the courses attempted, grades and credit earned, and status achieved by a student.

Record, Student. A file which may contain the following: a record of the student's scholastic progress, the extracurricular activities, personal characteristics and experiences, family background, secondary school background, aptitudes, interests, counseling notes, etc.

Refund. Return of money, cancellation of obligation, or otherwise resolution of the debt.

Regular student. A student who is enrolled in a program leading to a certificate, diploma, or degree at an institution and is satisfactorily progressing toward program completion in compliance with the Standards of Satisfactory Progress as stated in Sections 3-1-420 through 3-1-423. Any other student attending the institution is considered in an extended enrollment status and is not eligible for government student aid.

Retention Rate. The retention rate is a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). The Retention Rate is defined by ACICS in terms of the total student enrollment, minus those students who withdraw, divided by the total student enrollment and expressed as a percent. The retention rate is calculated at both the program and campus levels, based upon data submitted for the annual Campus Accountability Report (CAR) and according to the detailed formula and terms defined in the Guidelines and Instructions for the Campus Accountability Report, which is available on the ACICS website. The detailed formula includes definitions adjustments, and exclusions for calculating total enrollment and withdrawals. Three years of retention rate data are required in the CEP, and the institution is required to define and publish goals for retention rates. ACICS also publishes standards for campus-level and program-level retention rates which accredited institutions are expected to meet or exceed. Institutions falling below Council standards are subject to planning requirements, monitoring, show cause directives or negative action including loss of program approval, campus inclusion, or institutional accreditation.

Scalability. Provisions available for a computer application to handle expansions in size, volume, or number of users without undue disruption.

Self-paced Instruction. An educational delivery method by which a student progresses through a course or program of study in residence utilizing either computer software or instructional materials and resources. Students progress through the course or program at their own pace with limited interaction with the instructor. The instructor, however, is responsible for overseeing the progress of the student and for evaluating and grading the student.

Scholarship. (1) The quality of a student's achievement in the student's studies. (2) A financial award which does not involve repayment. A scholarship may be institutionally financed or funded by a third party. It is awarded by the institution in accordance with published standards which describe student qualifications and the source of funding. Reasons for the award may include one or more qualifications such as the student's performance (or potential for performance) in the educational program of the institution, financial need, talents sought or service valued by the institution or the third party.

Simulations. Computer applications that offer highly interactive options for the learner to practice skills, model, or role-play in realistic scenarios.

Social Sciences. See General Education (Social Sciences).

Student, Full-Time. A student who is enrolled in a minimum of 12 credit hours per term or its equivalent.

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.

Syllabus. A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, out-of-class learning activities and assignments, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.

Synchronous Interactions. Teaching/learning interactions between instructors and students which take place in real time or simultaneously through the use of various online technologies. These may include: virtual classrooms, audio- or videoconferencing, Internet teleconferences, etc.

Term. (1) A calendar unit. (2) Division of the school year during which an educational institution is in session; it may designate the summer term or may be used as a synonym for quarter, school term, semester, or trimester. Historically, a term has been any one of the two or three major periods during which classes were in session, specifically referred to as the fall term, spring term, etc.

Terminal Degree. The highest credential generally available in a discipline, which usually is an earned doctorate such as Ph.D., Ed.D., J.D., or D.B.A. In some disciplines, however, the master's degree is considered the terminal degree. Examples include the M.F.A., M.S.W., and M.L.S.

Threaded Discussions. Online classroom activity in which the instructor may post a series of messages on a particular topic and invite the students to participate in the discussion forum.

Transcript. A copy of the permanent academic (educational) record at an institution of higher education. It becomes an official transcript when the seal of the institution is affixed and the signature of an authorized person is appended.

Two-Year Institution. (1) Literally, an institution of higher education offering the first two years of college-level coursework. (2) In common usage a two-year institution is distinguished from a four-year institution and is characterized by offering at least two, but less than four, years of an organized curriculum. The curriculum may be of the transfer type (with credits normally transferable at full value toward a bachelor's degree), terminal-occupational, or open-ended. Two-year institutions include junior colleges, technical institutes, and semi-professional schools. In addition to organized curriculums, two-year institutions also may offer other types of instruction, e.g., courses in general education and adult education, short courses, and special lectures.

Upper-Division Course. Generally, a course that presents more specialized course content and is more rigorous than a lower-division course, and that often includes at least one prerequisite. Upper-division courses usually carry course numbers in the 300-499 or 3000-4999 range.

Validated Test. A nationally recognized, standardized or industry-developed test which consistently measures what it is designed to measure, e.g., ability of non-high school graduates to benefit from post-secondary education.

Videoconferencing. A teaching/learning activity which uses video and audio signals to communicate with student groups at diverse locations.

Webinar. A synchronous online conference in which the teacher or presenter may communicate with students via text, audio, video, electronic whiteboard and other devices. The event may include listener participation and archived for asynchronous delivery.

Withdrawal. The termination of a student's attendance in a class or in all classes before the end of the term.

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS (ACICS)

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Bylaws

Article I
General Provisions and Definitions

Section 1–Name. The name of the corporation shall be the Accrediting Council for Independent Colleges and Schools, which corporation also is referred to herein as "ACICS" or "the Corporation".

Section 2–Board of Directors. The governance and administration of the affairs of the Corporation shall be vested in a Board of Directors (sometimes referred to herein as the "Board"). The Board shall be constituted as provided in Article II.

Section 3–Council. The Council shall consist of elected and appointed commissioners.

Section 4–Recognition. ACICS shall be the body holding recognition from the U.S. Secretary of Education and any other appropriate recognition bodies.

Section 5–Directors. Directors are those persons serving on the Board of Directors.

Section 6–Commissioners. Commissioners are those persons elected by their peers or appointed by the Council to serve designated terms on the Council.

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 or formerly employed 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.

Section 8–Membership. Membership shall be institutional or organizational in nature and shall consist of accredited colleges, postsecondary schools, branchess, and other entities, all as defined in the Accreditation Criteria of ACICS.

Section 9–Offices. The main offices of ACICS shall be in the Washington, D.C., metropolitan area. ACICS may have other temporary or permanent offices to facilitate its work. The office of the Corporation's registered agent shall be an office of ACICS.

Section 10–President. The President of the Accrediting Council for Independent Colleges and Schools shall be designated by the Board of Directors and shall be ACICS's chief executive officer.

Article II
Board of Directors

Section 1–Composition. The Board of Directors shall be composed of the commissioners and the President. The President shall serve ex officio as a member of the Board and shall have no vote.

Section 2–Powers and Duties. Except as otherwise provided by law or in these Bylaws, the Board of Directors shall have the right and responsibility to manage and direct the affairs and exercise the powers of the Corporation. Responsibilities of the Board shall be to:

(a) provide for an annual certified audit and management letter regarding all financial affairs of ACICS;

(b) develop and approve an annual budget;

(c) oversee revenues, expenditures, and investments;

(d) monitor and coordinate external affairs, including government and consumer concerns;

(e) assure canons of ethical business operations and personal conduct;

(f) employ a chief executive officer whose title shall be President;

(g) conduct an annual meeting of the membership of ACICS;

(h) facilitate communication and coordination among the commissioners;

(i) coordinate strategic planning, assess the effectiveness of the strategic plan, and take final action on the strategic plan;

(j) assess the effectiveness of ACICS in fulfilling its mission and meeting its goals and objectives;

(k) take all actions necessary to perform required functions of the Corporation; and

(l) amend the Bylaws as provided for herein.

Section 3–Officers of the Board and officers of the Council. The officers of the Board of Directors shall be: Chair; Chair-elect; Secretary, by virtue of service as President; and Treasurer. The officers of the Council shall be: Chair and Chair-elect.

(a) *Chair.* The Chair of the Council shall serve also as the Chair of the Board of Directors. The Chair shall preside over all meetings of the Board and of the Council and is responsible for seeing that policies established and actions taken by those bodies are carried out. The Chair will represent the Board and the Council in their dealings with governmental bodies, the press, and the public, and may sign or approve correspondence and other instruments.

(b) *Chair-elect.* The Chair-elect of the Council shall serve also as Chair-elect of the Board. The Chair-elect assumes responsibilities as delegated by the Board; in the absence of the Chair, shall serve as Chair of the Board and of the Council; serves as Chair of the Nominating Committee; and shall serve as Chair of the Board and Council in the subsequent year.

(c) *Secretary.* The President shall serve as the Secretary of the Board. The Secretary is responsible for preparing and maintaining custody of the minutes of all meetings of members, the Board, and the Council for the purpose of authenticating the records of the Corporation for each, for giving all notices required in accordance with these Bylaws, for receiving service in legal matters, and for performing all duties

customary to the office of Secretary. The Secretary shall have custody of the corporate seal and authority to affix the seal to any instrument requiring it.

(d) *Treasurer.* The Treasurer shall be a Director and shall be elected by majority vote of the Directors present and voting at a duly constituted meeting of the Board. The Treasurer shall keep or cause to be kept complete and accurate accounts of receipts and disbursements and shall direct the President to ensure deposit of all moneys and other valuable property of the Corporation in such banks or depositories as the Board may designate. The funds, books, and vouchers under supervision of the Treasurer or other delegated persons, with the exception of confidential reports submitted by the members, shall at all times be subject to verification and inspection by the Board. The Treasurer shall serve on the Audit and Investment Committees of the Board of Directors. The Treasurer shall, at the annual meeting of members or by direct mail, report on the financial condition of the Corporation at least once annually.

(e) *Additional Officers.* The Board may create positions of Assistant Treasurer and Assistant Secretary as necessary for the orderly conduct of business. When so authorized, the President shall appoint individuals from the professional staff to fill such offices and may assign appropriate duties to them. The President shall be responsible for filling all vacancies occurring in these positions.

(f) *Terms.* Except as otherwise provided in these Bylaws, officers of the Board or the Council shall serve in office for one (1) year or until election of a successor or, if ex officio, as long as they hold the position which entitles them to serve as an officer of the Board or Council.

Article III
Council

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 a 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. 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.

Section 2–Powers and Duties. Responsibilities of the Council shall be to:

(a) promulgate standards of accreditation and establish eligibility conditions, policies, and procedures for accreditation;

(b) take final action on initial grants of accreditation;

(c) take final action on denial, suspension, and withdrawal motions;

(d) provide mechanisms for appeals and dispute resolution to ensure due process in resolution of conflicts between members and the Council;

(e) provide to members appropriate accreditation-related services such as consultation, accreditation process workshops, and training opportunities for evaluators;

(f) disseminate information on standards, procedures, and activities;

(g) monitor compliance with the standards;

(h) receive and act on other applications;

(i) issue show-cause directives and place institutions on probation;

(j) serve as liaison to recognition agencies or bodies;

(k) issue a list of accredited colleges, schools, and organizations;

(l) assess and collect fees from members;

(m) take final action on the strategic plan; and

(n) exercise other powers and duties incidental to the foregoing.

Section 3–Chair and Chair-elect. The Chair of the Council shall be the Chair-elect from the previous year. The Council shall elect the Chair-elect of the Council, who will become Chair in the subsequent year, annually by majority vote of the commissioners present and voting at a duly constituted meeting of the Council.

ARTICLE IV

Elections, Terms, Vacancies, Removal, Resignations, and Compensation

Section 1–Elections. Elections shall be held annually, in years when elected positions must be filled, for the selection of persons each of whom shall serve as elected commissioners on the Council and the Board. No person shall serve as a member of the Council and not of the Board, nor shall any person other than the President serve as a member of the Board and not of the Council.

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. 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 3–Voting Procedures. Specific election procedures concerning candidate qualifications, deadlines for registration, dates and methods of balloting and absentee balloting shall be developed by the Board and may vary from election to election. Electronic voting, properly secured, shall be allowed. The following general procedures shall apply to all voting:

(a) there shall be at least two candidates nominated for each elective position by the Nominating Committee;

(b) nominations by petition for each elective position will be permitted if such petition (i) is received at least 45 days prior to the date of the election, (ii) contains the names and signatures of Designated Delegates representing at least ten percent of the institutions that are members of ACICS, (iii) demonstrates that the petitioner satisfies the eligibility requirements contained in Section 2 of this Article, and (iv) meets any other procedural requirements which may be established by the Board;

(c) every member, if properly registered and current with financial obligations, shall have the opportunity to vote;

(d) proxy voting is not permitted in elections;

(e) no more than one person from any institution or group of institutions commonly owned, may serve at any one time on the Council;

(f) voting on behalf of multiple members under common ownership and control by one Designated Delegate may be permitted on membership-wide matters. The multiple members represented by one Designated Delegate must be recorded with the Secretary prior to the vote, and the multiple members represented by a single Designated Delegate shall count toward a quorum;

(g) only the Designated Delegate of each member is eligible to vote;

(h) voting shall be by secret ballot, which includes secure electronic balloting;

(i) a majority vote, unless otherwise provided by these Bylaws, shall decide all non-candidate matters; and

(j) a plurality vote shall decide all candidate elections.

Section 4–Assumption of Office. New commissioners shall assume office on January 1 of the calendar year following election or appointment, unless otherwise provided for by the Council. Incumbent commissioners will remain in office until new commissioners are seated.

Section 5–Terms. Term of service as a commissioner shall be five years. A person elected or appointed to fill a term of less than two and one-half years is entitled to apply 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 full term through election or appointment until three (3) years have elapsed. However, a commissioner appointment to complete a vacated term, in full or part, is not subject to the three-year (3) waiting period. 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. If nominated, public representatives may serve one additional appointment without the three-year waiting period.

Section 6–Vacancies. Where a vacancy exists, the Nominating Committee shall review and make recommendations to the Council for its consideration.

Section 7–Resignations. Resignation from service as a commissioner and Director may be voluntarily tendered at any time. The resignation becomes effective upon receipt of written notice by the Chair of the Board and Council or the President. Automatic tendering of resignation is required under the following circumstances or conditions:

(a) denial, suspension, or revocation of accreditation at the institution with which affiliated;

(b) cessation or announced cessation of operations at such institution;

(c) filing for reorganization or bankruptcy by such institution or its parent corporation;

(d) debarment by the U.S. Department of Education from employment at any institution participating in federal student funding programs;

(e) indictment for a criminal offense;

(f) change of control or ownership at the institution with which affiliated;

(g) failure of such institution to meet its financial obligations to ACICS which results in loss of membership;

(h) change in employment status (other than internal); and

(i) change in Designated Delegate status.

Not all of the foregoing necessarily will result in acceptance of resignation but must be considered by the Council before service can continue.

Section 8–Removal. A commissioner may also be removed by not less than a two-thirds (2/3) vote of the Council for breach of any code, canons, or tenets of ethics formally adopted pursuant to these Bylaws.

Section 9–Compensation. Commissioners shall serve without compensation. Public representatives shall receive honoraria for service in such amounts as the Board shall fix. Commissioners, as well as members of committees, if so provided in advance, shall be reimbursed for expenses incurred in performance of authorized duties.

ARTICLE V
Committees

Section 1–Standing Committees of the Council. There shall be the following standing committees of the Council:

(a) *Nominating Committee.* The Nominating Committee shall be responsible for the screening of nominees and the selection of candidates for election as commissioners. It also shall identify persons qualified to be appointed as commissioners and recommend them to the Council for appointment. The Nominating Committee shall seek to maintain a Council that is generally representative of the types of member institutions.

(1) *Composition.* The Nominating Committee shall be appointed by the Chair of the Council and shall consist of five (5) members, at least four (4) of whom are current commissioners. Members representing both nondegree and degree granting institutions are encouraged. There shall be two (2) representatives from the Executive Committee of the Board of Directors and one (1) person from an ACICS-accredited institution who may or may not be a member of the Council. The Chair-elect of the Council and Board automatically serves as the Chair of the Nominating Committee.

(2) *Procedures.* The membership of ACICS shall be notified of the composition of the committee and invited to submit to it names of qualified nominees. The committee in its selection of candidates shall be mindful of diversity of programs, size and types of institutions, and geographic representation. It shall develop and publish eligibility criteria, permissible campaign practices by candidates, and any special voting procedures. Interviews of nominees by the committee are permitted.

(b) *Business Practices Committee.* The Business Practices Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to identify and promote quality business practices of career colleges and schools, to ensure integrity and ethical relations, and to foster cooperation among institutions on behalf of students and others served.

(c) *Education Enhancement and Evaluation Committee.* The Education Enhancement and Evaluation Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to establish standards for educational quality that assist institutions in mission fulfillment, program planning and development, institutional evaluation activities, and successful educational outcomes.

(d) *Financial Review Committee.* The Financial Review Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to monitor the financial stability of accredited institutions in order to ensure they maintain sufficient financial resources to deliver a quality education to their students.

(e) *Institutional Effectiveness Committee.* The Institutional Effectiveness Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to assist institutions in the improvement of their outcomes by establishing and assessing criteria for institutional effectiveness. In order to assist ACICS-accredited institutions to meet established standards, the committee shall review Campus Accountability Reports, Institutional Effectiveness Plans, and institutional outcomes and measurements.

Section 2–Standing Committees of the Board of Directors. There shall be the following standing committees of the Board:

(a) *Executive Committee.* The Executive Committee shall consist of the Chair of the Board of Directors, who shall serve as Chair of the Executive Committee; the Chair-elect of the Board, who shall serve as Chair of the Executive Committee in the absence of the Chair of the Board; the Secretary; the Treasurer; and two additional Directors elected annually by majority vote of the Board. The Executive Committee acts on behalf of the Board and/or Council during the periods between Board and Council meetings. Accurate minutes of each Executive Committee meeting shall be maintained and shall be provided to the Board of Directors and/or Council at the next subsequent meeting of the Board of Directors or the Council. The Executive Committee's responsibilities shall be: between meetings of the Board and/or Council, act on issues requiring the timely attention of the Board or Council and assume such other duties as the Board of Directors or Council may from time to time delegate to the Executive Committee.

(b) *Audit Committee.* The Audit Committee shall consist of a minimum of three members of the Board, including the Treasurer, as well as such other members as the Chair appoints. The committee shall work with the President to ensure an annual certified audit of the organization's financial activities is completed, that the findings of the audit are reviewed, and that actions are taken to address recommendations and areas of concern identified as part of the audit process.

(c) *Investment Committee.* The Investment Committee shall consist of the President, a minimum of three other members of the Board, including the Treasurer, and such other members as the Chair appoints. The Investment Committee shall work with the President to provide oversight of ACICS's investment funds. The Investment Committee shall select investment advisors, develop an investment plan, and review investment reports at least annually.

(d) *Governance Committee.* The Governance Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to ensure that ACICS operates within the construct of the Bylaws. The committee will evaluate and make recommendations for modifications to the Bylaws in response to proposed changes in standards or operational policies at ACICS.

Section 3–Other Committees. The Board of Directors may establish and appoint members to other ad hoc committees as deemed necessary.

Article VI
Membership, Fees, Meetings

Section 1–Gaining Membership. Membership in ACICS is voluntary and can only be obtained through accreditation. Members shall be institutions or organizations which provide education or training as heretofore defined. Each main or branch campus is entitled to all of the rights and privileges and assumes all of the obligations of membership as provided in these Bylaws. The term of membership shall be coexistent with accreditation.

Section 2–Loss of Membership. Any member that ceases to be accredited by ACICS shall automatically, and without the necessity for further action, be deemed to be removed from membership. Members may voluntarily resign, which also results in loss of accreditation. All obligations owed to ACICS, including payment of fees, shall be fulfilled prior to resignation. The loss of accreditation shall be retroactive to the date that all outstanding obligations had previously been fulfilled.

Section 3–Types of Fees. There shall be three types of fees: (a) annual sustaining fees, (b) user (or service) fees, and (c) late fees. The annual sustaining fee shall be scaled by formula to the annual educational revenue generated by each member. The user fees shall relate to the cost of services requested or the actions initiated by the members or applicants for membership. The late fees shall be established by the Council.

Section 4–Change in Fees. The Council may adjust the fees annually equivalent to the change in the national Consumer Price Index. Any increase above the CPI percentage shall be presented to the membership for approval.

Section 5–Conditions of Payment. Sustaining fees are due and payable on October 31. The Council may authorize a discount for sustaining fees received by September 30 each year. Nonpayment of annual fees by October 31 subjects a member to automatic loss of membership and loss of accreditation without a hearing. Any request for extension of time to pay or for a periodic payment plan must be received and approved prior to September 30. Payment plans will not extend beyond December 31. Institutions using periodic payment plans shall be assessed an interest rate of one and one-half percent (1.5%) per month on the unpaid balance. User fees must accompany the request for applicable service before the request will be processed.

Section 6–Proration of Fees. A member becoming eligible for membership during the first month of the fiscal year shall pay the full amount of the annual sustaining fees as applicable. Members becoming eligible during succeeding months shall pay a proportionate amount of the otherwise applicable fee as determined by the number of months remaining in the fiscal year, including the month in which membership is attained.

Section 7–Other Costs. In addition to fees herein described, costs of visits conducted by the Council will be invoiced to the institution.

Section 8–Assessments. The Council, upon a majority vote, may propose an assessment in addition to the annual sustaining fees provided for in this Article where there has occurred or is impending an emergency which may impair the ability of the Council to achieve its purposes and the amount of annual dues is insufficient to meet the Council's requirements. The proposed assessment shall be submitted to the members for approval or disapproval on majority vote.

Section 9–Annual Meeting. A meeting of the members shall be held annually at a date and place to be determined by the Board of Directors. The purpose of such meeting shall be the receipt of reports on the budget and finances of ACICS and its activities and affairs, and the transaction of other business as may be specified by the Board in the call for and notice of the meeting. The meeting may combine these business purposes with informational and educational sessions; meetings of the Board, the Council, commissions, or committees; and special events for the members.

Section 10–Special Meetings. Special meetings of the members may be called by the Board of Directors upon request of a majority of the Board or upon petition to the Board by not fewer than the lesser of fifty (50) members or ten percent (10%) of the membership not under common ownership or control.

Section 11–Notice of Meetings. Normally, members shall be notified at least thirty (30) days in advance of the date, location, time, and purpose of all meetings of the members. Waiver of notice may be recorded at any special meeting of the members by majority vote of a quorum present at such meeting.

Section 12–Quorum. Twenty percent (20%) of the members eligible to vote and represented by Designated Delegates shall constitute a quorum at a meeting of the members for the transaction of business, except that any issue not

properly noticed in the call for the meeting and that requires membership-wide participation may not be acted upon under new business. The Board of Directors may adopt such procedures as it deems necessary for the conduct of business. In the absence of an established procedure, Robert's Rules of Order shall apply.

Section 13–Meetings of the Council. The Council shall convene as often as necessary to review materials attendant to the accrediting process and to take formal action on the accredited status of applicants.

Article VII
Appeals Process

Section 1–Review Board of Appeals. A Review Board of Appeals shall be appointed by the Council. The purpose of the Review Board shall be to review, according to pre-established procedures and guidelines, appeals by members, of final negative actions by the Council and in each case either to affirm the action of the Council or to remand the case to the Council for further review, or to amend or overturn the action. The Review Board shall consist of fifteen (15) persons, all of whom have had experience in accreditation. The Review Board shall include at least two (2) academic representatives, two (2) administrative representatives, and three (3) public members, as defined in Article III, Section 1 herein. Review Board panels will consist of a minimum of three (3) members and be comprised of at least one (1) public, one (1) academic, and one (1) administrative representative. Members of the Review Board shall be appointed to terms of three years, with terms of initial appointees staggered so that one-third of the terms expire each year. A person appointed to the Review Board shall not have been a commissioner within one year prior to appointment. The President shall convene timely a panel of the Review Board when necessary.

Section 2–Due Process. Criteria promulgated by the Council shall ensure that institutions are provided a fair and reasonable opportunity to present reasons why denial, suspension, withdrawal, or other final actions taken by the Council are inappropriate and should be remanded for further consideration. The due process provided is an appeal to the Review Board, pursuant to the procedures described in 2-3-604. All appeals to the Review Board of Appeals shall be on the record and shall provide for the submission of briefs and oral testimony by institutional representatives.

Article VIII
Miscellaneous

Section 1–Liability. No applicant, member, or former member shall be liable for the debts of ACICS in any amount except to the extent of the fees required of each member pursuant to Article VI, Sections 3 and 8, hereof.

Section 2–Corporate Seal. The corporate seal shall be in such form as may be approved by the Board of Directors.

Section 3–Checks, Notes, Contracts. The Board of Directors shall determine the persons who will be authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidences of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments. These persons (positions) will be designated in the Board approved Governance Policy Document. The Board of Directors shall, at its discretion, require officers, agents, employees, and other persons so authorized pursuant to this Section to give security for the faithful performance of their duties.

Section 4–Books and Records. The Corporation shall keep at its office correct and complete books and records of the accounts and transactions of the Corporation and a current list of the members, directors, and officers of the Corpo-

ration. Such books and records may be in written form or in any other form capable of ready conversion to written form.

Section 5–Confidentiality. The Council shall maintain the confidentiality of the accrediting process with members insofar as permitted by accrediting criteria, law, and regulation. The Council shall have written policies on disclosure of information to third parties.

Section 6–Indemnification and Insurance. The Corporation shall indemnify and hold harmless each director, officer, commissioner, member of an appeals board, member of a visiting team, agent, employee, or other person acting on behalf of the Corporation or the Council against and from all loss, cost, and expense reasonably incurred by such person in the payment, defense, or settlement of any claim, suit, or proceeding brought against such person because they acted as part of or on behalf of ACICS, the Council, or the Review Board, as a director, officer, commissioner, member of an appeals board, member of a visiting team, agent, or employee. The rights specified in this Section shall apply whether or not persons continue to act in such capacity at the time the loss, cost, or expense is incurred. Such rights shall not apply in relation to any matters as to which any such person shall be finally adjudged to be liable for willful misconduct. The Board of Directors also may authorize the purchase and maintenance of insurance on behalf of such persons and the Corporation against any liability that arises from their actions in such capacities.

Section 7–Amendments. The Bylaws of the Corporation may be amended by the Board of Directors by majority vote of all the directors.

Section 8–Dissolution. ACICS shall use its funds only to accomplish the objectives and purposes set forth in these Bylaws, and no part of said funds shall inure or be distributed to the members of ACICS. On dissolution of ACICS, any funds remaining shall be distributed to one or more regularly organized and qualified charitable, educational, scientific, or philanthropic organizations to be selected by the Board of Directors.

Section 9–Fiscal Year. The fiscal year of ACICS shall be July 1 through June 30.

Article IX
Litigation, Jurisdiction and Venue, and Expenses

Section1–Suits Against ACICS, Jurisdiction, and Exhaustion of Administrative Remedies. Jurisdiction and venue of any suit, claim, or proceeding relating to membership, accreditation, or accredited status, whether a claim for damages or injunctive or declaratory relief, brought by an accredited member, former member, or applicant for membership and accredited status against ACICS, the Council, the Review Board, or a commissioner, officer, committee member, Review Board member, or staff member acting in his or her official capacity shall only be in the U.S. District Court for the Eastern District of Virginia, Alexandria Division, or the Circuit Court for the City of Alexandria, Virginia. Accredited members, former members, and applicants must exhaust all administrative remedies provided for in the ACICS Criteria and Bylaws before initiating any suit, claim, or proceeding in Court.

Section 2–Reimbursement of ACICS's Litigation Expenses. An applicant for membership, member, or former member of ACICS shall reimburse ACICS for all costs and expenses (including attorney's fees) actually and reasonably incurred by ACICS in defending any suit, claim, or proceeding, whether for damages or for injunctive or declaratory relief, brought by an applicant, member, former member, or one or more present or former students of any of the foregoing against ACICS, the Council, the Review Board, any commissioners of the Council, or members of the Review Board, or officers, employees, or agents of ACICS, the Council, acting in their official capacity, where ACICS, the Council, the Review Board, the commissioner, officer, employee, or agent shall have been adjudged to be the prevailing party in the suit, claim, or proceeding.

Section 3–Other Expenses. Each member shall reimburse ACICS for all costs and expenses (including attorney's fees) incurred by it in the production of any of the Corporation's, or the Council's, records relating to such member in response to lawful requests from parties in litigation or from state or federal agencies.

Section 4–Binding Effect.

(a) Each existing member and new member of ACICS shall be provided with a copy of these Bylaws. Acceptance or continuation of membership in ACICS shall constitute each member's agreement to be bound by the provisions of these Bylaws, as they may be amended from time to time, while a member of and subsequent to the termination of membership in ACICS.

(b) Each applicant for membership in ACICS shall be provided with a copy of these Bylaws. Application for membership in ACICS shall constitute such applicant's agreement to be bound by the provisions of these Bylaws, as they may be amended from time to time, regardless of whether such applicant becomes a member of ACICS.

APPENDIX B Procedures and Guidelines for Unannounced Visits

UNANNOUNCED VISIT FACT SHEET

The Council, at its discretion, may direct an unannounced visit to occur at an institution about which it has received adverse information or when general operations of the institution may be called into question. This Fact Sheet is designed to assist the institution and the visiting team in conducting this visit as smoothly and efficiently as possible.

VISIT PROCEDURES

The purpose of this visit is to review records, interview students and staff, and, if applicable, review previously cited problem areas and verify responses to previous requests for information, such as complaints and admonishments. The team may consist of a staff member, an experienced evaluator, or both. Expect the team to spend the full day at your institution.

Upon arrival, the team will ask to speak with the chief on-site administrator. Following a brief interview, the team is to be given a short tour of the facility, including records storage areas, and then shown to a work room. This room could be an empty classroom or office, and it should be available exclusively for the team for the entire visit.

The institution must make the following information available to the visiting team:

1. Most recent Campus Accountability Report.
2. Current catalog and addenda (if applicable).
3. Current class schedule, including names of instructors and room numbers.
4. Most recent ACICS accreditation visit team report and institutional response.
5. Copy of each government program review and compliance audit conducted within the prior two years and any institutional responses.
6. Faculty/personnel records.
7. All student records, including admissions, academic, and financial.
8. Copies of institutional advertising.

Additional records may be requested by the team. Staff, faculty and students will be interviewed. Institutions are encouraged to have these records in a central location where more than one person can access them, should the chief on-site administrator not be present.

REPORT AND SUBSEQUENT ACTIONS

A report will be prepared and sent to the institution for response. If the institution is found to be operating in accordance with the *Accreditation Criteria*, no further action will be taken.

If the institution is found to be violating provisions of the *Accreditation Criteria*, the Council may direct the institution to show cause why its accreditation should not be withdrawn, or it may direct that a full team visit the institution to evaluate its correction of these violations.

Exit Conference

At the conclusion of the visit, the team will meet with the chief administrator to discuss the visit and to answer any questions regarding the Council policies, procedures, and standards.

Expenses

A fee will not be assessed for this visit, but each institution will be billed for expenses incurred during the visit. Failure to remit payment for expenses may result in a directive to show cause why the accreditation of the institution should not be withdrawn.

Institutional Participation

Any institution that refuses to undergo an on-site unannounced visit evaluation will be directed to show cause why its accreditation should not be withdrawn by suspension._

APPENDIX C Institutional Publications Requirements

This Appendix includes the Council's criteria for institutional publications, including catalogs, advertising literature, and other published documents describing the institution.

CATALOG

The Council requires all accredited institutions and all applicant institutions to publish an acceptable catalog. An accredited institution with branch campuses may publish a common catalog, but it should be specific as to the faculty, programs, and student services available at each location (see "Multiple-Campus Catalogs" in this Appendix). All enrolled students must have access to the current catalog.

A catalog is written for many purposes and is directed toward a varied audience. The catalog becomes an announcement and a record and should be dignified in appearance. It must not be primarily a promotional publication, nor should it be directed toward a single segment of its varied audience. The catalog has been determined by the courts to be a legal document of the institution concerned.

The catalog should explain the offerings and services of an institution, but it should not glorify or extol. It should reflect the dignity and integrity of the institution it describes. The catalog must be available in hard copy, and may also be available in a read-only electronic format. The hard copy catalog must be appropriately printed and bound. The catalog may include illustrations and photographs that are pertinent to the institution.

At a minimum, the catalog must contain the following items:

1. A table of contents and/or an index.
2. An indication, on the front cover or on the title page, of the year or years for which the catalog is effective.
3. The names and titles of the administrators of the institution.
4. A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
5. If the institution is now accredited, a statement denoting this fact (see "Statement of Accreditation" in these Guidelines).
6. A statement of the mission of the institution.
7. A listing of the full-time faculty members, showing:
   (a) academic credentials held;
   (b) institutions awarding the credentials; and
   (c) the area of teaching specialization.
8. An academic calendar (calendar of events) showing beginning and ending dates of terms, quarters, or semesters; holidays; registration dates, etc.
9. The full disclosure of the institution's admission requirements, policies, and procedures, including the basis for admissions, test requirements, advanced standing requirements, and experiential learning assessment requirements.
10. A statement of the curriculums (programs) offered, including for each:
    (a) a statement of the objective or purpose of the curriculum;

(b) an accurate and complete listing of the courses included in each curriculum, each with a unique identifying number and title;

(c) the credit or clock hours awarded for each subject;

(d) the total credits or clock hours required for satisfactory completion of the curriculum;

(e) requirements for certification, licensing, or registration in the program career field, as appropriate; and

(f) any additional or special requirements for completion (such as practica or externships).

11. A description of each course (subject) offered, including:

(a) identifying number;

(b) title;

(c) credit or clock hours awarded;

(d) a complete but concise description of the contents of the course; and

(e) prerequisites, if any.

12. An explanation of the grading or marking system (consistent with that appearing on the student transcript).

13. A definition of the unit of credit. If credit hour, identify whether quarter or semester. (See Section 3-1-516 for additional information.)

14. An explanation of standards of satisfactory progress. (See Section 3-1-420 for additional information).

15. A description of the certificates, diplomas, and/or degrees awarded, together with a statement of the requirements to be met in each instance.

16. A statement of the tuition, fees, and all other regular and special charges.

17. A complete and accurate listing of all scholarships offered (see Section 3-1-431 of the *Accreditation Criteria*).

18. A statement of the institution's refund policy and formula relative to method of financial obligation. This policy must be clearly outlined and must comply with Sections 3-1-433 and 3-1-434, of the *Accreditation Criteria*.

19. A statement pertaining to the nature and extent of student services offered (e.g., counseling and placement).

20. A grievance procedure that includes the name and address of ACICS, unless the grievance procedure is published in a student handbook.

21. If the institution offers degrees, the catalog must include the following information:

(a) for occupational associate's degree programs, identification of courses that satisfy the general education requirement and an explanation of the course numbering system;

(b) for academic associate's degree programs, identification of courses that satisfy the general education and concentration requirements and an explanation of the course numbering system;

(c) for bachelor's degree programs, identification of upper-division courses and courses that satisfy the general education and concentration requirements and an explanation of the course numbering system; and

(d) for post-baccalaureate or graduate degree programs (master's and doctorate degree programs), a separate section in the catalog describing the program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions. (See Sections 3-6-800 and 3-7-800).

22. If the institution offers courses via distance education, the catalog must include the following information:

(a) a description of each mode of distance education delivery method used;

(b) the admission requirements for the courses or program(s) of study offered through distance education required only if different from the admission requirements for the residential programs;

(c) a description of tests used in determining access to distance education courses and programs, if applicable;

(d) a description of the resources and equipment the students must have to avail themselves of the instruction (including, computer requirements such as hardware and software, internet access, access to library/college for monitoring of examinations, etc.); and

(e) the special costs and fees associated specifically with distance education (e.g., platform access fees, on-line library access fees, purchase of books on-line).

23. If the institution is approved by the Council to offer direct assessment competency-based program(s), the catalog must include the following information:

(a) a clear identification and listing of direct assessment competency-based program(s);

(b) a concise and clear description of how such programs are structured and administered; any special admissions requirements; how students will be expected to demonstrate achievement of competency goals; the types of academic and student services offered to assist students to pass the assessments; and how student achievements will be shown on the academic transcript;

(c) disclosure of the number of equivalent credit hours or clock hours and the general methodology the institution uses to determine the equivalencies;

(d) a clear description of how financial aid will be administered and disbursed for eligible students enrolled in such programs;

(e) disclosure of other entities or qualified individuals, in addition to the institution's faculty, engaged in the direct assessment process; and

(f) disclosure of the consequences or options available to students if they fail to demonstrate achievement of competency goals within a prescribed period of time.

Addenda/Supplement to the Catalog

Listing of administrative staff and faculty, tuition and fees, and academic calendar may be included in a catalog addendum/supplement as standing items. In addition, the addendum/supplement may include other reasonable changes that occur after a catalog has been printed until the next printing. An institution is expected to update its catalog at an appropriate interval and the addendum/supplement should not be used as a substitute for meeting this expectation.

The addendum/supplement must clearly state that it is part of the catalog and must include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary). The addendum must be included with each copy of the catalog.

Multiple-Campus Catalogs

1. Pictures of the physical facilities of any of the institutions must be captioned to identify the particular campus depicted.
2. Faculty and administrative staff must be listed in the catalog and be clearly identified for each campus. The administrative staff of the institution also must be listed.
3. Any information contained in the catalog that is not common to all campuses in the group shall be presented in such a manner that no confusion, misunderstanding, or misrepresentation is possible.
4. The catalog must comply with the existing standards in all respects as outlined in these Guidelines.

Advertising

Any advertisement or promotional literature written or provided by an institution through any type of media shall be completely truthful and dignified. The material shall be presented in a manner which avoids leaving any false, misleading, or exaggerated impressions with respect to the institution, its personnel, its courses and services, or the occupational opportunities for its graduates. An English translation for advertising that is in a language other than English must also be available.

1. All advertising and promotional literature provided by an institution must clearly indicate that training or education, and not employment, is being offered.
2. All advertising and promotional literature must include the correct name of the institution. So-called "blind" advertisements are not permitted.
3. Institutions advertising to attract students in classified columns of newspapers or the equivalent on websites and the other electronic publications must use only classifications such as "Education," "Schools," or "Instruction." Headings such as "Help Wanted," "Employment," or "Business Opportunities" may be used only to procure employees for the institution.
4. Testimonials used in advertising must reflect the opinions or experience of a current or prospective student or graduate of the institution. Testimonial messages must be factual and portray current conditions. They cannot contain any representations that would be deceptive or could not be substantiated by the institution. The institution must maintain a written release from the individual providing the testimonial on file.
5. An institution shall not use the words "free" and "guarantee" for advertising or marketing purposes in a manner that is misleading to prospective or current students. A disclosure must be made for services which are funded by third parties that are offered at no cost to students.
6. An institution shall not offer monetary incentives to the general public to visit, enroll in, attend, or complete a program. The institution cannot make guarantee or similar claims regarding job placement or salary for graduates.
7. References to financial aid availability must use the phrase "for those who qualify." Financial aid cannot be the sole source of an advertisement.

Statement of Accreditation

When making public disclosure of accredited status in its catalog, the institution must include the name, address, and telephone number of ACICS.

For institutional catalogs, the fact of accreditation shall be stated only as follows:

"Accredited by the Accrediting Council for Independent Colleges and Schools to award (name all applicable specific credential levels from among certificates, diplomas, associate's degrees, bachelor's degrees, and master's degrees).

Institutions may add the following statement in announcing their accreditation:

The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

For publications and advertising other than catalogs, institutions that wish to state the fact of accreditation shall use either the catalog language noted above or one of the following disclosure statements:
"Accredited by the Accrediting Council for Independent Colleges and Schools"; or

"Accredited Member, ACICS"

An institution is not permitted to use such statements as "fully accredited" or "accredited" without including the name of ACICS. An institution will not use or publicize the term "accredited" unless it is in fact accredited by ACICS or another recognized agency, or it has affirmative authority under state law. Any reference to stated authority for status as "registered," "approved," or "accredited" must include the name of the state extending the approval and must accurately identify the state agency. An applicant for ACICS accreditation may not disclose this fact in any manner.

For electronic media and web sites, the institution may provide a hypertext mark-up language link ("html") to the ACICS web site when making public disclosure of its accredited status. Disclosure must be in compliance with Appendix C.

APPENDIX D Standards of Satisfactory Progress

An essential element in providing appropriate instruction and support services to students is monitoring their satisfactory academic progress (SAP). The Council requires all institutions to develop a policy of satisfactory academic progress that measures whether students are maintaining satisfactory academic progress in their educational program.

Institutions located outside the United States, which serve students not participating in the U. S. Title IV student financial assistance programs, are required to publish in the catalog an SAP policy and systematically monitor academic progress of their students. At a minimum, the SAP policy must address the following elements: (a) minimum qualitative standards, such as a grade point average, which must be achieved by the end of each academic year or at 50% of the normal program length if the program is less than one academic year; (b) maximum time frame in which the educational objectives must be successfully completed; (c) a rationale if the maximum time frame for program completion exceeds 150% of the normal program length; (d) institutional procedures for a systematic monitoring of each student's progress in meeting the SAP policy; (e) a description of actions that must be taken by the institution if the student fails to make satisfactory academic progress; and (f) a minimum cumulative grade-point average of 2.0 or C or equivalent that must be achieved by each student upon graduation.

The Council has determined that the institutional policy must include the following requirements, which are consistent with the regulations specified by the U.S. Department of Education for student eligibility for receiving Federal Title IV financial assistance.

1. The institution has written standards and a schedule of satisfactory academic progress for all students, which are published in the catalog and in appropriate institutional literature, and are consistently applied to all students.
2. The institution strictly adheres to its published standards of satisfactory academic progress, monitors whether a student meets the minimum qualitative and quantitative components of the standards, and notifies students when satisfactory academic progress is not being made.
3. The standards of satisfactory academic progress provide for minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.
4. The policy defines a maximum time frame, not to exceed 150% of the normal program length, as defined by the institution, for all programs, in which the educational objective must be successfully completed (e.g., number of academic years, credit hours attempted, clock hours completed, months/weeks, terms or modules, etc. as appropriate), as opposed to simply setting a time limit on eligibility for Title IV financial aid.
5. The institution has provisions for an evaluation point at least by the end of each academic year (or at 50%of the normal program length if the program is one academic year or less) that determine whether the student has met the qualitative and quantitative components of the standards.
6. The institution has provisions for utilizing and publishing a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each increment to complete the educational program within the maximum time frame.
7. The institution has provisions for determining at the end of each increment whether the student has met the qualitative and quantitative components of the standards. The qualitative and quantitative standards

must be cumulative and must include all periods of the student's enrollment regardless of whether or not the student receives federal financial aid.

8. The institution's policies define the effect on satisfactory academic progress of course withdrawals, incomplete grades, repeated courses, and non-punitive grades. The institution's policies define the effect of non-credit or remedial courses on satisfactory academic progress.

9. The institution has provisions for an evaluation at the end of the second academic year and at the end of each subsequent academic year(s) where the student must have a minimum cumulative grade point average (CGPA) of 2.0 on a scale of 4.0, C, or its equivalent, or has academic standing consistent with the institution's requirements for graduation. A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances (i.e., death in the family, sickness of the student, etc.).

10. If the institution places students on warning, or on probation, as defined in sections 11 and 12 below, the institution's policy must describes these statuses.

11. An institution that evaluates academic progress at the end of each payment period may assign warning status to a student who fails to make satisfactory academic progress. A student may be assigned to warning status without an appeal or other action by the student. For institutions awarding U.S. Department of Education Federal Financial Aid, a student on warning may continue to receive assistance under federal financial aid programs for one payment period despite a determination that the student is not making satisfactory academic progress.

12. The institution must have an appeal process for students who do not meet the requirements of the institution's satisfactory academic progress policy. When an institution grants a student's appeal for mitigating circumstances, the student will be placed on probation for a specified period of time and considered to be making regular satisfactory progress. While a student is on probation, the institution may require the student to fulfill specific terms and conditions such as taking a reduced course load or enrolling in specific courses.

    If a student is not making satisfactory academic progress, the institution may place the student in an extended enrollment status. However, all credits attempted count toward the 150% of the normal program length even if the student is on extended enrollment. Grades may be replaced if that is the institution's written policy. At the discretion of the institution, a student with an approved appeal who exceeds one and one-half times the standard time frame as defined by the institution either as a regular student or in an extended enrollment status may receive the original academic credential for which he or she enrolled, provided that there are no additional financial obligations to the student.

    For institutions awarding U.S. Department of Education Federal Financial Aid Only: A student on probation will have their eligibility for financial aid reinstated. A student on probation may receive federal financial aid funds for one payment period. At the end of one payment period on probation, the student must meet the institution's satisfactory academic progress standards or meet the requirements of the academic plan developed by the institution and the student to qualify for further federal financial aid funds. A student placed in an extended enrollment status is not eligible for financial aid.

13. The institution must have clearly defined procedures for re establishing satisfactory academic progress.

14. The institution has rules for students who change programs, as well as for students who seek to earn additional credentials. For instance, an institution may have a policy that for a student who changes programs it will include in the determination of a student's satisfactory academic progress standing the

credits attempted and grades earned that count toward the student's new program of study. Such a policy must be part of the institution's written policy.

15. The institution must have a policy that addresses the implications of transfer of credit on satisfactory academic progress.

16. The institution has provisions that the student must have a minimum CGPA of 2.0, C, for undergraduate programs and 3.0, B for graduate programs or their equivalent upon graduation. For approved professional graduate programs, which require attainment of specified competencies and a licensure or certification, the institution has published and consistently follows an appropriate SAP policy.

17. If the institution is approved to offer direct assessment competency-based program(s), the institution must demonstrate that it has implemented appropriate policies that describe how it will measure whether a student enrolled in a competency-based program is making satisfactory academic progress. Policies and procedures must be implemented to identify in a timely manner when a student enrolled in such a program has withdrawn or changed enrollment status. The institution must maintain for Council review evidence that financial aid officers and others assigned to monitor satisfactory academic progress have been trained and are adequately monitored for implementing policies affecting competency-based programs.

APPENDIX E Guidelines for Institutionally Funded Student Aid

In evaluating institutionally funded student aid, ACICS will consider the characteristics listed below. These characteristics are not listed in any priority order. Any institution whose aid program is not in accordance with any or all of these characteristics may be subject to a compliance warning. The greater the number of these characteristics evident in an institution's grant program, the greater the presumption of acceptability. ACICS will, however, review each institutional grant program in its entirety.

1. Grants are made from segregated funds or from identifiable funds which have been provided for in the institution's operating budget.
2. The percentage of students receiving institutionally funded grants, as compared to the overall student population of the institution, is not inordinately high.
3. The total amount for institutionally funded grants is publicly and clearly identified prior to the beginning of the academic year or term.
4. Institutionally funded grants may be awarded on the basis of student need or standards describing similarly circumstanced students.
5. The amount of institutionally funded grants is not based solely on the difference between the tuition charged and the amount of federal or state financial aid received.
6. The tuition charged reasonably and closely represents the cost to the institution of the instruction provided and does not significantly vary in amount from similar or same instruction in another certificate or degree program.
7. The amount of tuition retained as nonrefundable by the institution from those students who drop out prior to the end of the academic term or period is proportionally allocated between the institutionally funded grants and the federal and state financial aid received by the student.
8. The type and amount of institutionally funded needs-based grants is determined by an independent selection or review panel.

APPENDIX F Requirements for English as a Second Language Programs

This appendix consolidates information regarding the Council's requirements for institutions offering stand-alone ESL programs and/or ESL coursework as part of a Title IV-eligible program, and federal requirements for the awarding of financial aid.

The following information is intended to combine the highlights of the ACICS requirements and federal regulations noted above and should assist institutions in understanding Council criteria for offering stand-alone ESL programs and the major differences between Council requirements and federal regulations for these ESL programs. Additionally, an overview of federal guidelines for ESL coursework offered within an eligible program is included.

SEPARATELY ELIGIBLE, STAND-ALONE ESL PROGRAMS

Council Requirements

The requirements for reporting information on separately-eligible ESL programs are the same as for all other programs. The institution must immediately notify ACICS when these programs are initiated, changed, or discontinued. An on-site evaluation with an appropriate subject specialist will be required when a new ESL program is initiated, and may be required when the program is changed.

The objective of stand-alone ESL programs is to enhance the English-language proficiency of individuals who have pre-existing vocational knowledge, training, or skills, but cannot use that knowledge, training, or skill because of their English-speaking deficiency. No vocational training is provided in a stand-alone ESL program.

In order to receive approval from ACICS to provide stand-alone ESL programs, the institution shall:

1. Adhere to the stated mission of the program when developing the curricula;
2. Administer, at entrance and exit, a nationally recognized exam of English comprehension (e.g., Test of English as a Foreign Language, Test of Spoken English.)
3. Provide documentation that all admitted students are enrolled in accordance with Section 3-1-303.
4. Verify or assess at entrance, with supporting documentation, that the enrolling student already has knowledge, training, or skills in a vocational field, unless the student is enrolled solely to obtain ESL competency unrelated to a vocation (also a Department of Education regulation.)
5. Describe the placement services, if any, to be offered to graduates of the ESL program. Institutions are not required to include these graduates in their placement statistics.
6. Employ degreed faculty who have prior experience in this field of instruction.
7. Involve faculty in professional organizations and workshops enabling them to meet the special needs of the ESL student.

Department of Education Regulations

The institution must provide information or documentation that the program:

1. Consists solely of ESL instruction.
2. Admits only undergraduate students who it determines need ESL to use already existing knowledge, training, or skills.

3. Meets the other program and institutional eligibility requirements including:
   (a) that it leads to a degree or certificate,
   (b) that it is at least a one-year program at a public or private nonprofit institution of higher education, or a six-month program at a postsecondary vocational institution or a proprietary institution of higher education,
   (c) that it admits as regular students only persons who have a high school diploma or the recognized equivalent (GED) or who are beyond the age of compulsory school attendance in the state in which the institution is located and have the ability to benefit from the training offered,
   (d) that it is legally organized by its state to offer the ESL certificate or degree program,
   (e) that it is approved by the school's nationally recognized accrediting agency or association, or that it meets one of the statutory alternatives to accreditation, and
   (f) if it is a credit-hour program, that it meets any applicable state and accrediting agency requirements governing the use of credit hours.

NOTE: ESL is an eligible program only for purposes of the Pell Grant Program.

ESL Courses as Part of an Eligible Program

Council Requirements

Conversion from clock to credit hour for the ESL courses must be appropriate and in compliance with Department of Education regulations for remedial coursework.

Department of Education Regulations

ESL coursework required by a student when accepted into an existing, Title IV-eligible program must be considered remedial in nature for the purpose of calculating student financial aid. Note that remedial coursework is by regulation either noncredit or reduced credit, for purposes of the postsecondary program, although these noncredit or reduced academic credit hours are converted to the credit value of non-remedial courses for the purpose of calculating Title IV payments to students.

It is important to remember that a program of study must be Title IV-eligible excluding the remedial courses (i.e., for a 300 clock-hour Hospitality and Tourism program to be eligible for student loan programs, any remedial courses offered must be added to the 300 clock hours).

Summary

ACICS members currently offering or planning to offer stand-alone ESL programs or ESL as remedial courses taken with an eligible program must be aware of and in compliance with all Council requirements and Department of Education regulations. In comparing the two, it is apparent that if an institution is not in compliance with the Department of Education, it will not be in compliance with ACICS because all of the Department's requirements are inherent to the *Accreditation Criteria*; ACICS is, however, more restrictive in several areas.

Be advised that compliance with Appendix F does not ensure that a program will be determined by the U.S. Department of Education to be eligible for Title IV participation. Should the institution desire Title IV funding for an ESL program, it should discuss program eligibility with the appropriate Department of Education regional office before applying for Council approval.

APPENDIX G Guidelines on Disclosure and Notification

These guidelines are designed to inform institutions of the policies of the Council and to guide staff in disclosing information and providing materials to third parties regarding an institution's accreditation. Many policies are required by federal law and regulation.

The policies presented below are not intended to cover every situation, and the Council exercises considerable discretion in balancing the need for confidentiality in the accreditation process with the need to disclose information to the public, including students and student applicants, and to other interested third parties, including government agencies. The Council will provide information requested by the U.S. Department of Education that may bear on an institution's compliance with federal student financial aid requirements. Please refer to Title II, Chapter 3 for additional information.

1. The Council maintains and makes available to member institutions, appropriate governmental agencies, and the public complete information regarding its accreditation criteria, policies, and practices; the institutions that it currently accredits, including the dates when the institutions are scheduled to be reviewed for renewals of accreditation; and the names, educational backgrounds, and professional qualifications of its commissioners and senior administrative staff. This information is provided in written documents available from the Council office or on the Council's Web site. These documents include a directory of accredited institutions and an annual report, copies of which are forwarded automatically to the U.S. Department of Education, state regulatory agencies, and other recognized institutional accrediting agencies.

2. The Council will notify the U.S. Department of Education, state regulatory agencies, other accrediting agencies, other interested third parties, and the public of all Council actions that affect an institution's grant of accreditation, institutional closings, and of the voluntary withdrawal or expiration of accreditation within 30 days.

   In the case of the public, however, the Council will provide written notice of the decisions listed below within 24 hours of its notice to the institution:

   (a) A final decision to place an institution on probation or equivalent status.

   (b) A final decision to deny, withdraw, suspend, revoke, or terminate the accreditation of an institution.

   Deferral actions will include an explanation that the institution's application is pending and that additional information has been requested. Negative actions subject to appeal will be denoted with a statement that the action is subject to appeal and is not final unless the institution does not exercise its appeal rights or until the institution's appeal rights have been exhausted. The disclosure of Review Board decisions will be in accordance with the procedures described in Section 2-3-607. The Council retains the discretion and the responsibility to communicate other relevant accreditation information with appropriate agencies and regulatory bodies.

3. Within 60 days of a final negative action, the Council will also make available to the agencies above and the public upon request, a brief statement summarizing the reasons for the negative action determination and the official comments that the institution may wish to make with regard to the Council's decision, or evidence that the affected institution has been offered the opportunity to provide official comment.

4. The Council will inform the U.S. Department of Education of any institution which the Council believes fails to comply with Title IV law or regulations or is engaged in fraud and abuse or demonstrates systemic

noncompliance with respect to use of the Department's definition of credit hour or significant noncompliance regarding conformity with commonly accepted practice in the assignment of credit hours to one or more programs at the institution. The institution will then be given an opportunity to evidence why it is in compliance with Title IV requirements.

5. The Council will notify the public through its Web site and other means, as appropriate, of the following:

   (a) at least one year in advance of grant expirations, a listing of all institutions with current grants of accreditationdue to expire; and

   (b) as soon as practical, a listing of all institutions which have applied for initial grants of accreditation.

   This notification will include guidance on how third parties may comment on these institutions' qualifications for accreditation.

6. The Secretary of Education's grant of recognition constitutes a "grant of authority" to the Secretary to conduct site visits (both to ACICS and to the institutions) and to gain access to agency records, personnel, and facilities on an announced and unannounced basis.

7. The Council automatically will submit an annual report to the Secretary of Education.

8. The Council will provide information regarding debarment actions on request.

APPENDIX H Principles and Requirements for Nontraditional Education

SECTION I
DIRECT ASSESSMENT COMPETENCY-BASED PROGRAMS

Programs that are designed to prepare students for a specific profession or career are especially suited to be offered as direct assessment competency-based programs because such programs focus on what the students need to know, understand, or be able to do. The process utilized for the development of the curriculum, expected competencies, ways to directly assess such competencies and equate them to credit hours or clock hours (as required by the United States Department of Education as well as by the Council) demands active involvement of employers, as appropriate, and other experts in the discipline. Potential benefits gained by such programs are as follows:

- Allow students to progress at their own pace, but in compliance with the institution's satisfactory academic progress policy;
- Allow flexibility to motivated students;
- May potentially shorten the time for completion of the program;
- May potentially reduce overall cost of education; and
- May foster creativity for the institution, faculty and students in exploring cost-effective pathways to complete a program.

Federal Definition of Direct Assessment Competency-based Programs

A direct assessment program is an instructional program that, in lieu of credit hours or clock hours as a measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program utilizing the results of the assessment.

Direct assessment of student learning means a measure by the institution of what a student knows and can do in terms of the body of knowledge making up the educational program. These measures provide evidence that a student has command of a specific subject, content area, or skill or that the student demonstrates a specific quality such as creativity, analysis or synthesis associated with the subject matter of the program. Examples of direct measures include projects, papers, examinations, presentations, performances, and portfolios.

ACICS Glossary of Definitions

Using the Federal definition as a guide, the Council has developed expanded definitions for Competency-based Programs and Direct Assessment Competency-based Programs. A longer list of examples of "direct" assessment measures is given in the Glossary. "Indirect" assessment measures, while deemed valuable for assessing institutional and program effectiveness, are not included in the consideration for the approval of competency-based programs.

For consideration of eligibility to participate in Title IV Federal Student Aid Programs, the Department of Education will consider only direct assessment competency-based programs.

Process for Review, Approval and Quality Monitoring Visits

Proposed initiation of a direct assessment competency-based program is classified as a substantive change and requires Council review and approval.

Institutions must submit Part 1 of the Application for Direct Assessment Competency-based Program, along with required supporting documents, for a preliminary review and Council action. A separate application is required for each program. The guidance document and instructions accompanying Part 1 of the application are designed to guide the institutions in gaining an idea of the types of direct assessment methods that are strongly recommended for professional and career-focused programs. The principles and requirements included in this Appendix will be applied in reviewing the application.

In considering the application, the Council will determine if the institution has demonstrated that it has used a rigorous process to identify what the student or graduate must know and be able to do to be considered "competent" by employers and experts in the field or discipline. In addition, the institution has demonstrated that it has developed robust direct assessment techniques and has explicitly described how it determines the equivalent number of credit or clock hours for the program.

Upon approval of Part I of the application by the Council, the institution will apply to the U. S. Department of Education for Title IV approval of the proposed direct assessment competency-based program.

Part II of the Application for Direct Assessment Competency-based Programs must be submitted to ACICS at least three months prior to the effective start date of the program. The approval letter will provide instructions on at least two quality monitoring on-site visits to the institution—the first visit will be conducted within six months of start of the program and a second follow-up visit will be conducted between 12 to 18 months of start of the program, depending upon the credential level of the program.

Institutional Mission and Institntional Readiness

(a) The basis for the introduction of direct assessment competency-based programs must support the mission and objectives of the institution.

(b) The structure and objectives of the program must clearly demonstrate that a systematic process was utilized in identifying and defining specific competencies related to the program. The process shall include participation of representation from employers, experts in the field, faculty, alumni and faculty.

(c) The Campus Effectiveness Report must include a discussion of the proposed direct assessment competency-based programs—the rationale, overall structure, anticipated direct assessment methods engaged, plans for assessment and continuous improvement of the program, and adoption of best practices in competency-based education.

Admissions Requirements and Enrollment

Eligibility requirements for admission to direct assessment competency-based programs must be clearly defined, published and consistently applied. The institution is expected to develop objective mechanisms and standards for determining the potential characteristics of students who are best suited to pursue and complete the program.

Curriculum Development and Direct Assessment Measures

(a) In the development of the curriculum, institutions must organize each course to enable students to clearly understand measurable learning objectives. Whenever possible, the Council encourages institutions to utilize standardized tests and industry-recognized licensure or certification examinations as direct assessment of student learning. Multiple direct assessment methods, which are student-centered, must be utilized where appropriate.

(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.

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 II

Distance Education

In addition to the general standards in Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 6, the following standards apply specifically to distance education delivery methods. These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating distance education forms of educational delivery.

Institutional Readiness

(a) Institutions must notify and receive approval from ACICS prior to using distance education as a mode of delivery. (See Section 2-2-106)

(b) Institutions must have a plan to implement distance education instruction. At a minimum, the plan should include the rationale, resources, course/program objectives, content, and student assessment. Institutions must integrate this plan into the Campus Effectiveness Plan.

(b) The instructional delivery method must be appropriate for students and the curriculum.

(c) Institutional policies and procedures should be consistently applied using procedures that are appropriate to the mode of delivery.

(d) Institutions must designate a qualified individual to oversee the distance education activities.

Admissions Requirements and Enrollment

(a) Institutions must identify the admission requirements of distance education courses/program/s and how it differs from, if applicable, the on-ground admission requirements.

(b) If an on-line admissions test is required, it must be administered in a manner which verifies the student's identity. Institutions must make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program, how the student's privacy will be protected, and if the student will be assessed any additional charges associated with the verification of student identity.

(c) Institutions must clearly and appropriately state any requirements the students must possess or have access to in order to access this mode of delivery.

(d) Institutions must provide an on-line orientation program to familiarize the student with the equipment, resources used in the distance education activities, and orient the student to the distance education learning process.

Curriculum and Instructional Delivery

(a) Regardless of instructional delivery method, the syllabi must identify the course learning objectives. Each course learning objective must support one or more program learning outcomes. (See Glossary definition of Syllabus.)

(b) The course must provide sufficient and appropriate opportunities for interaction between faculty and students and among students.

(c) 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).

(d) Curriculum must be administered in a way that maintains security of access.

(e) Institutions must demonstrate that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The verification method, at the option of the institution, may include a secure login and pass code, proctored examinations, and other appropriate student authentication or verification technology.

Faculty and Instructional Support

(a) The institution must employ academically and/or experientially credentialed faculty to teach online courses appropriate to the subject matter.

(b) Faculty hired to facilitate online instruction must be properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment.

(c) The instruction must provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning.

(d) The institution must demonstrate that the student/teacher ratio appropriately supports faculty and student interaction, facilitation of interaction among students and interaction with curriculum content.

(e) The institution must have a faculty development plan on file that is appropriate for each individual. For further information, see Section 3-1-543.

Resources and Equipment

(a) The institution must demonstrate that it has adequate financial resources to support the form of delivery.

(b) The institution must demonstrate that students taking online courses have access to the same or equivalent library resources and support as students taking courses in a physical classroom.

Students and Student Services

(a) The institution must orient online students to its learning management system, resources and support services, including technical support.

(b) Student support services available to students enrolled in online programs must be the same or equivalent to those provided to students enrolled in ground-based programs, including but not limited to student services such as counseling, academic advising, financial aid, and employment assistance.

Student Evaluation and Program Assessment

(a) The course learning objectives for a course delivered online must be the same as the learning objective for the same course delivered on ground.

(b) Regardless of instructional delivery method, assessments and assignments should demonstrate student achievement of course learning objectives.

(c) The institution must document that it conducts course/program evaluations, including assessment of student learning outcomes, student retention and placement, and student, graduate, faculty, and employer satisfaction (See Section 3-1-111.)

Publications

(a) The institution must fully disclose what form(s) of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22).

SECTION III

Self-Paced Instruction

In addition to the general standards in Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 6, the following standards apply specifically to self-paced instruction delivery methods. These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating self-paced instruction forms of educational delivery.

Institutional Readiness

(a) Institutions must notify and receive approval from ACICS prior to using self-paced as a mode of delivery. (See Section 2-2-106)

(b) Institutions must demonstrate a shift from a teacher-centered to a learner-centered environment.

(c) Institutions must employ faculty who possess the technical skills to teach in a self-paced environment.

(d) The delivery method must be appropriate for students and the curriculum.

Admissions Requirements and Enrollment

Institutions must identify the admissions requirements of self-paced courses/programs.

Curriculum Content and Instruction and Delivery

(a) Regardless of instructional delivery method, the syllabi must identify the course learning objectives. Each course learning objective must support one or more program learning outcomes. (See Glossary definition of Syllabus.)

(b) 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).

(c) Institutions must demonstrate compliance with applicable federal and state regulations.

Faculty and Instructional Support

(a) The institution must employ academically and/or experientially credentialed faculty to oversee the self-paced course/program.

(b) The faculty must be adequately trained to instruct in a self-paced environment.

(c) The faculty must be supported with the appropriate education resources and technology to facilitate self-paced instruction.

(d) The institution must demonstrate that the student/teacher ratio appropriately supports faculty and student interaction, facilitation of interaction among students and facilitation of student interaction with curriculum content.

Resources and Equipment

The institution must provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning.

Students and Student Services

(a) The institution must orient online students to its learning management system, resources and support services, including technical support.

(b) Student support services available to students enrolled in self-paced programs must be the same or equivalent to those provided to students enrolled in ground-based programs , including but not limited to student services such as counseling, academic advising, financial aid, and employment assistance.

Student Evaluation and Program Assessment

(a) The course learning objectives for a self-paced course must be the same as the learning objectives for the same course delivered on ground.

(b) Regardless of instructional delivery method, assessments and assignments should demonstrate student achievement of course learning objectives.

Publications

The institution must fully disclose what form(s) of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22.

Appendix I Principles and Guidelines for International Partnership Agreements

In addition to the general standards in Section 2-2-507; Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 7, the following standards apply specifically to institutions proposing to initiate an international partnership agreement with an entity outside the United States or its territories.

The programs and/or courses offered abroad must be consistent with the institution's educational mission and goals and must meet the same academic standards, educational effectiveness and student achievement.

These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating an International Partnership Agreement (IPA).

The partnership agreement should include the following items and detail each entity's responsibility in the following areas:

Elements in an International Partnership Agreement

I. Duration and Jurisdiction
   1. Institutions must identify the start and end date of the agreement.
   2. The agreement must list the signatories/partners involved in the international partnership.
   3. The agreement must describe under which jurisdiction(s) the agreement will legally be bound, i.e. legal jurisdiction of ACICS institution.

II. Administration of the International Partnership Activity
   1. Institutions must identify the individual with the overall responsibility for the activity.
   2. Institutions must identify the on-site administrator for the activity.

Curriculum Content, Instruction, and Delivery

Institutions shall ensure the quality and rigor of courses/program offered through the international partnership agreement.

III. Faculty and Instructional Support
   1. Institutions must employ academically and experientially credentialed faculty to oversee the instruction, evaluation, and grading requirements of the courses/ program.
   2. Institutions must have faculty credentials evaluated by a recognized service for evaluation of foreign credentials.
   3. The faculty must be supported with the appropriate education resources and technology.

IV. Admissions Procedures and Requirements

The institution must identify the admission requirements for enrolling in courses/programs abroad.

VI. Students and Student Services

1. Advising and Counseling

   (a) Institutions must provide academic advising and counseling services to students.

   (b) Institutions must have procedures for adding and dropping courses.

2. Financial Aid

   If applicable, institutions shall detail the institution's procedure for awarding, disbursing, and counseling students on financial aid funds that will be used for overseas study.

3. Transfer of Credit

   Institutions must in compliance with Section 3-1-413 as it relates to transfer of credit.

4. Student Orientation

   The institution must provide pre-departure orientation and on-site orientation programs for students, if applicable.

5. Grievance Procedure

   A grievance policy and procedure must be included in the catalog and list name and address of ACICS, unless published in a student handbook.

6. Student Records

   The institution must provide a plan for storing student records and providing access to on-site administrator at the international location.

7. Student Accommodations

   Institutions should detail the plan for arranging student accommodations during the study abroad period, if applicable.

VII. Security

1. Institutions must describe how student, staff and faculty safety at the international education facility will be ensured.

2. Institutions must describe the plan to ensure security of students, staff and faculty in case of civil unrest or natural disaster in host country.

VIII. Financial Requirements

Institutions must be in compliance with Section 3-1-430 as it relates to financial aid, tuition and charges.

IX. Resources and Equipment

Instructional resources and equipment must be readily available, accessible, and reliable.

X. Student Evaluation and Program Assessment

The institution must implement an assessment plan that measures attainment of core competencies for courses/program and measurable objectives for each course.

XI. Publications

The institution must fully disclose what form(s) of instruction it uses in its catalog and Web site, and when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22.

XII. Termination of Agreement and Teach-out Plan

Institutions must detail the plan for completion of program or courses should international partner fail to provide services.

XIII. International Site Facilities

Institutions must include a description of facilities at the international site and provide evidence that the facilities are in compliance with host country building code regulations.

Summary

ACICS members planning to enter into an international partnership agreement must be aware of and in compliance with all Council requirements and Department of Education regulations.

APPENDIX J Principles and Guidelines for Program Enhancement Education and Study Abroad Activities

International demands for post-secondary education provide opportunities for member institutions to expand the geographic footprint of their education delivery infrastructure, through on-line, on-ground and combinations of those and other modalities. Regardless of the education delivery infrastructure utilized at an international location, the institution is expected to operate in compliance with ACICS standards as demonstrated through direct monitoring of administrative operations, instruction, student services and the comparable full array of processes that apply to all institutions accredited by ACICS.

The standards and guidelines below will be applied to institutions that offer education or study abroad activities at international locations under the ACICS grant of accreditation. They are designed to apply Council expectations for effectiveness and integrity to programs that primarily lead to employment in professional, technical and occupational fields, regardless of the geographic location of the education or study aboard activity, or the modality with which the education is delivered. Council acknowledges education or study abroad may serve to enhance the interpersonal and developmental aspects of the student, including an improved ability to relate to and work with people from different cultures and ethnic, linguistic and national backgrounds. Council also acknowledges that education or study abroad, as part of a comprehensive career education program, may be directly applicable to the workplace and contribute to a graduate's success in finding placement in an organization with a multinational employee profile that utilizes multinational vendors and suppliers. Finally, the Council authorizes the utilization of education or study abroad, under the parameters prescribed in this section, in recognition that structured education or study abroad may enhance the graduate's ability to compete for job placement with international employers.

A key principle of ACICS standards regarding education or study abroad is that the accredited institution must demonstrate that the quality of the education derived from locations outside of a student's home country is comparable to that received at its domestic accredited locations. The burden of proof lies with the institution, regardless of the form of education or study abroad.

1. ***Education or Study Abroad Activities***: For all education or study abroad activities, other than those performed through a formal partnership agreement with an international institution, a U.S.-based institution is required to host a comprehensive Forum review and provide the final determination letter demonstrating substantial conformity with the Forum's standards, contained in the document, "Standards for Good Practice of Education Abroad (SGPEA)", published by the Forum on Education Abroad (http://www.forumea.org/standards-standards.cfm); the requirements for maximum length of study as defined in #2 (below); and the academic residency requirement as described in #3 (below). For those education or study abroad activities performed through a formal partnership agreement, the IPA requirements apply. (Section 2-2-510; Appendix I) International institutions accredited by ACICS located outside the U.S. that are planning to initiate education or study abroad activities must disclose the nature and scope of such activities in writing to ACICS and seek prior approval.

2. ***Maximum of Length of Education or Study Abroad Activity***: No more than 50 percent of a program's coursework may be completed through education or study abroad activities, including transfer credit, challenge examinations and other sources. An education or study abroad program may not exceed an equivalent of two semesters in length.

3. ***Academic Residency***: Students admitted to an education or study abroad program are those who must have satisfactorily completed a minimum of one full-time equivalent semester or quarter or trimester, on-line or on-site through the home institution. Additionally, education or study abroad students are required to complete a minimum one full-time equivalent semester or quarter or trimester on-line or on-site through the home institution following completion of the education or study abroad activity and prior to completion of the credential.

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Criteria Revisions

The following criteria have been accepted as final with the modified date noted (new language is underlined, deleted language is struck):

Section	Criteria Revision	Date Modified
2-3-200 – Accreditation Deferred or Conditioned **2-3-210. Deferral.**	When Council determines there is insufficient evidence available to make a decision, they may defer action until a later date pending receipt of additional information. In such cases, the Council will provide in writing the reasons for the deferral, state what the institution needs to provide with sufficient time for the institution to respond, and specify the response date. Based on the nature and/or number of identified deficiencies, the Council may require attendance of key administrators at a workshop and/or consultation. Deferral is, in effect, "no action at this time" and is not a negative action. Therefore, deferral is not an appealable action. Neither is a deferral a final action. In all cases of deferral on reevaluation of accredited institutions, the Council will extend the present grant of accreditation for a period sufficient for the institution to provide the information needed~~, including time for procedural due process following the Council's review of the information not to exceed twelve months, if the longest program is less than one year in length; eighteen months, if the longest program is at least one year, but less than two years in length; and two years, if the longest program is at least two years in length~~.	1/1/2016
2-3-220. Compliance Warning.	When the Council determines that an institution is not in compliance with the Accreditation Criteria, the Council will issue a compliance warning. The institution will be provided in writing with the areas of noncompliance and will be required to demonstrate corrective action for review by ACICS. A show-cause directive or a denial action/suspension order may be issued by ACICS as the result of this review as described in Section 2-3-230 or 2-3-402. Following receipt of a compliance warning, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to a final adverse action. When the reasons for the compliance warning are satisfied, the action may be lifted either by the President in cases where no evaluation is involved or by the ACICS Council in cases where evaluation of additional material is required and following such evaluation.	1/1/2016

Section	Criteria Revision	Date Modified
2-3-~~403~~230. Show-Cause Directive.	When the Council determines that an institution is not in compliance, and is unlikely to become in compliance, ~~accreditation of an institution is subject to suspension action (other than summary suspension under Section 2-2-301) because the Council determines has reason to believe that the institution is not, or may not be, in compliance~~ with the *Accreditation Criteria*, the institution will be provided in writing with the ~~alleged deficiencies~~ areas of noncompliance and will be invited to "show cause" why its accreditation should not be suspended or otherwise conditioned. A show-cause directive is not a negative or conditioning action. Rather, it is issued to an institution for it to come forward and prove that a negative or conditioning action should not be taken. However, tThe opportunity to show cause before the Council will be considered to be a hearing as defined in Section 2-3-500. A suspension order or denial action may be issued by ACICS as the result of this hearing, and such action is considered a final action which may only be appealed to the Review Board of Appeals as described in Section 2-3-600. Following receipt of a show-cause directive, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to final adverse action. In many circumstances, it is possible for an institution to respond to a show-cause directive in writing by which it demonstrates correction of the condition upon which the directive was based. When the reasons for the show-cause are satisfied, the directive may be lifted either by the President in cases where no evaluation is involved or by ACICS in cases where evaluation of additional material is required and following such evaluation. All institutions directed by the Council to show cause why their accreditation should not be suspended or otherwise conditioned will be directed to submit a school closure plan and may be required to submit a teach-out agreement as described in Section 2-2-303 of the Accreditation Criteria.	1/1/2016
2-3-~~800~~240 – PROBATION	Probation is a status that the Council may impose on an institution if the institution is unable to demonstrate that it consistently operates in accordance with the *Accreditation Criteria*.	1/1/2016
2-3-~~801~~241. Imposition.	Probation may be imposed by the Council either when it continues a show-cause directive after at least one hearing either in person or in writing, or after an institution has notified the Council that it intends to appeal a denial action.	1/1/2016
2-3-~~802~~242. Result of Probation.	The Council will not accept any applications for new programs or new campuses from any institution on probation unless the institution receives approval in advance to submit such an application.	1/1/2016
2-3-~~803~~243. Probation Lifted.	Probation does not expire automatically. Instead, the institution is obligated to demon¬strate to the Council that the conditions or circumstances which initially led to the imposition of probation have been corrected before probation will be lifted. Probation may be continued even if the show-cause directive has been vacated. The Council may order a special visit at the institution's expense before lifting probation.	1/1/2016
2-3-~~804~~244. Notification of Probation.	The Council will notify the U.S. Secretary of Education, appropriate state regulatory agencies, other appropriate accrediting agencies, and the public of its decision to place an institution on probation. The institution is required to notify immediately in writing its current and prospective students that it has been placed on probation by its accrediting agency.	1/1/2016

Section	Criteria Revision	Date Modified
	2-3-300 – Accreditation Denied … 2-3-400 – Accreditation Withdrawn … 2-3-~~404~~403. Procedural Guarantees for Withdrawal by Suspension. … 2-3-~~900~~800 – Special and Fact Visits … 2-3-~~1000~~900 – Debarment …	1/1/2016
2-1-300. Renewal of Accreditation.	It is the responsibility of the institution to file an application and remit the appropriate fees for a renewal of accredita¬tion by September 30th of the year prior to the last year of the grant of accreditation. This also involves submission of the institution's renewal self-study, with supporting documents. Institutions that have not submitted a renewal self-study by December 1st of the year preceding expiration of the grant, and have not requested and received an appropriate extension or notified the Council of intent to voluntarily withdraw its accreditation, may be issued a compliance warning ~~directed to show cause why its accreditation should not be withdrawn, suspended, or otherwise conditioned~~.…	1/1/2016
2-1-807. Program Length and Tuition and Fees.	ACICS will determine average program lengths and tuition and fees annually based on information collected in the Annual Accountability Reports and will provide these data to all accredited institutions. Institutions with program lengths that are more than one standard deviation from the average will be required to submit an explanation for the deviation. If the Council does not accept the explanation, it may require a consultation between ACICS and the institution, direct an on-site evaluation, issue a ~~show-cause directive~~ compliance warning, or withhold inclusion of the program from the institution's current grant of accreditation.	1/1/2016

Section	Criteria Revision	Date Modified
2-1-808. Financial Review.	The Council reviews the Annual Financial Report, audited financial statements, and other relevant information to monitor each institution's financial condition. When this review indicates that an institution's financial condition may be weak or deteriorating, the Council will require the institution to furnish Quarterly Financial Reports, a Financial Improvement Plan, or other interim narrative reports that demonstrate the actions the institution is taking to improve its financial condition. If the Council determines the institution no longer complies with the Council's requirements for financial stability, the Council will <u>issue a compliance warning</u>, issue a show-cause directive, or otherwise take negative action and require the institution to demonstrate compliance within the time frames de¬scribed in Title II, Chapter 3. These time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in financial stability. Institutions that are required to submit interim financial reports or that are determined to be out of compli¬ance with the Council's standards for financial stability are considered to be on financial review and are subject to additional restrictions regarding the initiation of branches and learning sites.	1/1/2016
2-2-121. Changes to Existing Programs.	Changes to existing or currently approved programs fall under (a) extensive changes and (b) non-substantive changes. (a) Extensive Changes. An extensive change to existing program application process must be initiated and approval received prior to implementation. Failure to do so will result in a ~~show-cause action~~ <u>compliance warning</u> for offering an unapproved program. The following changes will be considered substantive changes to the institution's scope of accreditation and require approval per Section 2-2-100 Substantive Changes: (i.) A 25% increase in the number of clock or credit hours awarded for successful completion of an existing program. (ii.) a change from clock hours to credit hours	
2-3-700 – Complaints and Adverse Information	… The role of the Council in resolving complaints and investigating adverse information is to determine whether the institution is out of compliance with one or more accrediting standards to which the complaint is addressed or to which the adverse information applies. After such determination, ACICS may then do one of the following: (a) dismiss the complaint or terminate further investigation of the adverse information; (b) postpone a final action on the complaint or adverse information if there is evidence that the institution is making progress to rectify the situation or if more investigation is necessary; or (c) notify the institution that, on the basis of information available, ACICS has determined that the institution is failing to comply with the Accreditation Criteria and that the institution is: (i) <u>issued a compliance warning</u> (<u>ii</u>) directed to show cause why its accreditation should not be suspended, revoked, or otherwise conditioned; (<u>iii</u>) directed to submit a report to ACICS detailing plans for rectifying the area(s) of noncompliance; or (<u>iv</u>~~ii~~) directed to undergo a special on site evaluation.. The Council will inform the complainant of the determination by the Council and the disposition of the complaint.	1/1/2016

Section	Criteria Revision	Date Modified
Appendix E – Guidelines for Institutionally Funded Student Aid	In evaluating institutionally funded student aid, ACICS will consider the characteristics listed below. These characteristics are not listed in any priority order. Any institution whose aid program is not in accordance with any or all of these characteristics may be subject to a compliance ~~warningdirective by ACICS to show cause why its grant of accreditation should not be suspended, revoked, or otherwise conditioned~~. The greater the number of these characteristics evident in an institution's grant program, the greater the presumption of acceptability. ACICS will, however, review each institutional grant program in its entirety. …	1/1/2016
3-7-502. Assignments.	~~Faculty shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the enrollment. All doctorate program faculty should have appropriate graduate and terminal degrees. All courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage faculty members to engage in practical or scholarly research and to publish in professional journals.~~ ~~The principal faculty members must possess doctoral/terminal professional degrees from accredited institutions. These individuals also must demonstrate expertise in the field of study taught and possess applicable experience in participating in a doctorate degree program.~~ All doctoral degree courses shall be taught by faculty possessing doctoral or terminal professional degrees, related to the courses taught, from accredited or government-recognized international institutions. These individuals also must demonstrate expertise in the field of study taught, possess applicable professional experience for participating in a doctoral degree program and maintain current professional certification in their discipline, where applicable. Faculty shall be assigned in terms of their major and minor areas of academic preparation, related professional experience, and appropriate required professional certification to practice in the field. The size of the faculty shall be appropriate for the enrollment in the program. The institution shall demonstrate that faculty members are engaged in practical or scholarly research and are encouraged to publish in professional journals.	1/1/2016

Section	Criteria Revision	Date Modified
2-2-110. Evaluation, Approval and Monitoring of Substantive Change Activity.	All activity for which approval is sought will be evaluated by ACICS before approval is granted. Following is a description of those evaluations. (a) *Branch Campus*. Initial inclusion of a branch campus within the scope of the accreditation of the institution may be granted ~~by the President~~ upon receipt of all required information. An institution proposing the initiation of a new location must follow the procedures as outlined by the Council and disclosed on its website. A new location must receive initial inclusion before advertising, recruiting, or enrolling students at the proposed location. The Council reserves the right to require a preliminary visit to any potential branch campus prior to the granting of initial inclusion. A branch campus that is granted initial inclusion ~~by the President~~ will be required to undergo a verification visit within six months after the initial class start date. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation. ~~A decision regarding the final inclusion of a branch campus will be made by the Council in full session following a visit by an evaluation team. Prior to the final inclusion visit, the chief on-site administrator of the location will be required to attend an Accreditation Workshop and to submit additional documentation as outlined and disclosed on the ACICS Web site. The evaluation will normally be scheduled for twelve to eighteen months after the initial class start date and will be conducted by a team of evaluators determined by the size of the institution, the type and number of programs being offered, and other special circumstances. Identification of significant deficiencies during the verification or final inclusion visits can result in an immediate show-cause directive to the institution.~~ Only after a determination of acceptability, ~~either at the initial or final inclusion level;~~ and notification to the institution of the decision, may the institution consider ~~an~~ a branch campus to be included within the scope of the institution's grant of accreditation. If approval is withheld, the withholding may be treated as a deferral or a denial, based on circumstances, and the institution may exercise its due process rights as outlined in Title II, Chapter 3. (b) *Learning Site*. The President is authorized to evaluate and approve additions to a main or branch campuses that are apart from the primary location of that campus. Educational activities at a learning site are eligible to be evaluated for inclusion within the scope of the accreditation of the managing campus provided that the learning site has been established to meet a specific educational need or condition and is authorized by the appropriate governmental education authority, if applicable. The managing campus proposing the initiation of a learning site must submit a Learning Site Application. The managing campus must assure the Council that the educational activities at the learning site complement the overall objectives of the institution. Based on its review of the application materials, ACICS may (1) grant ~~final~~ inclusion of the learning site or (2) deny the application. A learning site that is granted ~~final~~ inclusion ~~by the President~~ will be required to undergo a verification visit within six months after the initial class start date if 50% or more of a program will be offered at the site. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation. All additions to the campuses of an institution are evaluated during an institution's regular evaluation for a renewal of accreditation.	1/1/2016

Section	Criteria Revision	Date Modified
2-3-1000 – Debarment	The Council may bar a person or entity, including spouses and closely related family groups as defined in Section 2-2-401, from being an owner, ~~or~~ senior administrator ~~manager~~, or governing board member of an ACICS-accredited institution if that person or entity was found guilty of fraudulent or criminal behavior, was debarred by a government agency or an accrediting agency, or was an owner, ~~or manager~~ senior administrator, or governing board member of an institution that lost its accreditation as a result of a denial or suspension action or that closed without provid¬ing a teach-out or refunds to students matriculating at the time of closure. The Council will notify the ~~a person, or~~ person(s) or entity whom it intends to bar as the result of denial or suspension action within four months following the loss of the institution's accreditation. It will notify the ~~a person, or~~ person(s) or entity whom it intends to bar as the result of the closing of an institution within a reasonable period of time following the closure~~, normally not more than six months following the closure of the institution~~. In each case, the Council will forward an intent to bar notice by both ~~express~~ electronic and ~~first-class~~ certified mail to the last institutional mailing address known to the Council, unless the Council has received updated mailing information following the institution's closure or loss of accreditation. Those individuals or entities will be considered notified when the Council has forwarded the intent to bar notice in accordance with these procedures. The intent to bar notice will inform the person(s) or entity that they are entitled to present information and materials in writing ~~or in person~~ to challenge the intent to bar at the next scheduled meeting of the Council. The notice will stipulate that if they intend to challenge the intent to bar, the person(s) or entity must inform the Council office in writing within ten days of receipt of the notice as to ~~whether they desire a personal appearance before the Council, or~~ whether they will challenge the intent to bar in writing. A debarment order may be issued by the Council as a result of its consideration of the facts presented. Notice of the Council's decision will be sent to the individual(s) by electronic ~~and first-class~~ and certified mail ~~within ten days~~ following their challenge before the Council. The Council retains final discretion to establish the terms and length of the debarment. The length of debarment will vary depending on the circumstances that led to the debarment decision, but it ~~typically~~ will be for a period of at least ~~one year and not more than~~ three years. Individual circumstances may justify a longer period of debarment. ~~A person or~~ Person(s) or entities barred by the Council may appeal this decision to the Council in accordance with such debar¬ment appeals procedures as the Council may establish. The Council's decision is final if the person or entity elects not to appeal within ten days of Council notification or if the Council affirms its decision following appeal, and no additional appeal rights are available under these procedures. ~~After considering an individual or entity's challenge to the intent to bar or when no challenge is presented, the Council's decision to bar an individual is final. No appeal rights are available under these procedures.~~	4/9/2015
2-1-809. Student Achievement Review.	The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure pass rates, if applicable. When this review indicates that student achievement is below Council standards, the Council will require the institution to add an Improvement Plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution ~~no longer complies~~ is out of compliance with the Council's requirement for student achievement, the Council will issue a Compliance Warning ~~a show-cause directive, or otherwise take action~~ and require the institution to demonstrate compliance with the next year's CAR submission. ~~the time frames described in Title II, Chapter 3. These~~ This time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., improvement in retention, placement, or licensure pass rates.	4/9/2015

Section	Criteria Revision	Date Modified
2-3-200 Accreditation Deferred	When Council determines ~~an institution is measured against the criteria and is found to be in marginal compliance, or~~ there is insufficient evidence available ~~for the Council~~ to make a decision, ~~ACICS may~~ they may defer action until a later date pending receipt of additional information. In such cases, ~~ACICS~~ the Council will provide in writing the reasons for the deferral, state what the institution needs to provide, provide sufficient time for the institution to respond and ~~invite a response to the findings by a~~ specify~~ic the response~~ date. Based on the nature and/or number of identified deficiencies, the Council may require attendance of key administrators at a workshop and/or consultation. Deferral is, in effect, "no action at this time" and is not a negative action. Therefore, deferral is not an appealable action. Neither is a deferral a final action. In all cases of deferral on reevaluation of accredited institutions, the Council will extend the present grant of accreditation for a period sufficient for the institution to provide the information needed, including time for procedural due process following the Council's review of the information not to exceed twelve months, if the longest program is less than one year in length; eighteen months, if the longest program is at least one year, but less than two years in length; and two years, if the longest program is at least two years in length.	4/9/2015
Bylaws ARTICLE IV Elections, Terms, Vacancies, Removal, Resignations, and Compensation	Term of service as a commissioner shall be five years. A person elected or appointed to fill a term of less than two and one-half years is entitled to apply 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 full term through election or appointment until three (3) years have elapsed. However, a commissioner appointment to complete a vacated term, in full or part, is not subject to the three-year (3) waiting period. ~~However, 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. If nominated, public representatives may serve one additional appointment without the three-year waiting period.	4/9/2015
3-1-500 – EDUCATIONAL ACTIVITIES	The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, be adequate in breadth and context to achieve it, and produce measurable results. Its educational activities, whether residential or otherwise and whether group or individually oriented, shall include definable instruction, interaction, and evaluation. A second index of institutional quality is the resources available to instructors and students. The third index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon contemporary teaching strategies and practices and upon the knowledge, ability, and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution.	1/1/2015

Section	Criteria Revision	Date Modified
3-1-501. Faculty Involvement in Academic Governance.	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: (a) the development of the educational program of the institution; (b) the selection of course materials, instructional equipment and other educational resources; (c) systematic evaluation and revision of the curriculum; (d) assessment of student learning outcomes; and (e) planning for institutional effectiveness.	1/1/2015
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.	1/1/2015
3-1-504. Education or Study Abroad Activities	An institution may enter into formal education or study abroad relationships with eligible institutions outside its home country in accordance with the requirements outlined in Appendix J.	1/1/2015
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	1/1/2015

Section	Criteria Revision	Date Modified
Appendix J: Principles and Guidelines for Program Enhancement Education or Study Abroad Activities	International demands for post-secondary education provide opportunities for member institutions to expand the geographic footprint of their education delivery infrastructure, through on-line, on-ground and combinations of those and other modalities. Regardless of the education delivery infrastructure utilized at an international location, the institution is expected to operate in compliance with ACICS standards as demonstrated through direct monitoring of administrative operations, instruction, student services and the comparable full array of processes that apply to all institutions accredited by ACICS. The standards and guidelines below will be applied to institutions that offer education or study abroad activities at international locations under the ACICS grant of accreditation. They are designed to apply Council expectations for effectiveness and integrity to programs that primarily lead to employment in professional, technical and occupational fields, regardless of the geographic location of the education or study aboard activity, or the modality with which the education is delivered. Council acknowledges education or study abroad may serve to enhance the interpersonal and developmental aspects of the student, including an improved ability to relate to and work with people from different cultures and ethnic, linguistic and national backgrounds. Council also acknowledges that education or study abroad, as part of a comprehensive career education program, may be directly applicable to the workplace and contribute to a graduate's success in finding placement in an organization with a multinational employee profile that utilizes multinational vendors and suppliers. Finally, the Council authorizes the utilization of education or study abroad, under the parameters prescribed in this section, in recognition that structured education or study abroad may enhance the graduate's ability to compete for job placement with international employers. A key principle of ACICS standards regarding education or study abroad is that the accredited institution must demonstrate that the quality of the education derived from locations outside of a student's home country is comparable to that received at its domestic accredited locations. The burden of proof lies with the institution, regardless of the form of education or study abroad. 1. Education or Study Abroad Activities: For all education or study abroad activities, other than those performed through a formal partnership agreement with an international institution, a U.S.-based institution is required to host a comprehensive Forum review and provide the final determination letter demonstrating substantial conformity with the Forum's standards, contained in the document, "Standards for Good Practice of Education Abroad (SGPEA)", published by the Forum on Education Abroad (http://www.forumea.org/standards-standards.cfm); the requirements for maximum length of study as defined in #2 (below); and the academic residency requirement as described in #3 (below). For those education or study abroad activities performed through a formal partnership agreement, the IPA requirements apply. (Section 2-2-510; Appendix I) International institutions accredited by ACICS located outside the U.S. that are planning to initiate education or study abroad activities must disclose the nature and scope of such activities in writing to ACICS and seek prior approval.	1/1/2015
Appendix J: Principles and Guidelines for Program Enhancement Education or Study Abroad Activities Continued	2. Maximum of Length of Education or Study Abroad Activity: No more than 50 percent of a program's coursework may be completed through education or study abroad activities, including transfer credit, challenge examinations and other sources. An education or study abroad program may not exceed an equivalent of two semesters in length. 3. Academic Residency: Students admitted to an education or study abroad program are those who must have satisfactorily completed a minimum of one full-time equivalent semester or quarter or trimester, on-line or on-site through the home institution. Additionally, education or study abroad students are required to complete a minimum one full-time equivalent semester or quarter or trimester on-line or on-site through the home institution following completion of the education or study abroad activity and prior to completion of the credential.	1/1/2015

Section	Criteria Revision	Date Modified
GLOSSARY ~~Campus Addition~~ Learning Site	~~A location of a main campus or branch campus which is under the direct control of the on-site administration of that campus but at a site that is apart from the primary location of that campus. (See Sections 1-3-103 and 2-2-104(b))~~ A ~~location~~ learning site is a classroom extension of a main campus or ~~additional location~~ branch campus that is ~~within reasonable and commutable distance from the managing location, and is~~ apart from the managing location and is capable of providing sufficient academic and administrative oversight, providing access to all student services and instructional resources and maintaining academic quality. Learning sites used for delivery of distance education activity or collaborative arrangements with other entities for specific on-site educational activity must be approved by the Council on a case by case basis and are subject to a quality assurance visit as specified by the Council.	1/1/2015
1-3-103. ~~Campus Addition~~ Learning Site.	~~A learning site is a location where educational activities are conducted apart from a main or branch campus that does not, on its own, qualify as a branch.~~ A ~~location~~ learning site is a classroom extension of a main campus or ~~additional location~~ branch campus that is ~~within reasonable and commutable distance from the managing location, and is~~ apart from the managing location and is capable of providing sufficient academic and administrative oversight, providing access to all student services and instructional resources and maintaining academic quality. Learning sites used for delivery of distance education activity or collaborative arrangements with other entities for specific on-site educational activity must be approved by the Council on a case by case basis and are subject to a quality assurance visit as specified by the Council.	1/1/2015
Glossary: Competency-based Program: *See also Direct Assessment Competency-based Programs*	A competency-based program clearly defines the skills, knowledge and professional behavior ("soft skills") that are required for a student or a graduate to perform at a level considered to be "competent" by practitioners and employers in the field. It focuses on direct, not indirect, assessment methods to measure student learning in lieu of in-class seat time, credit hours or clock hours. It utilizes robust curriculum development process and comprehensively specifies how qualified faculty and/or other eligible experts in the field would directly assess the achievement of required competencies and student learning.	1/1/2015
Glossary: Direct Assessment Competency-based Program.	A program that clearly defines the skills, knowledge and professional behavior ("soft skills") that are required of a student or a graduate to perform at a level considered to be "competent" by practitioners and employers in the field. Only "direct" assessment of student learning and competencies are acceptable. Direct assessment measures must apply to the entire program as well as to each course required for the program. Examples of "direct assessment" measures are as follows: acceptable scores on industry-recognized licensure or certification examinations; standardized tests; pre- and post-tests; examinations and quizzes; research projects; case study analysis; criterion-based rating scale or rubric scores; course-embedded questions; observation of clinical experience, internships, or field work; and capstone projects, theses, exhibits or performances. (For a federal definition and for Council standards, see Appendix H, Section 1). ("Indirect assessment" of student learning, while deemed valuable for institutional program evaluation and enhancement, are not included in the consideration for approval of a competency-based program. Examples of indirect measures are: course evaluations; hours spent in classes or on out-of-class educational activities; graduate or employer satisfaction surveys; graduate placement rates; student retention rates; and student perception surveys.)	1/1/2015
2-2-101. List of Substantive Changes.	The following institutional changes will be considered substantive and require Council approval before they can be included in the institution's scope of accreditation: …(l) The proposed addition of a direct assessment competency-based program as described in Standards 2-2-111, 3-1-505, and Appendix H, Section 1.	1/1/2015
2-2-111. Addition of a Direct Assessment Competency-based Program.	**2-2-111.** ***Addition of a Direct Assessment Competency-based Program.*** It is the responsibility of the institution to submit the required application for Council review and approval. The initial Council approval allows the institution to apply for submission of an application for approval of that competency-based program to the United States Department of Education for Title IV Federal student financial aid. See also Standard 3-1-505 and Appendix H, Section 1.	1/1/2015

Section	Criteria Revision	Date Modified
Title III, Chapter 1 General Standards	**3-1-500 – EDUCATIONAL ACTIVITIES** … 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. The institution must demonstrate to the Council its methodology for determining the equivalent number of credits hours or clock hours required for the program. The institution is required to maintain, as part of the permanent academic record, student work submitted for direct assessment along with the institution's assessment of student achievement. Specific standards and requirements are described in Appendix H Principles and Requirements for Nontraditional Education, Section 1.	1/1/2015
APPENDIX C-Institutional Publications Requirements	…. At a minimum, the catalog must contain the following items: …. 23. If the institution is approved by the Council to offer direct assessment competency-based program(s), the catalog must include the following information: (a) a clear identification and listing of direct assessment competency-based program(s); (b) a concise and clear description of how such programs are structured and administered; any special admissions requirements; how students will be expected to demonstrate achievement of competency goals; the types of academic and student services offered to assist students to pass the assessments; and how student achievements will be shown on the academic transcript; (c) disclosure of the number of equivalent credit hours or clock hours and the general methodology the institution uses to determine the equivalencies; (d) a clear description of how financial aid will be administered and disbursed for eligible students enrolled in such programs; (e) disclosure of other entities or qualified individuals, in addition to the institution's faculty, engaged in the direct assessment process; and (f) disclosure of the consequences or options available to students if they fail to demonstrate achievement of competency goals within a prescribed period of time.	1/1/2015

Section	Criteria Revision	Date Modified
Appendix D - Standards of Satisfactory Progress	.... 17. If the institution is approved to offer direct assessment competency-based program(s), the institution must demonstrate that it has implemented appropriate policies that describe how it will measure whether a student enrolled in a competency-based program is making satisfactory academic progress. Policies and procedures must be implemented to identify in a timely manner when a student enrolled in such a program has withdrawn or changed enrollment status. The institution must maintain for Council review evidence that financial aid officers and others assigned to monitor satisfactory academic progress have been trained and are adequately monitored for implementing policies affecting competency-based programs.	1/1/2015
APPENDIX H Principles and Requirements for Nontraditional Education **SECTION 1 DIRECT ASSESSMENT COMPETENCY-BASED PROGRAMS**	**SECTION I** **DIRECT ASSESSMENT COMPETENCY-BASED PROGRAMS** Programs that are designed to prepare students for a specific profession or career are especially suited to be offered as direct assessment competency-based programs because such programs focus on what the students need to know, understand, or be able to do. The process utilized for the development of the curriculum, expected competencies, ways to directly assess such competencies and equate them to credit hours or clock hours (as required by the United States Department of Education as well as by the Council) demands active involvement of employers, as appropriate, and other experts in the discipline. Potential benefits gained by such programs are as follows: • Allow students to progress at their own pace, but in compliance with the institution's satisfactory academic progress policy; • Allow flexibility to motivated students; • May potentially shorten the time for completion of the program; • May potentially reduce overall cost of education; and • May foster creativity for the institution, faculty and students in exploring cost-effective pathways to complete a program. **Federal Definition of Direct Assessment Competency-based Programs** A direct assessment program is an instructional program that, in lieu of credit hours or clock hours as a measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program utilizing the results of the assessment. Direct assessment of student learning means a measure by the institution of what a student knows and can do in terms of the body of knowledge making up the educational program. These measures provide evidence that a student has command of a specific subject, content area, or skill or that the student demonstrates a specific quality such as creativity, analysis or synthesis associated with the subject matter of the program. Examples of direct measures include projects, papers, examinations, presentations, performances, and portfolios. **ACICS Glossary of Definitions** Using the Federal definition as a guide, the Council has developed expanded definitions for Competency-based Programs and Direct Assessment Competency-based Programs. A longer list of examples of "direct" assessment measures is given in the Glossary. "Indirect" assessment measures, while deemed valuable for assessing institutional and program effectiveness, are not included in the consideration for the approval of competency-based programs. For consideration of eligibility to participate in Title IV Federal Student Aid Programs, the Department of Education will consider only direct assessment competency-based programs.	1/1/2015

Section	Criteria Revision	Date Modified
APPENDIX H Principles and Requirements for Nontraditional Education **SECTION 1 DIRECT ASSESSMENT COMPETENCY-BASED PROGRAMS**	**Process for Review, Approval and Quality Monitoring Visits** Proposed initiation of a direct assessment competency-based program is classified as a substantive change and requires Council review and approval. Institutions must submit Part I of the Application for Direct Assessment Competency-based Program, along with required supporting documents, for a preliminary review and Council action. A separate application is required for each program. The guidance document and instructions accompanying Part I of the application are designed to guide the institutions in gaining an idea of the types of direct assessment methods that are strongly recommended for professional and career-focused programs. The principles and requirements included in this Appendix will be applied in reviewing the application. In considering the application, the Council will determine if the institution has demonstrated that it has used a rigorous process to identify what the student or graduate must know and be able to do to be considered "competent" by employers and experts in the field or discipline. In addition, the institution has demonstrated that it has developed robust direct assessment techniques and has explicitly described how it determines the equivalent number of credit or clock hours for the program. Upon approval of Part I of the application by the Council, the institution will apply to the U. S. Department of Education for Title IV approval of the proposed direct assessment competency-based program. Part II of the Application for Direct Assessment Competency-based Programs must be submitted to ACICS at least three months prior to the effective start date of the program. The approval letter will provide instructions on at least two quality monitoring on-site visits to the institution—the first visit will be conducted within six months of start of the program and a second follow-up visit will be conducted between 12 to 18 months of start of the program, depending upon the credential level of the program. **Institutional Mission and Institutional Readiness** (a) The basis for the introduction of direct assessment competency-based programs must support the mission and objectives of the institution. (b) The structure and objectives of the program must clearly demonstrate that a systematic process was utilized in identifying and defining specific competencies related to the program. The process shall include participation of representation from employers, experts in the field, faculty, alumni and faculty. (c) The Campus Effectiveness Report must include a discussion of the proposed direct assessment competency-based programs—the rationale, overall structure, anticipated direct assessment methods engaged, plans for assessment and continuous improvement of the program, and adoption of best practices in competency-based education. **Admissions Requirements and Enrollment** Eligibility requirements for admission to direct assessment competency-based programs must be clearly defined, published and consistently applied. The institution is expected to develop objective mechanisms and standards for determining the potential characteristics of students who are best suited to pursue and complete the program. **Curriculum Development and Direct Assessment Measures** (a) In the development of the curriculum, institutions must organize each course to enable students to clearly understand measurable learning objectives. Whenever possible, the Council encourages institutions to utilize standardized tests and industry-recognized licensure or certification examinations as direct assessment of student learning. Multiple direct assessment methods, which are student-centered, must be utilized where appropriate.	1/1/2015

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 are drawn from a variety of sources ~~no single source~~ and meant to be exemplary rather than limiting. ~~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.~~ While it ~~It~~ has no intention of imposing rigid expectations,. wWhen 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 externship ~~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~~ generally two but less than four years of full-time equivalent ~~academic years of~~ college-level work. including a minimum number of credits as specified under Section 3-4-202.	9/1/2014
Glossary: Degree, Baccalaureate.	The academic credential granted upon successful completion of an educational program of ~~at least~~ four years of full-time equivalent ~~academic years~~ of college-level work. including a minimum number of credits as specified under Section 3-5-202.	9/1/2014
Glossary: Externship.	~~See Practicum.~~ 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 externship site, including specific learning objectives, course requirements, and evaluation criteria.	9/1/2014
Glossary: General Education	Humanities—Courses in fields such as literature, philosophy, logic, foreign language, art, music, theater appreciation, and communications, including rhetoric, composition, and speech; but excluding business communications; and business writing ~~spelling, letter writing, and word study~~.	9/1/2014
Glossary: Internship	See Externship ~~Practicum~~	9/1/2014
Glossary: Practicum	See Externship. ~~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. 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.~~	9/1/2014
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. 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.	9/1/2014
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. 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.	9/1/2014

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.~~ ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. 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.~~ ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. 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 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.~~ ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. 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.~~ ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. The professionally trained individual must participate in documented professional growth activities.	9/1/2014
1-3-102. ~~Additional Location~~ Branch Campus.	~~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~~. 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. Full disclosure must be made in the catalogs of the main campus and/or ~~additional locations~~ branch campus as to the credentials and programs offered at each location. ~~An additional location~~ A branch campus may publish its own catalog.	9/1/2014
3-1-501. Faculty Involvement in Academic Governance.	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: (a) the development of the educational program of the institution; (b) the selection of course materials, instructional equipment and other educational resources; (c) systematic evaluation and revision of the curriculum; (d) assessment of student learning outcomes; and (e) planning for institutional effectiveness.	9/1/2014
3-1-502. Programs Requiring Certification or Licensure.	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.	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 apply ~~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. However, 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. If nominated, public representatives may serve one additional appointment without the three-year waiting period.	
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 or formerly employed 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 and non-substantive 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 must be supported by original receipts. 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 (more than 7 days before date of departure) 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 not be covered by ACICS. Tipping beyond 20% will also not 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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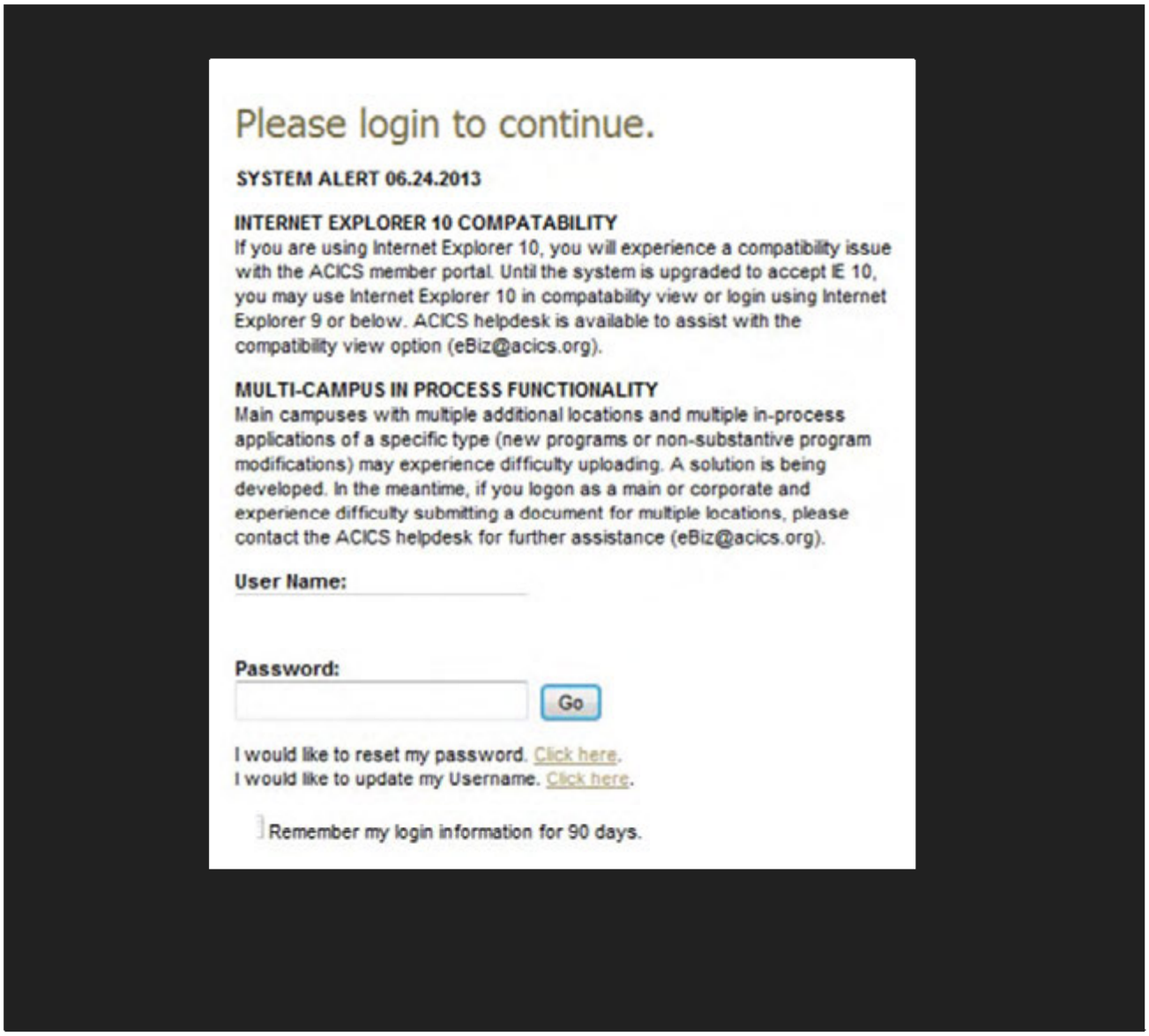
Welcome to Concur

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.



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

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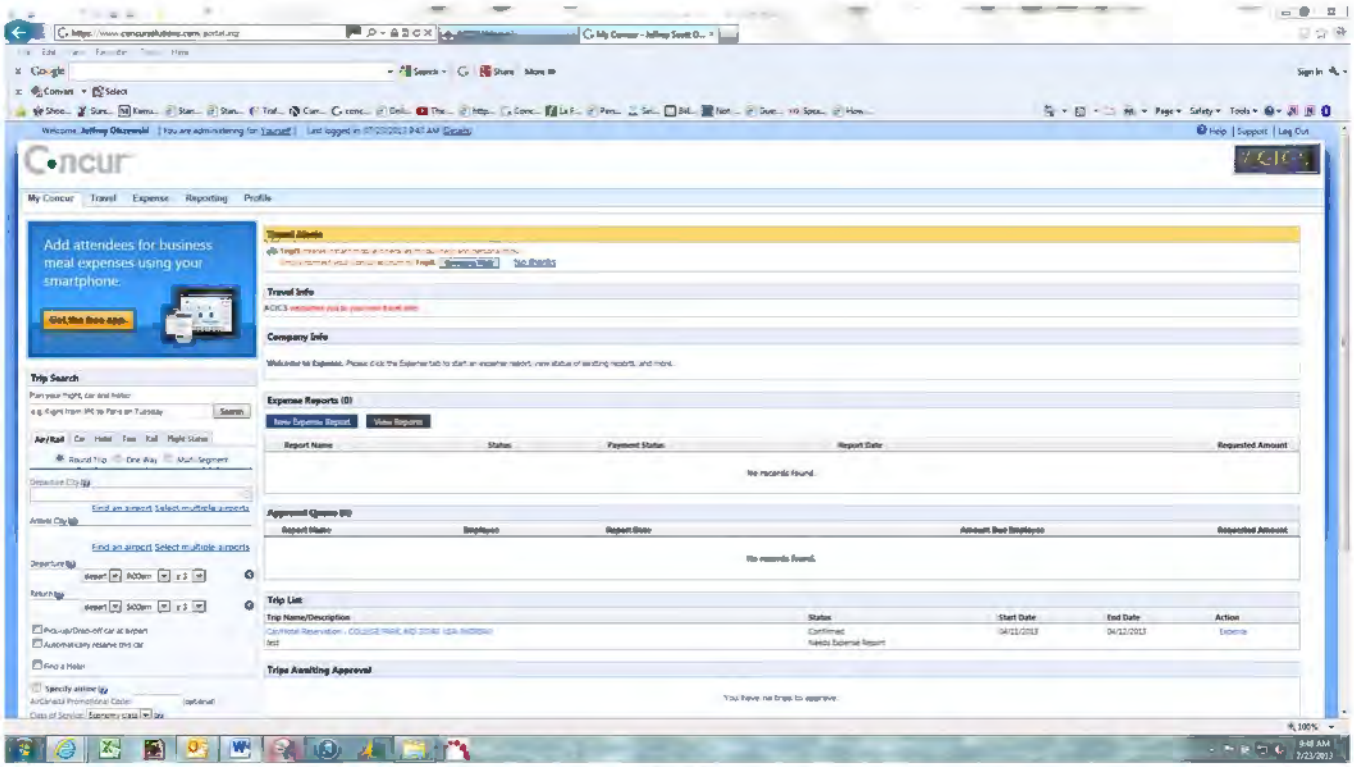
Section 2: Explore the My Concur Page

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



	Additional Information
Trip Search	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.

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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.

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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:

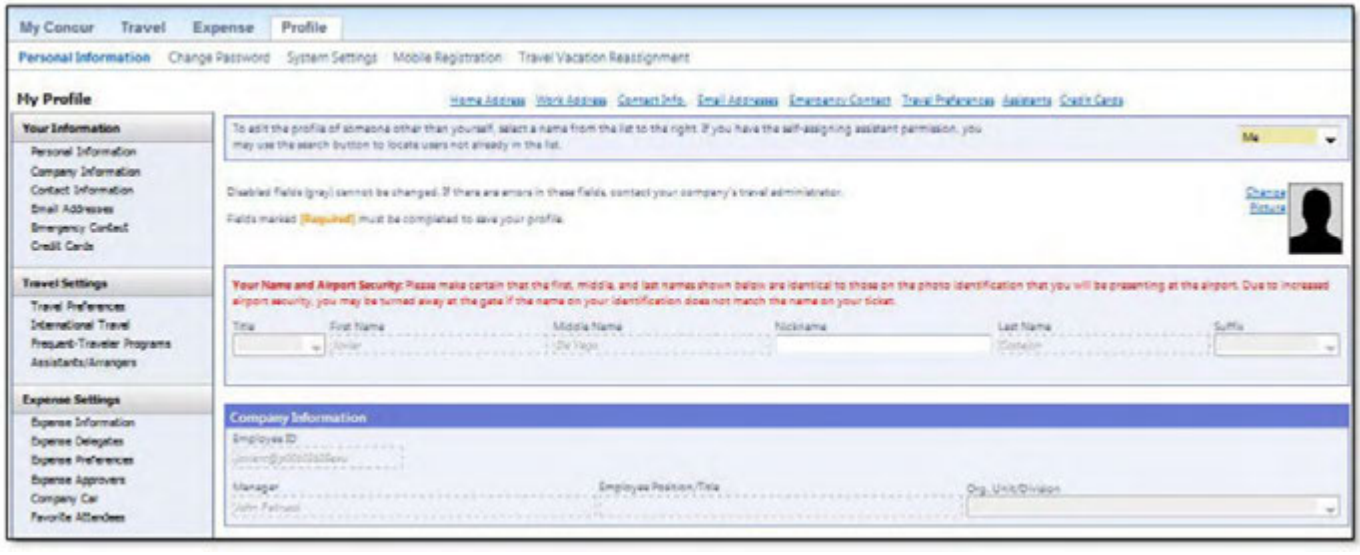
- Name & Airport Security
- Home Address
- Work Address
- Contact Information
- Emergency contact
- Travel Preferences/Rewards Programs

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.



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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.

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

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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.

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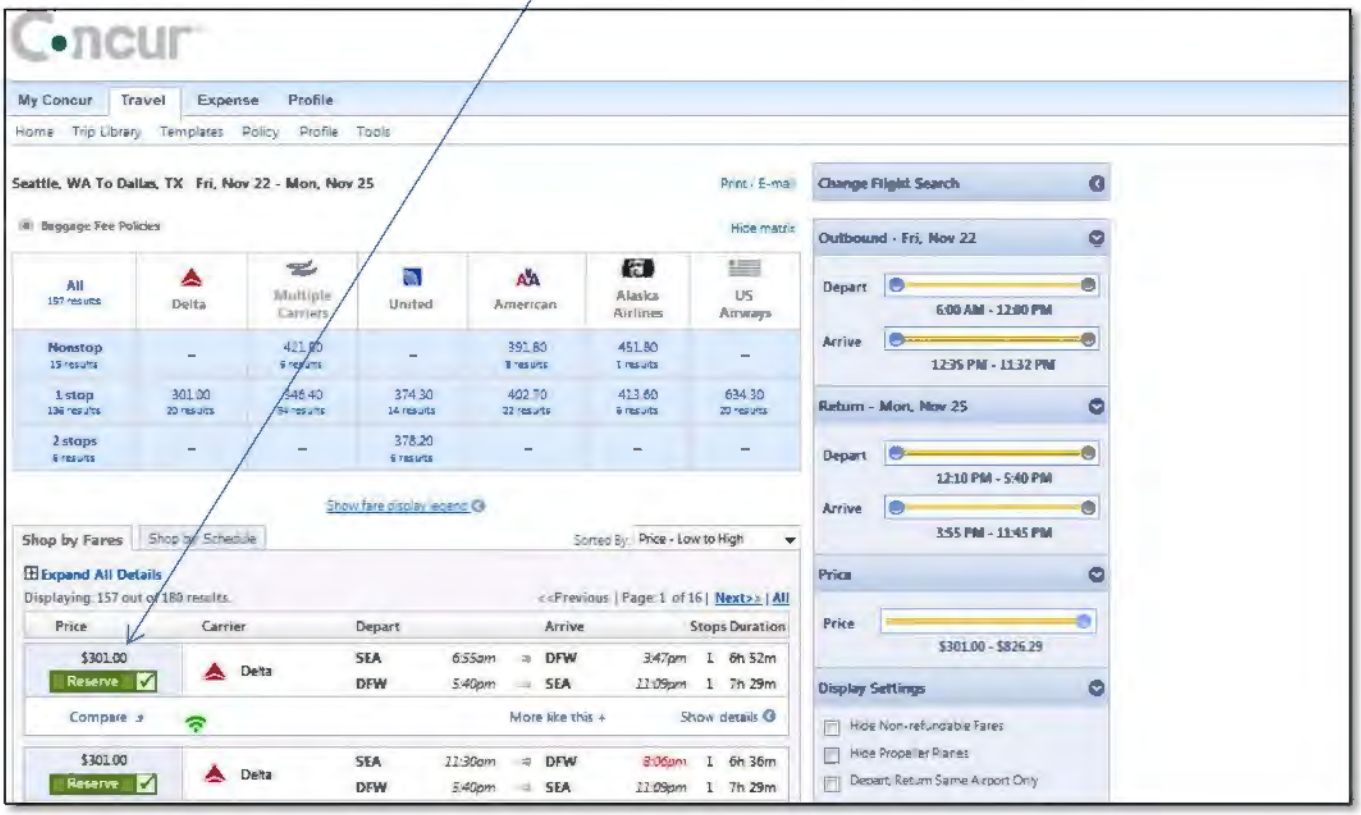
Step 1: Make a Flight Reservation (Continued)

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



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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.

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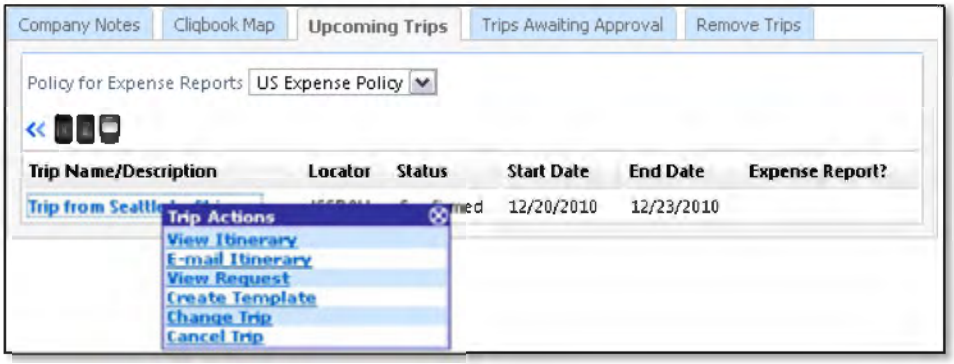
Section 5: Cancel or Change an Airline Reservation

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.

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Section 6: Create an Expense Report from a Completed Trip

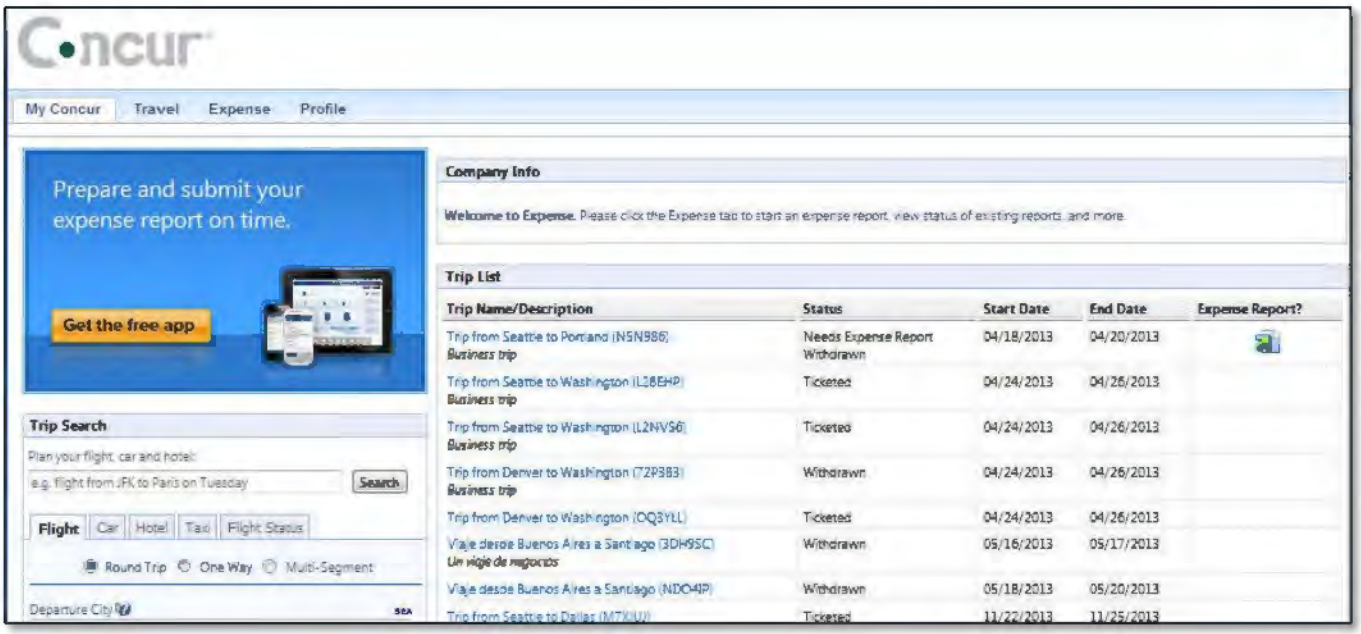
How to...

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.

Additional Information

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).



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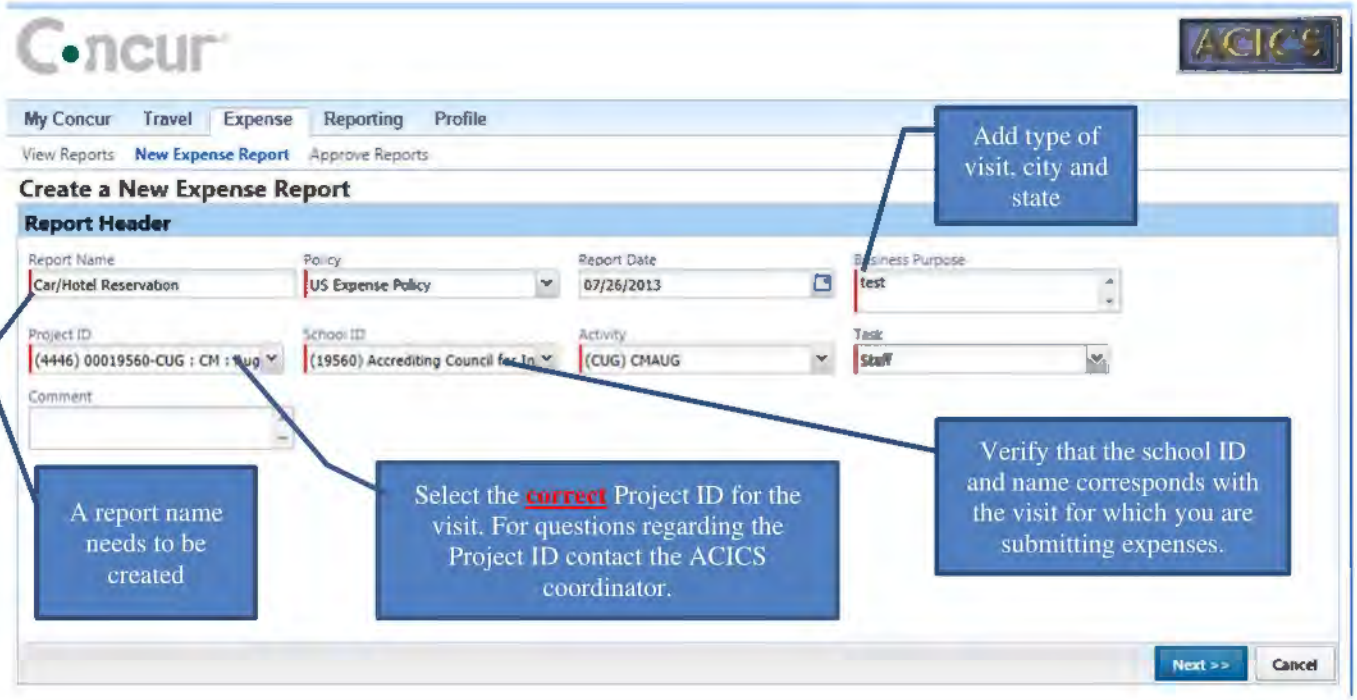
Section 7: Create a New Expense Report

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.



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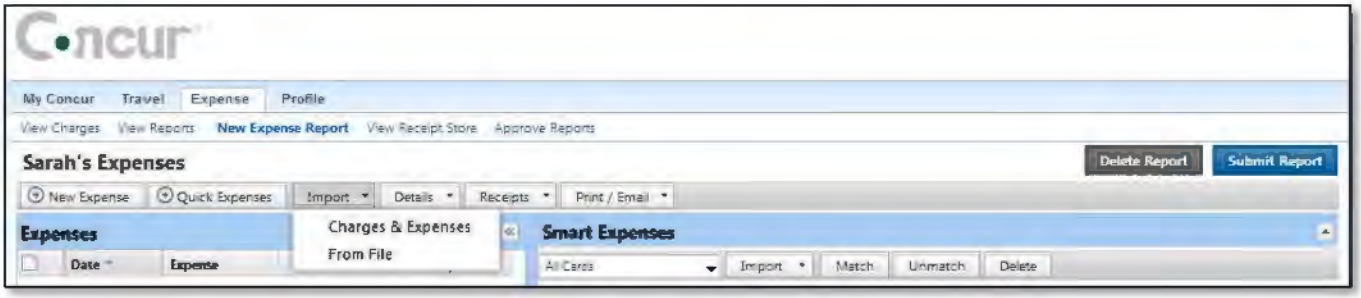
Section 7: Create a New Expense Report (Continued)

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.

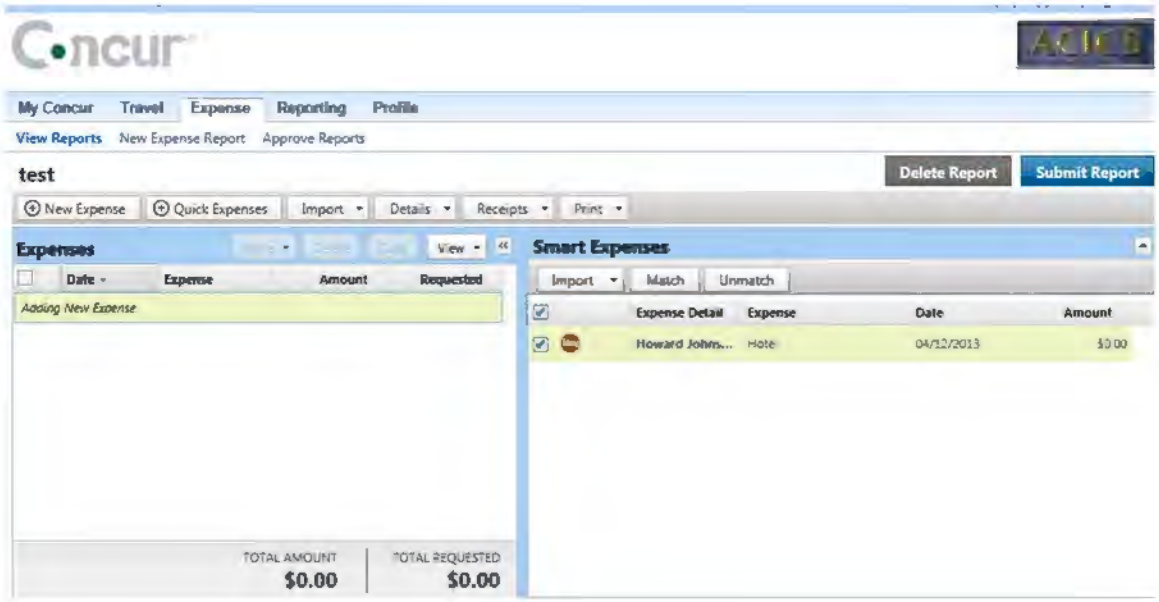
How to...	Additional Information
1. On the **Expense Report** page, from the **Import** dropdown menu, select **Charges & Expenses**.	The **Smart Expenses** pane appears. A Smart Expense combines: trip data from Travel, corporate card data.



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.



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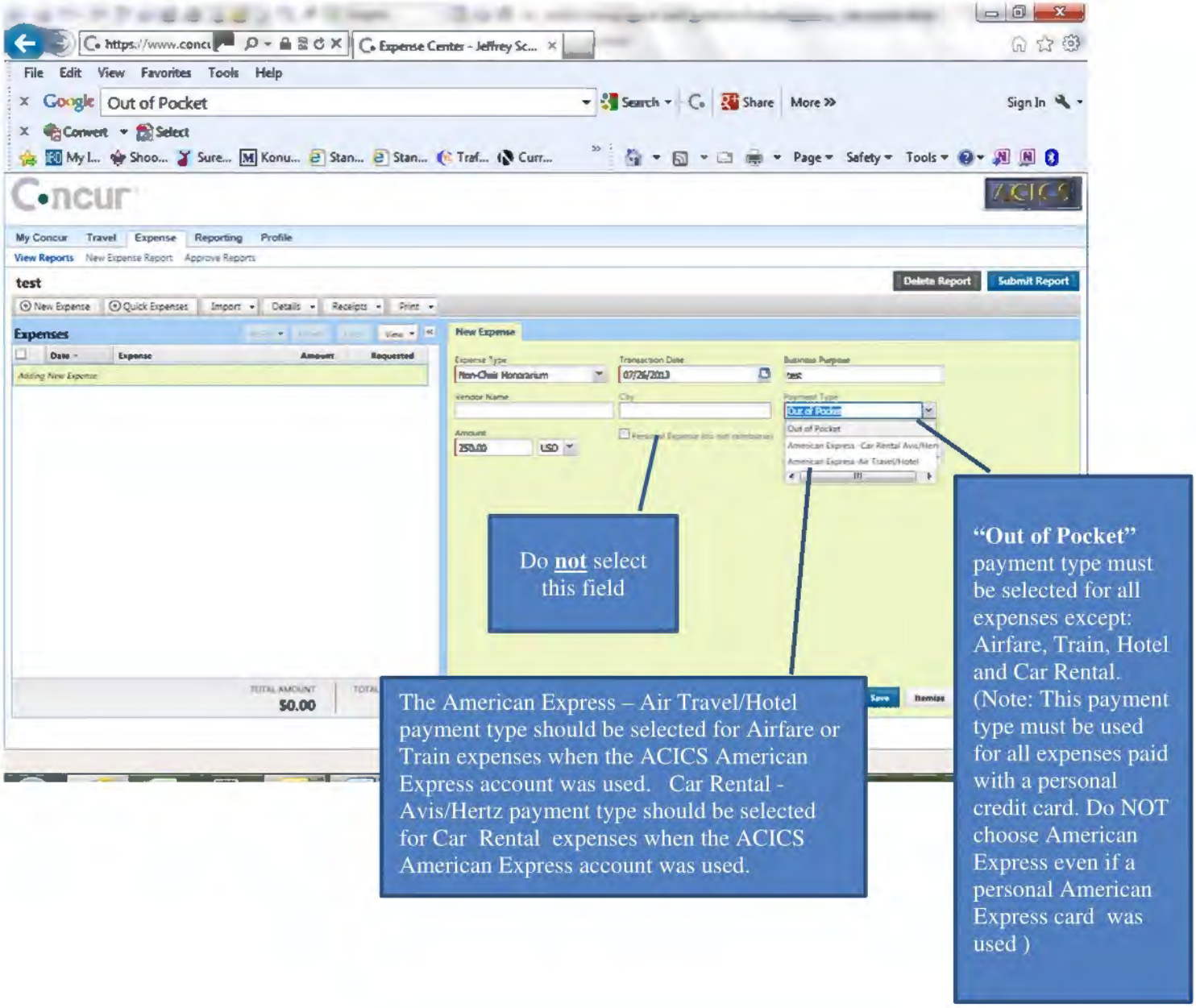
Section 7: Create a New Expense Report (Continued)

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.



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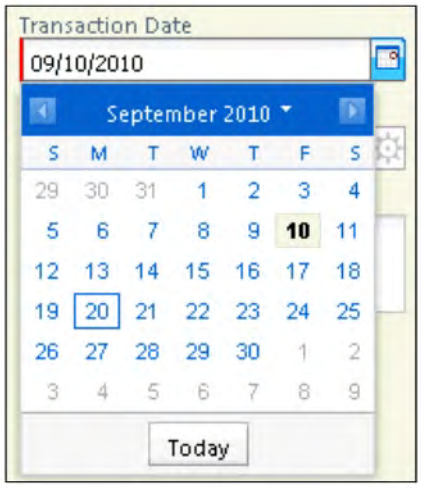
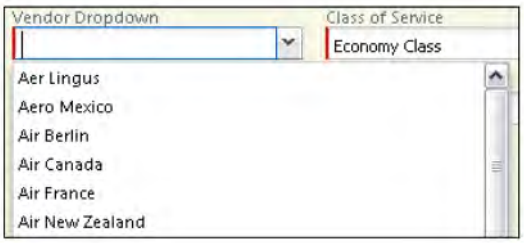
Section 7: Create a New Expense Report (Continued)

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.

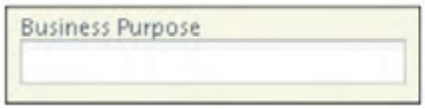


For lists, select from the list.



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

Complete other text fields and checkboxes as usual.



How to...

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.

4. Click **Save**.

Additional Information

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.

The expense appears on the left side of the page.

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Section 8: Review and Edit an Expense Report

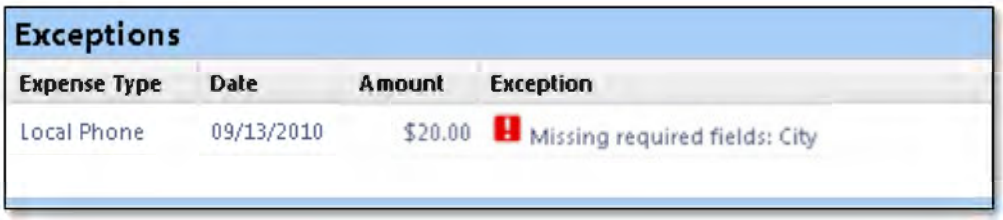
You should review for accuracy and edit (if necessary) your reports and all expenses, including ACICS business card transactions, before submitting your expense report.

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.



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

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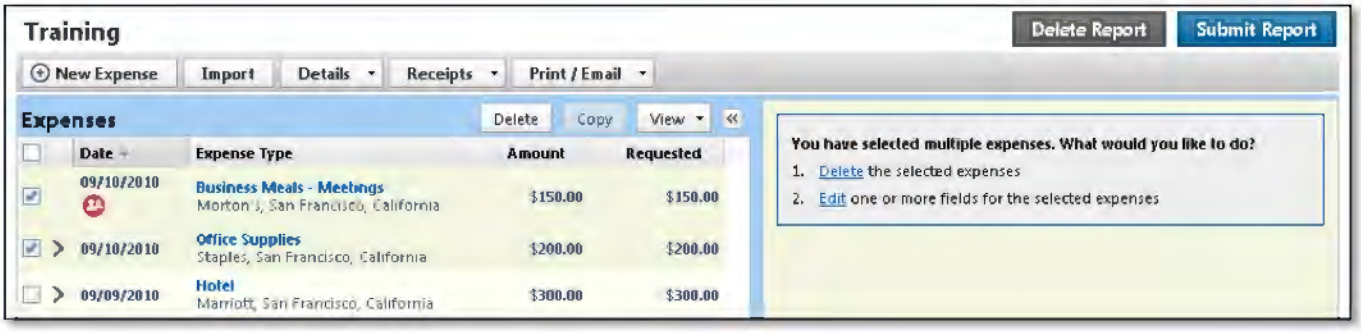
Section 8: Review and Edit an Expense Report (Continued)

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.



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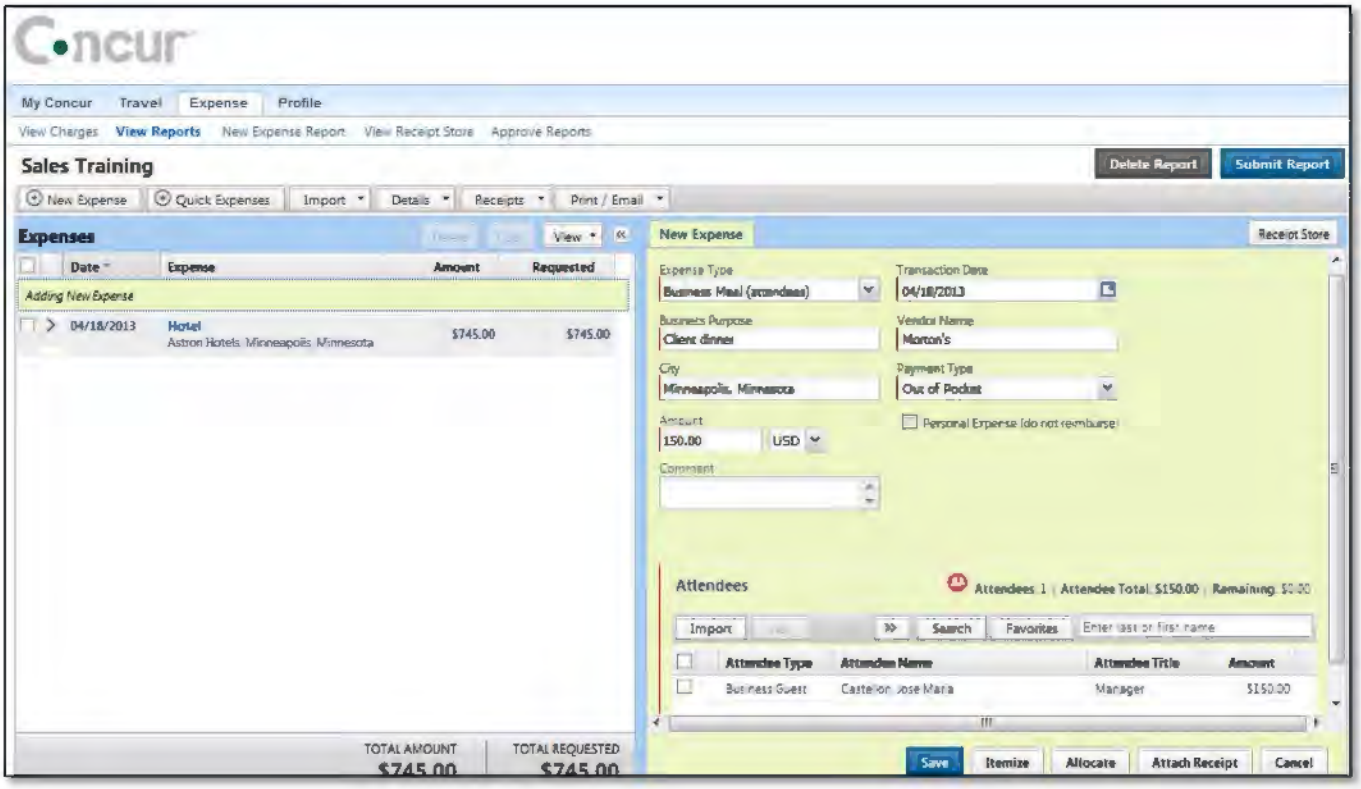
Section 9: Use Special Features

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.



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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.

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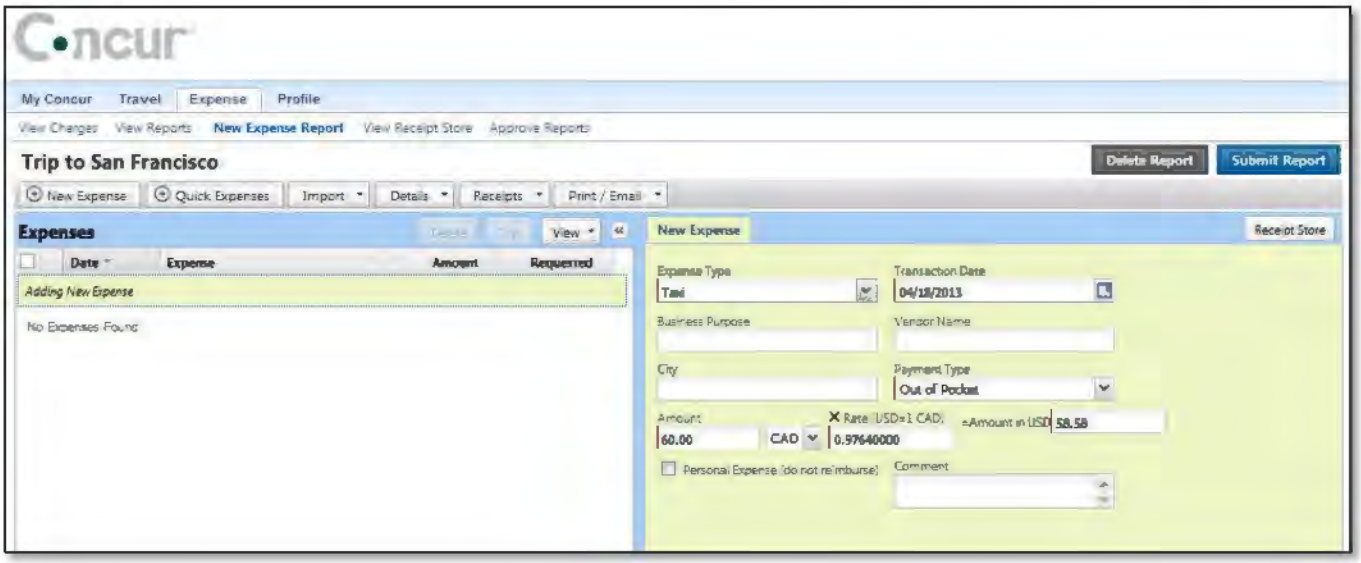
Section 9: Use Special Features (Continued)

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.



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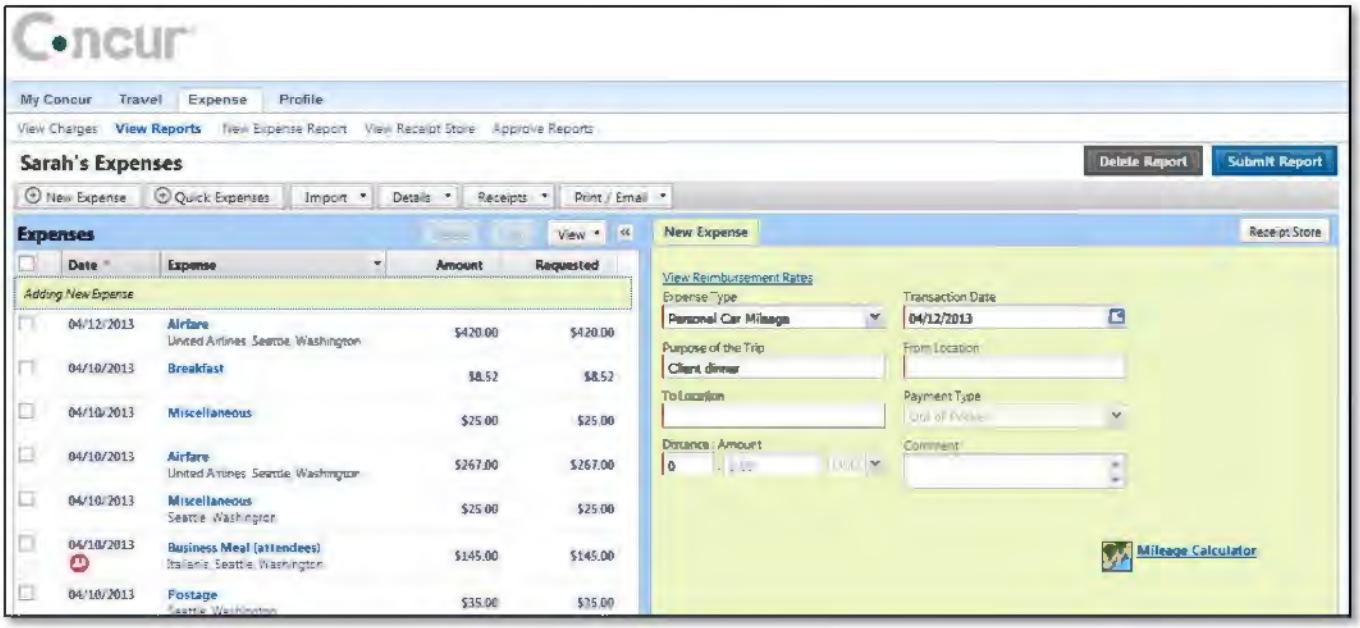
Section 9: Use Special Features (Continued)

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)**



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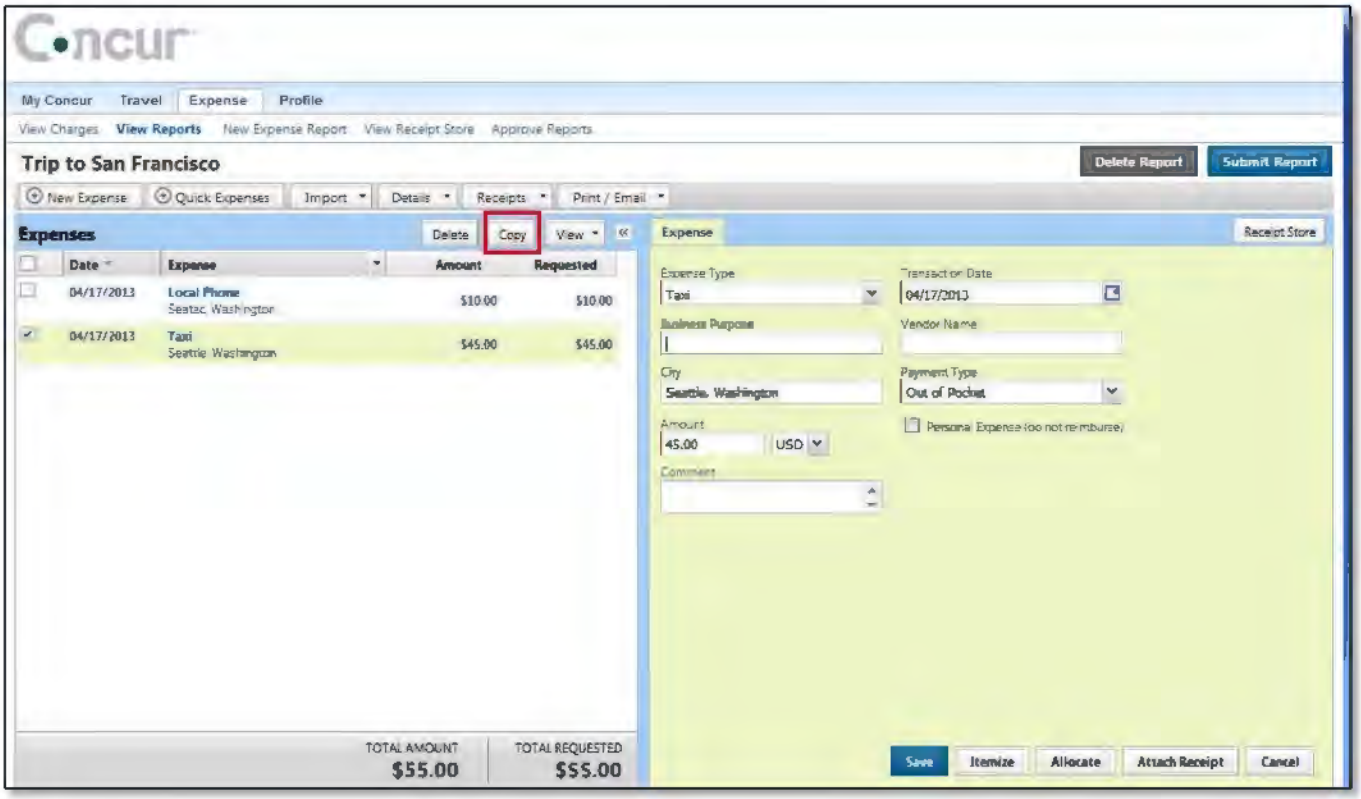
Section 9: Use Special Features (Continued)

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**.	



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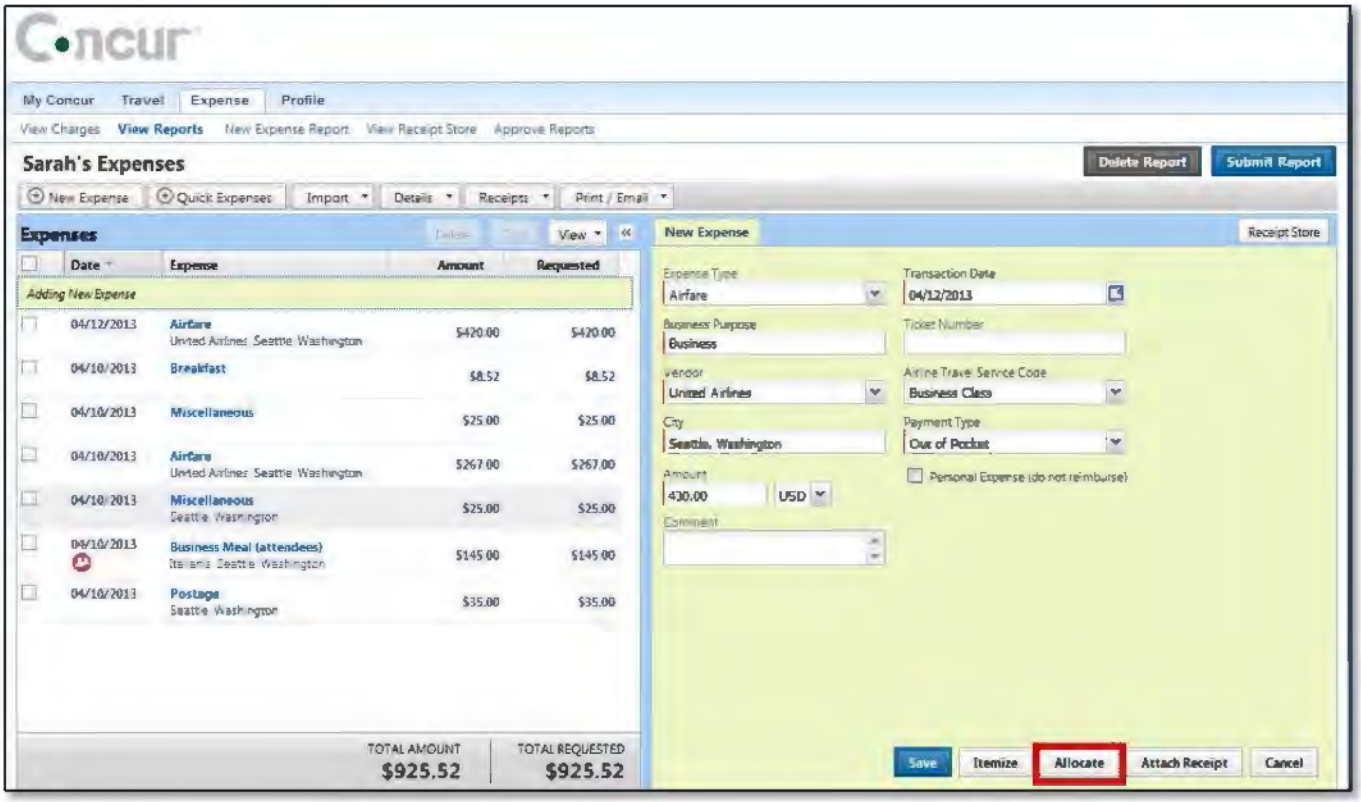
Section 9: Use Special Features (Continued)

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.

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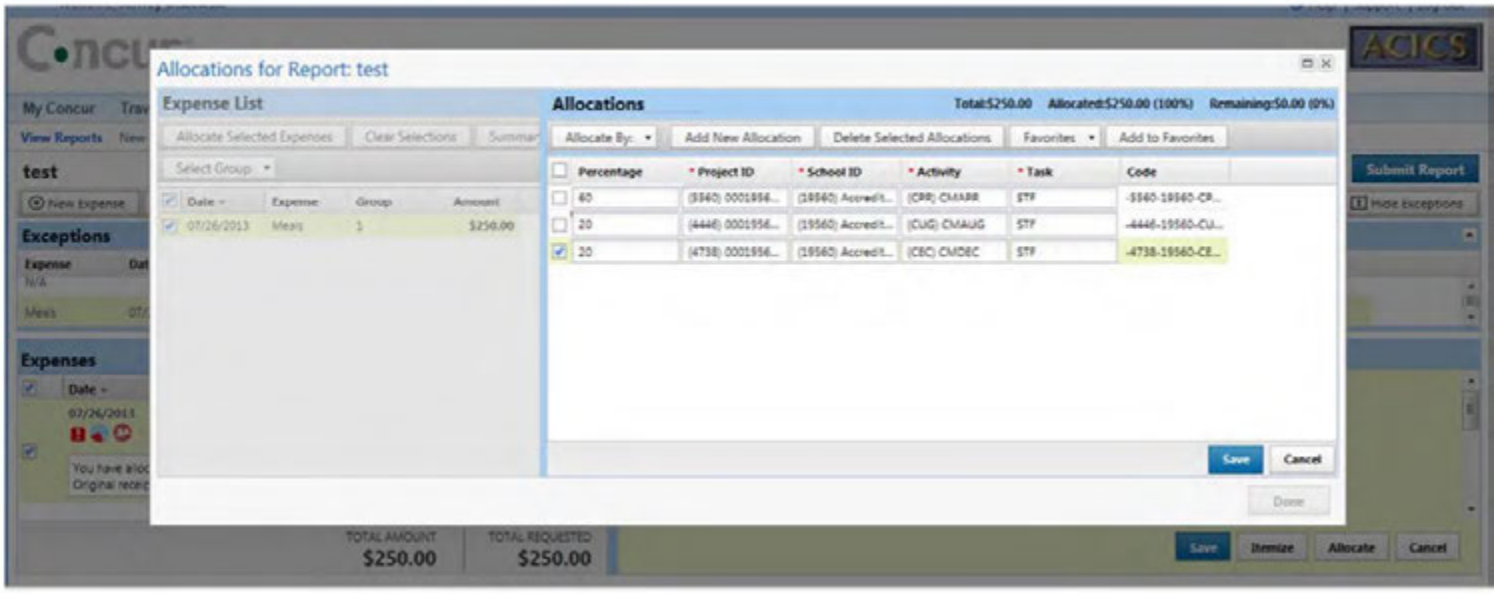
Section 9: Use Special Features (Continued)

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.



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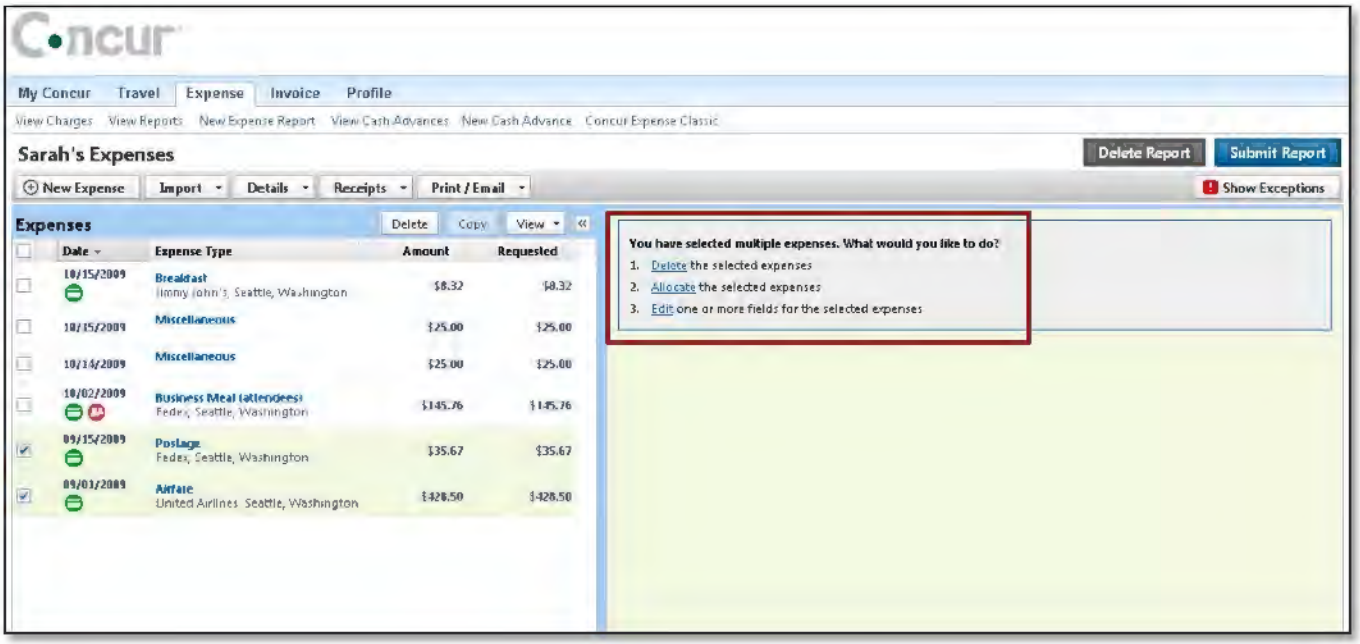
Section 9: Use Special Features (Continued)

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.



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.

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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.**

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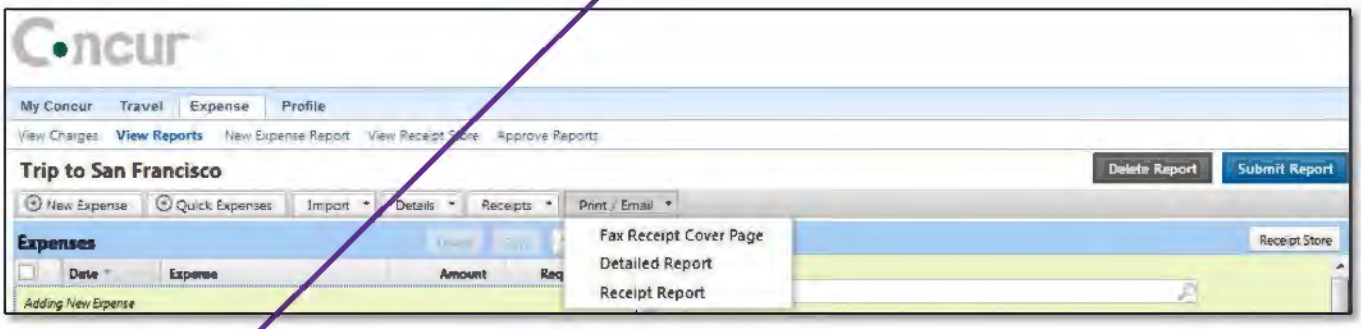
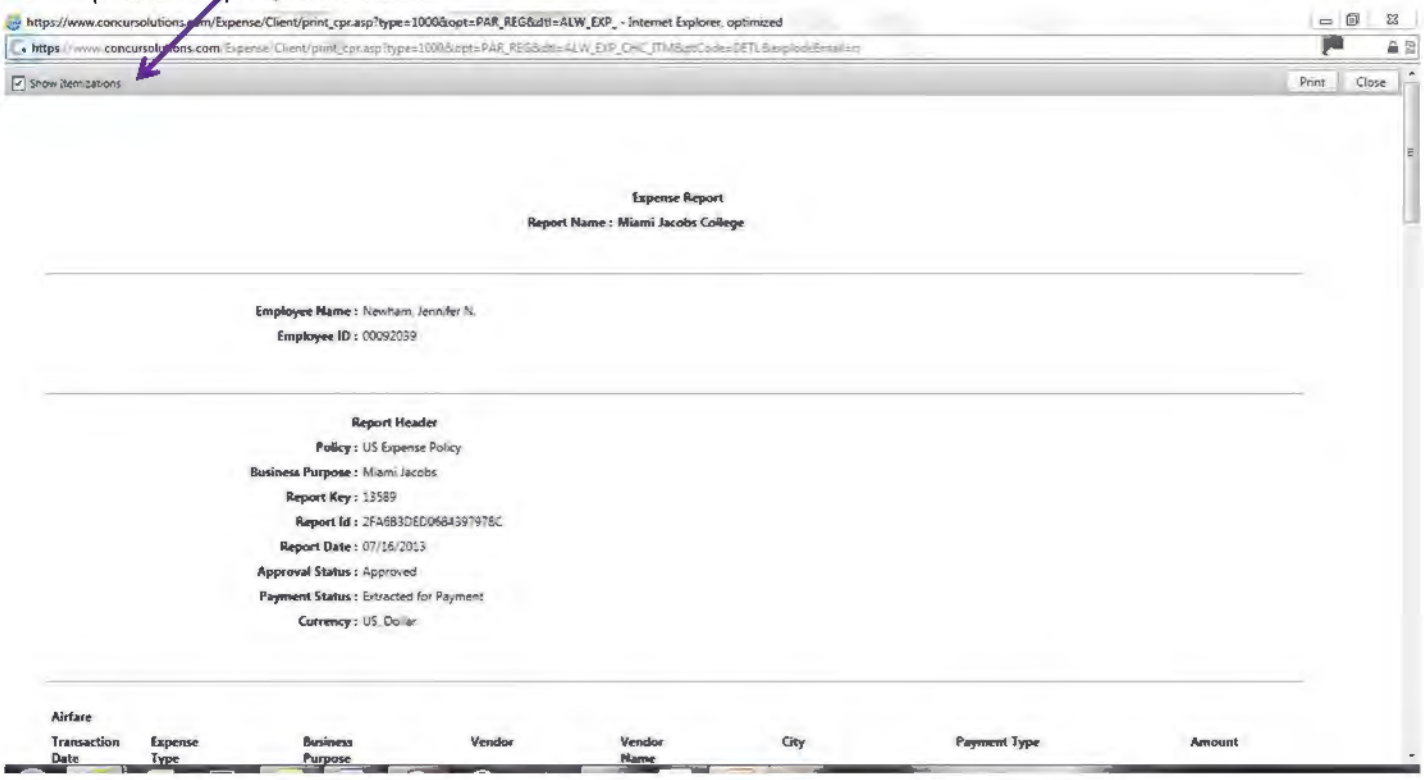
Section 10: Print and Submit/Resubmit Expense Reports

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**.



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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.

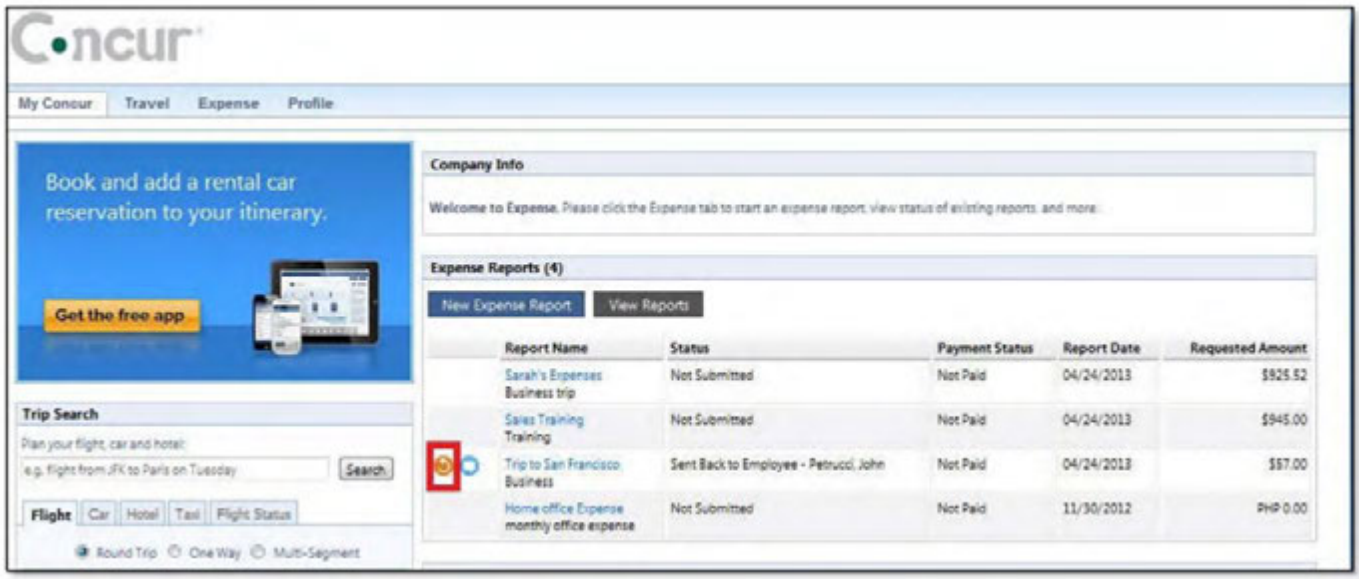
How to...	Additional Information
1. On the **Expense Report** page, click **Submit Report**.	The **Final Review** window appears, which lists all expenses that require receipts.
2. Click **Submit Report**.	The **Report Submit Status** window confirms that the report was successfully submitted.
3. Click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



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Section 11: Action Buttons and Icons

Button/Icon	Description
Add New Allocation	**Add New Allocation:** Add a new allocation row.
	Airfare: Click to view your airfare booking information.
Allocate By:	**Allocate By:** Choose between allocating by percentage or amount.
	Allocations: Indicates that an expense entry has been allocated.
	Attendees: Indicates that an expense entry has associated attendees.
Approve	**Approve:** Approve the expense report for processing.
	Car Rental: Click to view booking information for your car rental.
	Comments: Indicates that an expense entry has comments associated with it.
	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.
	Exceptions (Yellow): Indicates that an expense entry has an exception associated with it.
	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: 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: Indicates that an expense entry was marked as personal.
Print / Email	**Print:** Print the detail report for the current expense report.
	Rail: Click to view your rail booking information.
Reserve	**Reserve:** Reserves the selected trip details.
	Report returned to Approver: Indicates that the report was returned to the submitter from the approver.
	Seat map: Click to view the flight seat map.
Submit Report	**Submit Report:** Submit the expense report for approval.
	Tooltip: Click the tooltip icon to view the associated field-related help.
	Yellow Diamond: Indicates a company preferred vendor.

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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-82

Evaluator Refresher Training Webinar

Affecting the Accreditation Process through Effective Onsite Reviews

FALL 2016

WELCOME & INTRODUCTION

FACILITATORS:

Ms. Perliter Walters-Gilliam, Associate Vice President of Quality Enhancement & Training

Ms. Terrasia Covington, Senior Coordinator, Evaluator Management Program

EVALUATOR TRAINING RESOURCES

- Evaluation Visit Policies & Procedures (*Pink Book)*
- Travel Arrangements and Reimbursement Training Guidelines
- Evaluation Visit Best Practices
- Report Templates - http://www.acics.org/evaluators/content.aspx?id=2438

UNDERSTANDING THE ROLE

WHAT IS ACCREDITATION

A status granted to an institution that meets or exceeds the stated criteria of educational quality. The purposes of accreditation are to:

- **assess and enhance** the educational quality of an institution,
- **assure consistency** in institutional operations,
- promote **institutional improvement**, and
- provide for public accountability.

THE BEGINNING - APPLICATION
Application (campus initiated)
Application reviewed and evaluation visit scheduled
Onsite evaluation (peer review process)
Council considers application and awards a grant
Workshop reapplication requirement
ACICS Evaluator Training Webinar
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THE BEGINNING - RISK
Assessment of Risk
Unannounced or Limited Announced or Special Visit
Onsite Investigation
Council considers investigative report and campus response
Council Action and continued Institutional Monitoring
ACICS Evaluator Training Webinar
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UNDERSTANDING THE ROLE

The ACICS Evaluator…

- Provides expertise in specifically approved areas
- Conducts an objective review of the campus
- Makes assessments of institutional effectiveness based on experience and industry standards
- Is an independent contractor/volunteer – not an employee

UNDERSTANDING THE ROLE
Avoiding Conflict of Interest

- Required Independent Contractor Agreement
- Revised Conflict of Interest Policy*
- Consulting – actual, perceived, or otherwise
- Geographic Location
- School Affiliations – within five years

*To be submitted prior to onsite assignment

UNDERSTANDING THE ROLE
VISIT TYPES

Full Onsite Evaluation Team Visits (2-3 days)

- Renewal of Accreditation (RA)
- Initial Grant (IG)

Expanded Quality Assurance Monitoring (QAM) Evaluation Team Visits

- QAM – OS (Out of Scope) – One day
- QAM – RV (Readiness Visit) – One day
- QAM – HC (Higher Credential) – One day
- QAM – DE (Distance Education) – One day

Combined Full Team & QAM Review*

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UNDERSTANDING THE ROLE
Full Team Visits

Team Chair (Section 1-3, 6)

- Oversight of team's review activities
- Communicate with institution prior and during visit
- Full compilation and preparation of report
- Review and evaluation of Campus Effectiveness Plan (CEP)
- Institutional Mission, Organization, and Administration review
- Works with ACICS staff representative to lead review

Student Relations Expert (Section 4)

- Student file review
- Admissions & Recruitment
- Financial Aid
- Satisfactory Academic Progress
- Student Services
- CAR Verification – retention rates

UNDERSTANDING THE ROLE
Full Team Visits

Program Specialist
- Program administration
- Instructional Components
- Instructional tools
- Curriculum Evaluation (program outline/content)
- Catalog review
- Syllabi review
- Program advertising and disclosures
- Evaluation of contact time
- Assessment of prerequisites

Educational Activities Expert
- Faculty Development Plans
- Faculty Qualifications for General Education
- General Education Courses
- Faculty Transcript Review
- Instructional Tools/Components
- Administration of academic programs
- Academic policies
- Prior Learning P&P review (if applicable
- Career Services review

UNDERSTANDING THE ROLE
Full Team Visits

Accreditation Coordinator
Review publications and the catalog
- Pre-visit management
- On-site team coordination
- Liaison (in conjunction with the chair) between the school and the team
- *Accreditation Criteria* interpretation
- **Council Representative**

Data Integrity Reviewer
- Data Integrity Assessment
- Placement Verification
- Licensure Verification

UNDERSTANDING THE ROLE – Staff Managed Visits

Out-of-Scope (OS), Readiness Visit (RV), Higher Credential (HC)
Distance Education (DE)

Program Specialist

- Program administration
- Instructional Components
- Curriculum Evaluation
- Program Quality Assessment
- CAR Verification (if applicable)
- Student Relations (admissions)
- Catalog
- Faculty File Review
- Library

Generalist – CH/SR

- Placement Verification
- Review of Students' Records
- Recruitment/Admissions Review
- Financial Aid and SAP
- Evaluation of overall administrative capability

THE REVIEW – Travel Cycles

Jan Winter Cycle	Feb Winter Cycle	Mar IRC	Apr Council
May Spring Cycle	Jun Spring Cycle	Jul IRC	Aug Council
Sep Fall Cycle	Oct Fall Cycle	Nov IRC	Dec Council

Important Notices

Request for Current Information

Formal requests have been made for current resumes and new Independent Contract Agreements. Evaluator records have already been made inactive, or specific expertise purged from their records, if the documents were not received or if the documents submitted did not evidence the qualifications to serve.

Revised Conflict of Interest Form

Fillable form created to accept electronic signatures. This revised form must be submitted to evaluatormanager@acics.org prior to serving on visits. Coordinators may also be soliciting this information but it is only required ONCE prior to the visits.

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Important Notices

Visit Solicitation

Evaluators should not contact ACICS staff to solicit visit participation or communicate availability. If you are only available for certain cycles, send an email to evaluatormanager@acics.org.

Possible action may include **warning, limited visit participation, and removal from the active pool.**

Certification/Licensure/Registration

Experts of programs which **require licensure, certification, or registration (federal or state),** must hold an active/current license, certification, or registration. This information is currently being collected (email requests sent) and will be documented in the system for the record.

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Important Notices

TheEvaluator Newsletter

This newsletter which can be found here on the ACICS web site, http://www.acics.org/evaluators/content.aspx?id=2096 is the **primary and official** means of communicating with the evaluators. It is the evaluator's responsibility to ensure the following:

- Email addresses on record are active (notice of publication)
- Refer to the web site to stay abreast of any information shared in the newsletter

References to ACICS

Evaluators are welcome to reference their relationship with ACICS in bios, resumes, business cards and Social Media including Face Book, Twitter, LinkedIn. However, the **only way** this can be done is in the following manner:

- Independent Contractor for ACICS
- Independent Program Evaluator
- Consultant is **NOT** acceptable

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ACICS Travel Center - Concur

ACICS is utilizing the Concur Travel and Expense System to manage and cover the cost of travel for all team members, using an ACICS Corporate Account. Key elements:

- Use of the system is **MANDATORY** for airfare/train reservations.
- Evaluator profiles **MUST** be completed prior to using the system to include frequent flier numbers, etc. so that miles may be credited to the evaluator's personal frequent filer account.
- Legal name, as listed on license and/or passport must be in Personify.
- Tickets in excess of $1000 will not be processed and purchase will be suspended until approval is received by the staff coordinator.

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Before you say "Yes!"

- Check and **double check** all calendars to ensure availability
- Confirm area(s) requested for review (SR, ED, DE, Program(s))
- Ensure that there is no conflict of interest with the campus to be reviewed
- Ensure your ability to travel early enough on the day before the visit and late on the 2nd day or the following day
- Communicate any unique circumstances to the requesting staff

Once you say "Yes!"

- Mark your calendars – all of them!
- Record visit information for future reference – with whom, visit type, when are you needed, where are you going, etc.?
- Await instructions from staff on making flight arrangements or communicate flight options no later than two weeks before visit.
- Make flight arrangements to arrive prior to 6pm the evening **BEFORE** the visit and to depart no earlier than 7pm the last day of the visit, unless approval is granted for alternative arrangements. **Travel on the morning following the conclusion of the visit preferred.**
- Let staff know if you have not received the materials from the campus; hotel information; etc. Materials **should be** reviewed prior to arrival.
- **IMMEDIATELY** communicate any change in plans which affects your ability to participate on the visit.

The Required Pre-Visit Meeting

- Attendance/participation is **required***
- Generally the evening (6pm – 6:30pm) before the visit
- Facilitated by the team chair and supported by accreditation coordinator
- Detailed Meeting – average about 1hour
- Business Casual attire

The Required Pre-Visit Meeting Agenda

- Introduction
- Expectations of Onsite Review
- Discussion of Institutional History and Risk Assessment
- Council Policies and Procedural Changes
- Discussion of Placement Classifications with DIR
- Review of Various Sources of Information

Assessment of Risk & Sources of Information

- Complaints and External (Adverse) Information
- Student Achievement Performance
- Institutional History
- Pre-Visit Call for Comments – Students, Faculty, Staff

When we get there…

- Lead assumed by staff & chair
- Facility tour
- Introductions with administration
- Team Meeting
- Lunch selection
- Get to work!

THE PROCESS

1. Review Methods of Discovery

2. Identifying Areas of Concern

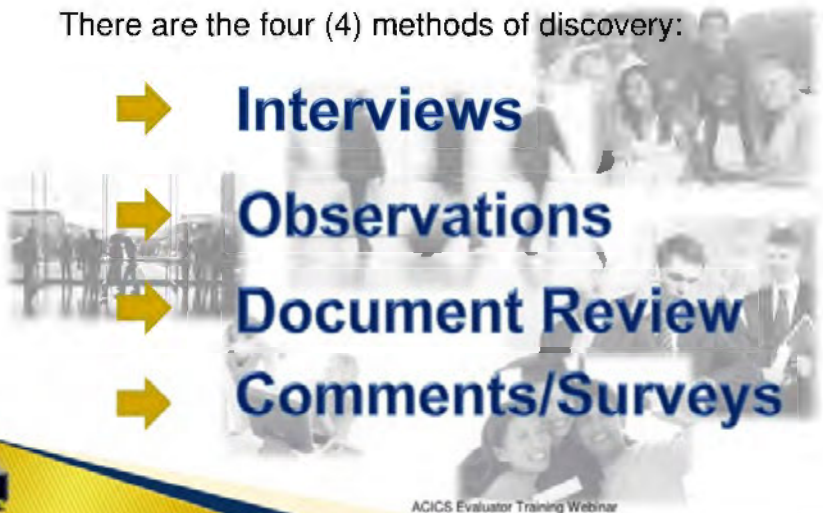
3. Reporting Findings

4. Preparation of Report
   a) Providing information
   b) Findings
   c) Recommendations

METHODS OF DISCOVERY

There are the four (4) methods of discovery:

- Interviews
- Observations
- Document Review
- Comments/Surveys



Interviews

Who do you interview?

- ✓ Faculty, Students, Administrators, Externship Site coordinator
- ✓ Review self-study and report template questions

When do you begin interviews?

- ✓ Consideration must be given to class schedule, availability, externship/clinical sites schedule

Interviews

Where and how might interviews be conducted?

- ✓ Formal – classes, group meetings, scheduled
- ✓ Informal – student lounge, smoking area

What do you do with the information from the interviews?

- ✓ Team discussion
- ✓ Incorporation into report

Questioning

Questioning must be:

- ✓ Objective – not judgmental
- ✓ Open-ended, not leading
- ✓ Focused (information gathering

Refer to the question guide in the *Evaluator Policies and Procedures Guide.*

Review report questions to be completed and read self-study narrative to get context.

Observations

What?

Classes – lectures and labs
Program specific equipment/resources
Externships/Clinical Sites*
Admissions/FA Interviews (SR)

When?

First day of a two-day visit
Evening and weekend classes
First & Second days of a three-day visit

Why?

Faculty/student interaction
Faculty expertise; knowledge
Student use of instructional tools
Students' ability to perform job functions
Administrative process

How?

Scheduled (externships)
Random (class schedule)

Document Review

- Campus Effectiveness Plan (CEP)
- Campus Accountability Report (CAR)
- PVP Report
- Self-study narrative
- Class schedule
- Academic Credit Analysis (ACA)
- Catalog

- Course Syllabi
- Library/Instructional Resources
- Community Resources
- Out-of-class activities*
- Externship Agreements
- Faculty files
- Student files – academic & financial aid
- Administrative staff files
- Recruitment Activities Monitoring

Document Review

- ***Campus Effectiveness Plan (CEP)***
  - ✓ Evaluated by the team chair to determine campus's success in evaluating/monitoring its own effectiveness.
  - ✓ Must also be reviewed by program specialists if there improvement plans were necessary (retention/placement rates were BELOW 70 percent).
- ***Campus Accountability Report (CAR)***
  - ✓ Reviewed by the student relations to verify the campus's retention rate
  - ✓ Used for file selection for student relations review – admissions, financial aid, SAP, etc.
- ***PVP Report***
  - ✓ For more current placement information
  - ✓ Must be reviewed by the program specialist as well as DIR to evaluate placement classifications
- ***Self-study narrative***
  - ✓ Must be read by all team members in preparation for the visit
  - ✓ Observations and impressions of the narrative will be discussed at pre-visit meeting
  - ✓ Basis for institutional review - campus's assessment of its operations/activities.

Document Review

- ***Class schedule***
  - ✓ Provides guidance on classes to be observed and interviewed
  - ✓ Facilitates the assessment of accurate contact time.
- ***Catalog***
  - ✓ Includes all institutional policies along with program-specific elements that will be verified against practices.
  - ✓ Critical part of review as it is considered official contract with students on institutional policies and procedures
  - ✓ Must be reviewed in preparation for the visit
- ***Academic Credit Analysis (ACA)*** -
  - ✓ A form used to measure credit hours based on contact hours allocated across lecture, lab, and practicum as appropriate.
  - ✓ Approved by ACICS and accepted on the record as the hours allocated for credit conversion.
  - ✓ An important document that requires ACICS approval if changed/revised/incorrect

Document Review

- ***Course Syllabi***
  - ✓ Should be include all the items outlined in the Glossary of the *Accreditation Criteria*.
  - ✓ Should be reviewed against the course descriptions in the catalog.
  - ✓ Should be evaluated for academic quality and rigor.
- ***Library/Instructional Resources***
  - ✓ The report will be completed by one individual but with input from each specialist based on the assessment of their programs' instructional resources.
  - ✓ Every specialist must visit the library and make an assessment on their program's resources
- ***Community Resources***
  - ✓ Resources must be by program and should be a variety
  - ✓ May include advisory committees, guest speakers, field trips, events, webinars, externships, etc.

Document Review

- ***Out-of-class activities (homework)***
  - ✓ Minimum expectation – for every one hour of in class **lecture** = two hours of homework for credit bearing programs
  - ✓ The homework must be evaluation and included in grades (have a weight)
- ***Externship Agreements***
  - ✓ For all active sites, agreements must be reviewed for current signatures and inclusion of elements (Glossary).
  - ✓ *Externship files should be reviewed in their entirety to include review of timesheets.*
- ***Faculty files***
  - ✓ Reviewed for qualifications – academic and experiential (as appropriate)
- ***Student files – academic & financial aid***
  - ✓ Reviewed by the SR experts
- ***Administrative staff files***
  - ✓ Reviewed by the SR expert and team chair

Specific Review Element: Identifying Possible Title IV Abuse

Verifying that Contact Hours are Met as Disclosed in Academic Credit Analysis for Credits.

- ✓ Class schedule for the entire term must be provided to evaluate the number of TOTAL hours of class time for each course.
- ✓ Class hours must then be compared to the number of hours REPORTED to ACICS in the Academic Credit Analysis and in the student in the catalog.
- ✓ Consideration should be given to make up classes in cases of emergency, etc.
- ✓ This includes externship hours as credits are earned – review of time cards to evidence accurate record-keeping.

Specific Review Element: Identifying Possible Title IV Abuse

Administration and Oversight of Satisfactory Academic Progress (SAP) & Financial Aid

- ✓ Late refunds or NO refunds being made
- ✓ Students aren't being dropped for not making SAP
- ✓ SAP is not being evaluated as it should
- ✓ CGPA is not being calculated accurately

Specific Review Element: Identifying Possible Misrepresentation

Placement Verification Mechanisms to Evidence Accuracy in Reporting.

- ✓ Collaboration between the specialist and the DIR to review classifications, especially the "benefit of training" category.
- ✓ Specialists must also review job titles that are published (catalog, etc.)
- ✓ 100% review of graduates classified as not available for placement (positively impacts placement rate)

Specific Review Element: Identifying Systemic Issues

- ✓ Students hardly attending classes but are passing the courses (interviews, surveys)
- ✓ Faculty being asked to "pass" students with little evidence of actual instruction taking place
- ✓ Course outlines contain minimal details which raises questions about instructional assessments and academic rigor
- ✓ Lack of knowledge by faculty and staff on critical administrative and academic matters
- ✓ Absence of engagement of staff on the self-study or current processes
- ✓ General concerns with record keeping and administrative oversight

Verification of Student Achievement Information

Student Relations Expert

- Review of the most recently reported CAR
- Verifies the campus and program retention rates (published)

Data Integrity Reviewer

- Use of placement for the last six (6) months for currency
- Graduates classified as "not available for placement"
- Licensure rates

Onsite Placement Verification Process

- **Placement verification will be based on the current definition**
  - Job Title
  - Use of skills
  - Attestation to benefit of training
    - Length of employment is also a factor
- **The Data Integrity Reviewers have received training on process and expectations**
- **Specialists' support critical**

Areas of Concern

Are based on potential conflict with the Accreditation Criteria, not with individual expectations.

- Become findings if not addressed during visit.
- **MUST** be shared with staff coordinator and/or team chair as soon as they are identified.
  - **DO NOT** share, imply, or otherwise communicate areas of concern or potential findings during your review with the campus
- Necessitate the request and review of additional information.

Quick Check - Are these Areas of Concern?

Faculty members shared that they only get paid $250 per course.

NO

Faculty development plans have the same "professional growth" activities listed for all faculty members.

YES

The library space is really small.

Maybe☺

Students complain that they don't have social media on the computers or lockers.

NO

Quick Check - Are these Areas of Concern?

Review of externship time cards for graduates do not evidence that the total number of hours were completed

YES

Students complain that they have no access to the faculty after school – their office hours are not long enough

No

One student shared that he needed help in a course and no one helped him.

Maybe☺

You went to observe a class and it should have started 30 minutes ago but a majority of students were missing along with the instructor.

YES

FINDINGS

- Are based on conflict with the *Accreditation Criteria*
- Must be thoroughly detailed in the report
- Must clearly identify the area in need of additional information
- Should **only** be communicated to the institution by the team chair and staff coordinator
- Must provide information on how the institution or campus can provide additional information to address the concern
- Must be written in the following format:

  (Section x-x-xxx): Statement conflict with *Criteria*. Details on conflict with the standard based on observations, document review, and interviews. [Details on corrective measure that should be taken.]

EXAMPLE

Area of Concern:

Interviews and/or surveys with students determine that many are not pleased with the instructional equipment offered in their program. There are complaints of the equipment being broken and/or outdated.

What would you do next?

- Observe equipment and determine, based one your expertise, if the equipment is sufficient for the program's outcomes.
- Share information with ACICS staff member, chair, and team.
- Discuss with other team members and see if their students reported the same issue in their programs of review.
- Allow time for the chair and staff to communicate to institution and acquire additional information.

What factors could contribute to this transitioning from an area of concern to a finding?

- Insufficient or outdated equipment
- Deficient equipment
- Lack of evidence of repairs
- Need for additional equipment to complete the program objectives

EXAMPLE CONT'D

The write-up:

(Section 3-1-531(a)): Instructional equipment is not sufficient for the program. Through interviews with students, student survey responses, and observation of laboratory equipment, the program does not have sufficient instruction equipment to complete the program objectives. Specifically, there was no "Wireless Network" hardware available for students such as wireless access points, routers, and interface network cards. The objectives of the program state that students will receive training in order to seek CompTIA A+, Net+, Linux+, Security+, Convergence+, MCITP, and Cisco CCNA certifications. These certifications have strong wireless components, therefore, students need hands on administrative access to wireless networking devices.

(Section 3-1-601): The instructional equipment is not appropriate and does not satisfactorily contribute to the overall curriculum objectives and stated mission. The current software utilized across all programs, MS Office 2003, is insufficient and there is inconsistency between the catalog, the marketing and the institution's self-study wherein "state of the art" technology is promoted but not in actual use. The evidence presented itself in course WP 100, Basics of Word Processing, is required in all programs.

Discussing Areas of Concerns & Findings

- Open, constructive team discussion
- Should not be personal or territorial (I'm the expert)
- **MUST** be based on conflicts with the *Accreditation Criteria*
- **MUST** be clearly articulated
  - to the team for discussion;
  - with staff/chair to share with campus; and
  - in the report for response

THE TEAM'S REPORT

- Team chair: Sections 1 – 3 and Section 6 (generally)
- Student Relations expert: Section 4
- Educational Activities expert (with contributions from program specialist(s)): Sections 5 & 8
- Staff coordinator: Section 7
- Program specialist(s): Section 9
- Distance Education expert: Section 10
- Doctoral Programs: Section 11
- English as a Second Language: Section 12
- Learning Site: Section 13
- Data Integrity Review: Section 14

EXPANDED NARRATIVE REPORT

- More descriptions, qualifications of statements, and narrative explanation on documents reviewed, interviews conducted, and observations of operations.
- Higher expectation on the team read-through since the devil will be in the details for consistency and accuracy.
- Report Preparation will require more due diligence and more feedback will be given.

EXPANDED NARRATIVE REPORT

2.07 How is the employee grievance policy communicated to faculty and staff and where is it documented?

3.15 Describe the training the campus administration provides to staff to carry out administrative functions and how effective recordkeeping is at the campus.

4.26 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.

5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?

Providing Narrative Responses

Q. 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

***INCORRECT**: Dr. Rasheed Singh, PhD. Degrees in biochemistry, engineering, and education, University of New Delhi and UCLA.*

***CORRECT**: Dr. Rasheed Singh is assigned to oversee the educational activities of all programs. He holds a bachelor's degree in biochemistry and a master's degree in engineering, both from the University of New Delhi, and a PhD in education from the University of California, Los Angeles (UCLA). Prior to joining the institution three months ago, he served as a professor and academic affairs director at UCLA.*

Providing Narrative Responses

9.07 List the community resources and describe how they are utilized to enrich the program(s).

***INCORRECT**: Field trips, externships, PAC*

***CORRECT**: The institution utilizes the following community resources to enrich the Medical Assistant program:*

Field trips – a number of field trips have been taken to senior centers, elementary schools, and health fairs to provide free services which include blood pressure checks, proper flu-season hygiene, and health-related literature. Signed waiver forms and pictures are on file.

Guest speakers – to date, three guest speakers have presented in courses on various course-related subjects. Emails of acceptance and thanks are on file.

Externship – the program has a required 600-hour externship course in which students, in the last term of the program, get hands-on experience in a medical office. A visit was made to one of the sites.

Providing Narrative Responses

9.07 List the community resources and describe how they are utilized to enrich the program(s).

***INCORRECT**: Field trips, externships, PAC*

***CORRECT**: The institution utilizes the following community resources to enrich the Medical Assistant program:*

1. Field trips – a number of field trips have been taken to senior centers, elementary schools, and health fairs to provide free services which include blood pressure checks, proper flu-season hygiene, and health-related literature. Signed waiver forms and pictures are on file.

2. Guest speakers – to date, three guest speakers have presented in courses on various course-related subjects. Emails of acceptance and thanks are on file.

3. Externship – the program has a required 600-hour externship course in which students, in the last term of the program, get hands-on experience in a medical office. A visit was made to one of the sites.

FINDING vs. RECOMMENDATION

FINDING:

- Is a documented area of concern which requires additional information to the Council
- Requires the institution to make a change

RECOMMENDATION:

- Is an area of **IMPROVEMENT**
- Is offered as "extra" and the institution can choose not to make the change

Completion of Report

- Must be done prior to the completion of the visit (typically mid-morning of the last day).
- Must be completed following the ACICS-provided Report Writing Guidelines.
- Must be read out loud during the team's final meeting (prior to the exit conference).

The Exit Conference

- The final piece of the on-site evaluation (required participation).
- Facilitated only by chair and staff coordinator.
- All cell phones, tablets, and laptops should be turned off.

Post-Visit Responsibilities

- Submit expenses for out of pocket reimbursement
- Keep report through Council
- No follow-up communication with institution
- Maintain confidentiality of proprietary information

Travel Expenses & Reimbursement Process

- Flight expense report must be submitted shortly after booking your flight (American Express Air Travel/Hotel)
- Must be completed within 60 days of visit (out of pocket)
- Must be completed through Concur online
- Hard copy report and original receipts must be mailed to the Accounting department
- Must include approval by staff for:
  - Purchase of airfare that are $1000+
  - Rental of vehicle
  - Additional stay at hotel

EXPECTATIONS – THE 411

Professionalism – at all times
- Professional attire is required
- Professional demeanor and conduct
- Appropriateness of conversation and interaction

Punctuality
- To the pre-visit meeting
- To meeting place to depart to institution (lobby, outside)
- Leaving the campus at the end of the day

Preparedness
- Knowledge of institutional materials
- Have a plan of action
- Conduct reviews prior to jumping to conclusions

EXPECTATIONS – THE 411

Communication & Collaboration

- Participation in meetings to discuss issues
- Receptive to direction and guidance from team members/leaders
- Work closely with team chair/staff to communicate findings, concerns, plans

Teamwork

- Provide assistance to team members as needed
- Work with team members to complete tasks

Commitment

- Avoids cancelling
- If cancellation is necessary, will assist by suggesting a replacement.

Thank you for your continued service to ACICS!

Attendee Repor Enhanced Evaluator Training - The Expanded Role and Expectations for Site Reviews

Report Generated:
9/21/16 9:17 AM EDT

Webinar ID	Actual Start Date/Tir	Duration	# Registered	# Attended
764-184-947	9/2/16 9:54 AM EDT	2 hours 48 minutes	316	232

Attendee Details

Attended	Interest Rating	Last Name	First Name	Email Address
Yes		(b)(6)		(b)(6) @aol.com
Yes				(b)(6) @aol.com
Yes				(b)(6) @gmail.com
Yes				(b)(6) @gmail.com
Yes				(b)(6) @gmail.com
Yes				(b)(6) @gmail.com
Yes				(b)(6) @baldwinconsulting.org
Yes				(b)(6) @ecacolleges.com
Yes				(b)(6) @deltaed.com
Yes				(b)(6) @gmail.com
Yes				(b)(6) @msn.com
Yes				(b)(6) @gmail.com
Yes				(b)(6) @msn.com
Yes				(b)(6) @yahoo.com
Yes				(b)(6) @yahoo.com
Yes				(b)(6) @outlook.com
Yes				(b)(6) @brownmackie.edu
Yes				(b)(6) @spencerian.edu
Yes				(b)(6) @edmc.edu
Yes				(b)(6) @ftccollege.edu
Yes				(b)(6) @gmail.com
Yes				(b)(6) @deltaed.com
Yes				(b)(6) @gwinnettcollege.edu
Yes				(b)(6) @fortisinstitute.edu
Yes				(b)(6) @fullsail.com
Yes				(b)(6) @hotmail.com
Yes				(b)(6) @gmail.com
Yes				(b)(6) @outlook.com
Yes				(b)(6) @yahoo.com
Yes				(b)(6) @daymarcollege.edu
Yes				(b)(6) @aol.com
Yes				(b)(6) @kaplan.edu
Yes				(b)(6) @yahoo.com
Yes				(b)(6) @fortisinstitute.edu
Yes				(b)(6) @suagm.edu
Yes				(b)(6) @yahoo.com
Yes				(b)(6) @aol.com
Yes				(b)(6) @gmail.com
Yes				(b)(6) @yahoo.com
Yes				(b)(6) @prospecteducation.com
Yes				(b)(6) @bex.net
Yes				(b)(6) @msn.com
Yes				(b)(6) @sctd.edu
Yes				(b)(6) @lincolntech.edu
Yes				(b)(6) @miami.chefs.edu
Yes				(b)(6) @gwu.edu
Yes				(b)(6) @charter.net
Yes				(b)(6) @itt-tech.edu
Yes				(b)(6) @verizon.net
Yes				(b)(6) @gmail.com
Yes				(b)(6) @faculty.ashford.edu
Yes				(b)(6) @gmail.com
Yes				(b)(6) @ecacolleges.com
Yes				(b)(6) @deltatech.edu
Yes				(b)(6) @aiuonline.edu
Yes				(b)(6) @yahoo.com
Yes				(b)(6) @sae.edu
Yes				(b)(6) @gmail.com

Yes	(b)(6)	(b)(6)@gmail.com
Yes		(b)(6)@hccpr.edu
Yes		(b)(6)@aol.com
Yes		(b)(6)1@aol.com
Yes		(b)(6)uchs@zenith.org
Yes		(b)(6)@an.edu
Yes		(b)(6)@gmail.com
Yes		(b)(6)@msn.com
Yes		(b)(6)@aol.com
Yes		(b)(6)spencerian.edu
Yes		(b)(6)@earthlink.net
Yes		(b)(6)@missouricollege.edu
Yes		(b)(6)@texascountytech.edu
Yes		(b)(6)@vc.edu
Yes		(b)(6)@aol.com
Yes		(b)(6)@gmail.com
Yes		(b)(6)@atlanticbb.net
Yes		(b)(6)@lincolnuca.edu
Yes		(b)(6)@vc.com
Yes		(b)(6)@architecttampa.com
Yes		(b)(6)@comcast.net
Yes		(b)(6)@aol.com
Yes		(b)(6)@bryanu.edu
Yes		(b)(6)@comcast.net
Yes		(b)(6)@sae.edu
Yes		(b)(6)@globeuniversity.edu
Yes		(b)(6)@pcage.edu
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@gmail.com
Yes		(b)(6)@hondros.edu
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@aol.com
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@empcol.edu
Yes		(b)(6)@harrison.edu
Yes		(b)(6)@mru.edu
Yes		(b)(6)@dec.edu
Yes		(b)(6)@gmail.com
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@csinow.com
Yes		(b)(6)@yahoo.com
Yes		(b)(6)45@msn.com
Yes		(b)(6)@trident.edu
Yes		(b)(6)@comcast.net
Yes		(b)(6)@msn.com
Yes		(b)(6)@gmail.com
Yes		(b)(6)@southbaylo.edu
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@sunworkplace.com
Yes		(b)(6)@miller-motte.edu
Yes		(b)(6)@aol.com
Yes		(b)(6)@Juno.com
Yes		(b)(6)@hotmail.com
Yes		(b)(6)@asa.edu
Yes		(b)(6)@stone.edu
Yes		(b)(6)@hotmail.com
Yes		(b)(6)@asu.edu
Yes		(b)(6)@mhcc.edu
Yes		(b)(6)@npu.edu
Yes		(b)(6)@ecacolleges.com
Yes		(b)(6)@pci.edu
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@aol.com
Yes		(b)(6)@gmail.com
Yes		(b)(6)@gmail.com
Yes		(b)(6)@netzero.com
Yes		(b)(6)@OHIOBUSINESSCOLLEGE.EDU

Yes	(b)(6)	(b)(6) @msbcollege.edu
Yes		@hotmail.com
Yes		@laurel.edu
Yes		(b)(6) @gmail.com
Yes		(b)(6) @gmail.com
Yes		(b)(6) @yahoo.com
Yes		(b)(6) @gmail.com
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Yes		@gmail.com
Yes		(b)(6) @mac.com
Yes		(b)(6) @globeuniversity.edu
Yes		@fortiscollege.edu
Yes		(b)(6) @gmail.com
Yes		@gmail.com
Yes		(b)(6) @lincolntech.edu
Yes		(b)(6) @comcast.net
Yes		(b)(6) @charter.net
Yes		(b)(6) @cox.net
Yes		(b)(6) @ymail.com
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Yes		(b)(6) @mrc.edu
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Yes		@gmail.com
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Yes		(b)(6) @ecacolleges.com
Yes		(b)(6) @dorsey.edu
Yes		(b)(6) @gmail.com
Yes		(b)(6) @sbcglobal.net
Yes		@flash.net
Yes		@roadrunner.com
Yes		(b)(6) @immaculata.edu
Yes		(b)(6) @hotmail.com
Yes		@dorsey.edu
Yes		@howard.edu
Yes		(b)(6) @aol.com
Yes		(b)(6) @gmail.com
Yes		@me.com
Yes		@gmail.com
Yes		(b)(6) @outlook.com
Yes		(b)(6) @gmail.com
Yes		@gmail.com
Yes		(b)(6) @dewey.edu
Yes		@gmail.com
Yes		(b)(6) @webbdentistry.com
Yes		@bellsouth.net
Yes		(b)(6) @gmail.com
Yes		@prospecteducation.com
Yes		(b)(6) @att.net
Yes		@hotmail.com
Yes		(b)(6) @gmail.com
Yes		(b)(6) @gmail.com
Yes		(b)(6) @gmail.com
Yes		(b)(6) @yahoo.com
Yes		@careered.com
Yes		(b)(6) @gmail.com
Yes		@itt-tech.edu
Yes		(b)(6 @scholteconsulting.com
Yes		(b)(6) @itt-tech.edu

Yes	(b)(6)	(b)(6)@gmail.com
Yes		(b)(6)@aol.com
Yes		(b)(6)@beckfield.edu
Yes		(b)(6)@outlook.com
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@msn.com
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@verizon.net
Yes		(b)(6)@valley.edu
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@ciam.edu
Yes		(b)(6)@gmail.com
Yes		(b)(6)@gmail.com
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@mccann.edu
Yes		(b)(6)@aol.com
Yes		(b)(6)@cox.net
Yes		(b)(6)@hotmail.com
Yes		(b)(6)@itt-tech.edu
Yes		(b)(6)@deltaed.com
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@gmail.com
Yes		(b)(6)@gmail.com
Yes		(b)(6)@wvbc.edu
Yes		(b)(6)@npu.edu
Yes		(b)(6)@comcast.net
Yes		(b)(6)@siu.edu
Yes		(b)(6)@gmail.com
Yes		(b)(6)@gmail.com
Yes		(b)(6)@hotmail.com
Yes		(b)(6)@gmail.com
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@bradfordschools.com
Yes		(b)(6)@knology.net
Yes		(b)(6)@hotmail.com
Yes		(b)(6)@cox.net
Yes		(b)(6)@gmail.com
Yes		(b)(6)@yahoo.com
Yes		(b)(6)@netscape.net
Yes		(b)(6)@yahoo.com

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-83

FOCUSED SPECIALIST TRAINING: EDUCATIONAL ACTIVITIES

Ensuring Academic Quality and Faculty Oversight

Prepared solely for the training of the individuals assigned to serve in this capacity on ACICS Evaluation Visits and cannot be reproduced or used for any other purpose.

Fall 2016

Focal Areas

- The Expectations of the Educational Activities Role
- Academic Administrator's Oversight & Qualifications (Section 3-1-511)
- Academic and Educational Policies
- Specialized or Programmatic Accreditation Requirements
- Assessment of Program Development and Planning (Sections 3-1-512 and 3-1-513)
- General Education Faculty Requirements (Sections 3-3-203, 3-4-302, and 3-5-302)

Focal Areas

- General Education Coursework Requirements and Review (Sections 3-3-202, 3-4-202, and 3-5-202)
- Evaluation of Faculty Development (Section 3-1-543)
- General Faculty Quality
- Contracts and Agreements (Sections 2-2-504, 2-2-505, & 2-2-506, and 2-2-507)
- Evaluation of Overall Academic Quality
- Career Services

EDUCATIONAL ACTIVITIES EVALUATOR

- Selection Criteria: at least five years in:
  - ✓ Faculty Oversight and Evaluation
  - ✓ Curriculum Development (General Ed)
  - ✓ Academic Administration
- Currency in role and evaluator activity
- Review Purview
  - ✓ Credential at least one above area for review

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ADMINISTRATOR OVERSIGHT & QUALIFICATIONS

- Formal Assignment of an individual to that role
- Qualifications – academic **and/or** experiential
  - ✓ Informed judgement to be made based on discovery (documentation, interviews, observations)
  - ✓ Academic – transcript evaluation
  - ✓ Experiential – resume, data sheet summary, interview
- Evaluation of effectiveness/competence (Section 3-1-202(a))
- Sufficiency of time and resources

ACADEMIC & EDUCATIONAL POLICIES

- Academic Freedom Policy (Section 3-1-202(c))
- Academic Governance (Section 3-1-501)
- Competency-based Credits (academic, occupational, or personal experiences) (Section 3-1-516(c))

Awareness & Implementation

SPECIALIZED/PROGRAMMATIC ACCREDITATION REQUIREMENTS

- Review of catalog and self-study narrative
- Evidence of campus-compliance
- Notification to students

PROGRAM DEVELOPMENT AND EVALUATION

- Demonstrable Involvement of stakeholders in program development
  - ✓Employers
  - ✓Graduates
  - ✓Students
  - ✓Faculty
  - ✓Other Interested Parties
- Provisions for individual differences among students
- Evaluation, Revision and Development of Curriculum

PROGRAM PLANNING

- Beyond the syllabus checklist
- Discussing program development with administrator
- Use of independent studies and experiential learning
  - Catalog
  - Self-study narrative
  - Evaluation of the policies/oversight

GENERAL EDUCATION FACULTY REQUREMENTS REVIEW

- Specific Academic Requirements

- Educated Assessment of Qualifying Coursework
  - ✓ *Ethics*
  - ✓ *Oral Communication*
  - ✓ *Philosophical Perspectives*

- Determination of Academic Depth
  - ✓ Coursework
  - ✓ Experience

GENERAL EDUCATION COURSEWORK REQUIREMENTS AND REVIEW

- Definition of a General Education
  - ✓ "Traditional"
  - ✓ Applied
- Evaluation of Comparability
- Required Distribution
- Assignments in some programs
  - ✓ Anatomy and Physiology in Nursing programs
  - ✓ Other programmatic requirements

FACULTY DEVELOPMENT

- Individualized for each faculty member – adjunct, full-time, and part-time
- Includes **BOTH** in-service training and professional growth activities
  - ✓ In-service: Systemic Planning; Designed to improve instruction and curriculum; Focus on teaching and learning
  - ✓ Professional growth: Should ensure awareness of developments in field; External activities in the field; and Focus on area of expertise
- Must include documentation of implementation
- Evaluated annually

QUALITY OF FACULTY

- Official Transcripts
- Evaluation of Foreign Credentials
- Adequacy and Sufficiency
- Participation in Meetings

Academic Involvement

- Policy required as well as evidence of freedom
- Established policy and evidence of adoption
- Involvement in meetings, curriculum review, etc.
- Faculty meetings with substantive discussions

Academic Involvement

CONTRACTS AND AGREEMENTS

- With Accredited Institutions (Section 2-2-504)
  - Must be in written and disclosed in the catalog
  - Must be approved by the Council prior to participation
  - More than 50% of the program must be offered by the institution granting the credential

- With Unaccredited Institutions or Entities (Section 2-2-205)
  - Maximum of 25% course offering
  - ACICS review and approval required

CONTRACTS AND AGREEMENTS

- Articulation Agreements with Secondary Schools (Section 2-2-506)
  - For transfer of credit into a program at the institution
  - Must be in writing and periodically reviewed, signed, and dated.
  - Must appear on both transcripts

- International Partnership Agreements (Section 2-2-507)
  - At least 25% of the program must be delivered by the institution awarding the credential
  - ACICS review and approval required
  - Appendix I

EVALUATION OF ACADEMIC QUALITY

- The Academic Credit Analysis Effectively

- Availability and appropriateness of instructional tools (Section 3-1-531)
  - ✓ Facilities, Instructional equipment, Support for modes of instructional delivery, and Personnel
  - ✓ Conditions favorable to instruction
  - ✓ Quantity and type of instructional material and equipment
  - ✓ Compliance with licensing and copyright laws

- Educational Requirements and Objectives
  - Occupational Associate's degree: Sections 3-3-201 & 3-3-202
  - Academic Associate's degree: Sections 3-4-201 & 3-4-202
  - Bachelor's degree: Sections 3-5-201 & 3-5-202
  - Master's degree: Sections 3-6-401, 3-6-402, & 3-6-403

CAREER SERVICES

- Availability and publication of student services
- Placement/Career Services function
  - ✓ Must be assigned to at least one individual onsite
  - ✓ Documentation of employment assistance activity
- Follow-up Studies on Graduate and Employer Satisfaction
  - ✓ Specific, established measuring points
  - ✓ Documentation of completion
- Extra-curricular **educational** activities

SUMMARY

- Strengthened assessment and reporting
- Enhanced and expanded function in evaluation of academic quality
- Utilization of qualified judgments on the adequacy and appropriateness of educational resources

EMAIL: evaluatormanager@acics.org or pwgilliam@acics.org

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-84

Pre-Visit Meeting Orientation

Spring 2017

ACICS Accreditation Coordinators

Pre-Visit Meeting Discussion List

*The accreditation coordinator **must** cover the following areas during the pre-visit meeting.*

- Introductory Details – while many of you serve as consultants, it is important to focus and emphasize ONLY the aspects of your experience that relate to your area of review. It is important to demonstrate that you are qualified to provide curricula and experiential expertise in the areas you are identified with.

- Consulting: I know you've heard this once too many times but I need to reiterate the importance of eliminating the perception of consulting. The appearance thereof is just as unacceptable as the actual act itself. See item #6 on *Conflict of Interest Policy*

- Conflict of Interest Policy: the policy has been revised and must be signed prior to serving on the visit. If you have not yet electronically signed the document and emailed it to evaluatormanager@acics.org.

- School Requests: do not ask anything non-programmatic/academic related of the institution and even then if you're not sure, speak with the chair or the staff person.

- Report Preparation: with the enhanced narrative component, our read-through will be critical to ensure consistency in the information and details on the responses.

- Team Discussions: in as much as you are all expert in your area, your expert opinions and perspective is welcomed and appreciated during this process. That being said, discussions/debates will be open, non-personal and constructive. The intent is to find alignment with the Criteria as well as to assess industry and academic conformity.

- Appropriateness: Again, for reiteration because this is **so** important: discussions on biased political affiliations, religious views and/or anything deemed inappropriate by any member of the team will not be tolerated.

- Discussions of general issues are great but once they get personal, they get touchy and out the window.

- A "team" – that's what we are which means that all decisions made will be made by the team: we don't want (or need) consensus but we want buy in and to achieve this we will hear everyone's views, consult with the ACICS office, and a decision made.

- Expenses – should be turned around within 30 day and include itemized receipts, directions, and all other materials as outlined in the travel policy.

❖ Criteria and Procedural changes (*see below*)

Council Policies and Procedural Changes

This outline is provided as guidance to the ACICS staff during the joint facilitation of the pre-visit meeting. The meeting is led by the team chair but the staff is responsible for providing information on any applicable Criteria changes and Council directive that affects the evaluation process.

PROCEDURAL CHANGES & REMINDERS

Data Integrity Reviewer (DIR)

As previously shared, this role will be assumed by the ACICS staff representative and will focus on the integrity of all data submitted to ACICS. The campus's Year-to-Date (YTD) submissions to the Placement Verification Program (PVP) will be summarized and shared with the administration to discuss the response rate, validation rate, and any other observations by the team. Such observations may include a commendable response and/or verified rate; a significant number of invalid placements; the use of one particular employer; a predominant use of "benefit" for placements; etc.

The team should also note if there were no submissions for a particular month and advise the campus to complete the "No placement" submission process.

Sample PVP Campus Report (shows last reported month but includes all reported placements)

ACICS ID	Institution	Placement Month	Date Uploaded	Number of Placements	Email Responded		ACICS Verified		Response Rate	% Verified
				107	Graduate	Employer	Contact	Email		
00050228	American College of Commerce and Technology	March 2017	April 29, 2:17 PM	107	88	45	:	90	89%	94%

The most recent CAR will be used to verify those graduates reported as not available for placement so that ACICS can be confident in the reporting and classifications provided by the campus (waivers positively affect placement). This will also include a review to ensure that the campus accurately reflected the scheduled-to-graduate cohort information, among other elements of the report. If there are concerns with the documentation to support those classified as not available for placement, a finding for accuracy and/or integrity of the data ***(Section 3-1-203)*** *may be appropriate.*

Additionally, information will be collected on the campus's processes for monitoring and tracking students from admissions through graduation (schedule to graduate cohort information). This information will help ACICS consider future institutional enhancement services so there are no findings associated with this review

Criteria Interpretation Guidance

To ensure that all programs are evaluated consistently in these academic areas, the following guidance is being provided, with consultation with academic experts in the field. The team should exercise its judgment and expertise appropriately in all instances.

1. Section 3-1-532 Instructional Components

- Systematic Planning – *strategic planning at all levels*
  - *Documented and systematic Faculty meetings – general and programmatic*
  - *Advisory committee meetings – campus and/or programmatic*
  - *Curriculum review committee – strategic planning on curriculum review*
  - *Faculty Development Plans – inclusion , documentation, and review of a program for in-service and professional growth*
  - *Documented evidence of results from systematic planning at the program level*

- Well-defined Instructional Objectives
  - *Course (syllabi) and program objectives*
  - *Course objectives should include measureable learning outcomes (what a student should be able to…)*
  - *Program objectives should be tied to the program's outcomes and its relation to the institution's mission*

- Selection and Use of Appropriate and Current Learning Materials
  - *Currency and appropriateness of equipment, resources, and textbooks (also in 3-1-531(a)*
  - *Appropriate would be determined by the program in question but should include a mix of the learning materials that facilitate student learning and classroom success.*

- Appropriate Modes of Instructional Delivery
  - *More engaged classroom observations by evaluators to observe delivery*
  - *Observation should include, and summarize, the use of a variety of pedagogical techniques (class discussions, hands-on discovery in labs, technology-based aids besides PowerPoint presentations, demonstrations, group activities).*

- Use of Appropriate Assessment Strategies
  - *Must be fair, varied, and takes on a schedule consistent with the course objectives (only a mid-term and final are not appropriate, for example).*
  - *Should include weekly quizzes, group projects, investigative research, hands-on competency-based reviews, etc. as appropriate for the courses and program, as a whole.*
  - *Documentation should be reviewed to evidence the use of these strategies (and not just the narrative provided by the program chair/lead instructor)*
  - *Review of the use of the data received from these assessments – recording of the data; what the data say about the types and effectiveness of instruction; and incorporation into the CEP for student learning outcomes.*

- Use of Appropriate Experiences
  - *Includes the use of community resources to classroom delivery to job fairs and beyond.*
  - *Description of the student's academic experience – the deliberate and successful incorporation of community resources*
  - *Additional considerations:*
    - *Are there regular class discussions to build self-confidence and awareness*
    - *Are most learning activities active or passive*
    - *How is technology integrated in the classroom and/or in assignments*

2. Sections 3-3-230, 3-4-203 and 3-5-203 Curriculum

Guidance previously given directed teams to obtain the information on the comparability of the program(s) through discussion with the chair/program director. While this should still be included in the interview process, it should not be the sole source of the response to that question. Rather, the evaluator should harness their expertise to evaluate the comparability of the program, quantitatively and qualitatively, to other similar programs. Further, a review of programs at other institutions (online), the narrative in the self-study, and curriculum review meetings to summarize their assessment.

Recruitment/Admissions Monitoring Oversight

We have expanded our call for comment survey, which is required to be sent to all students two weeks prior to the visit to include questions with comment areas about whether the information in the admissions and recruitment process was clear, accurate, and without pressure. The visit team will continue to conduct an on-site student survey to gather further information about the students' experience. Furthermore, the Student Relations specialist will conduct on-site interviews with students to garner further feedback of their experience, particularly through the admissions and recruitment process.

We have also required all documentation related to their admissions and recruitment practices (including policies and guidelines, orientation packets for recruiters, interview scripts, etc.) to be included within the room materials. This information will be reviewed by the Student Relations specialist on site, who will conduct interviews with the admissions directors and admissions representatives while on-site.

Furthermore, we are requiring the campus to provide their policies and processes for monitoring recruitment personnel. We will then request evidence of the implementation of this policy. For example, if the institution records admissions calls, we will request a random sample of these recorded calls. The depth of the review will be dependent on any at-risk factors, survey and interview responses, and documentation review.

At-Risk Factors

We have been monitoring institutions for at-risk factors including complaints and adverse information, student achievement indicators, financial condition, enrollment growth, extensive changes, and previous visits. The coordinator will compile the at-risk factors for presentation and discussion at the pre-visit meeting. This information will help the team members be aware of current or previous issues at the institution.

In addition, the At-Risk Institution Group (ARIG) is meeting on a periodic basis to determine the necessary investigatory actions to take for institutions that have severe or multiple at-risk factors. In a number of instances, ARIG is directing special visits to the institution to further investigate the at-risk factors. In these cases, the team members will be provided with the "package" of at-risk information.

REPORT TEMPLATES REVISION

Since its substantive review of all templates during its winter 2017 review, only a few changes were made to the Program Information (Chair) and Data Integrity (ACICS Staff) Sections of the report. Hence, evaluators MUST review and download the most recent version as published on the ACICS web site.

POLICY CHANGES – JANUARY 1, 2017

1. **CAMPUS EFFECTIVENESS PLAN (Sections 3-1-110 – 3-1-113 & Appendix K)**
   The Council finalized the number of required elements for evaluation as well as the addition of an Appendix K which provides detailed guidelines on the development, implementation, and monitoring of the plan.
   Key components:
   - *Graduation rate was added as a **required** element.*
   - *Progress reports must be completed at least biannually.*
   - *Non-traditional modes of delivery must be integrated in the Plan and analyzed.*
   - *The level of graduate satisfaction is to be evaluated no sooner than 30 days and within 6 months following graduation for both placed and non-placed graduates.*
   - *Licensure pass rates (if applicable) **must** be evaluated as a required student learning outcome.*

ONSITE APPLICATION: Mission Section

- *Although a compliance standard has not yet been established to hold campuses accountable to, specifically, graduation rates, as reported on IPEDs or elsewhere, must be included in the CEP. The level of analysis may be limited but the chair should focus on the campus's ability to do an overall evaluation of this element instead of limitation of the data itself.*

- *Progress reports will not yet be available on a bi-annual basis since this requirement just went into effect and would apply to 2017 plans.*

- *The inclusion of distance education into the CEP goes beyond just the DE plan which focuses on processes. The expectation is that the description of student characteristics, programs, and the evaluation of the elements take into account the provision of this mode of delivery. In addition, and consistent with Appendix H, faculty satisfaction must also be addressed (Appendix H, Student Evaluation and Program Assessment).*

- *Level of graduate satisfaction MUST include placed and not-placed graduates. This is separate and distinctly different from the requirement of* ***Section 3-1-441(c)*** *concerning post-PLACEMENT follow up.*

- *Licensure pass rates, if required for any program, must be included in the evaluation of student learning outcomes.*

2. **Mission Statement (Section 3-1-100)**

The Council finalized language which clarified the requirement for an institution's mission.
Key component:

- *The mission must include a mission statement* ***and*** *a set of objectives that are devoted substantially to career-related education.*

ONSITE APPLICATION: Mission Section

- *Previously, Mission Statement = Mission + Career-related Objectives*
- *Revision: Mission = Mission Statement + Career-related Objectives*
- *Review of "substantial" emphasis on career relatedness is needed*
- *Revision to the mission (including the above, objectives, etc.) is considered to be a substantive change requiring Council approval so this cannot be completed onsite*

3. **CAR PROCEDURES & GUIDELINES (*Sections 2-1-809, 2-2-502, and 2-2-503 and Appendix L)***

A number of changes to the standards related to student achievement and the Campus Accountability Report (CAR) were finalized. Language in corresponding sections of the Criteria, such as student achievement review and Council actions at the program-level were also revised and approved.
Key components:

- *There is a clear defined point at which a particular action will be taken, at the campus and program levels.*
- *If an institution is determined to be significantly out of compliance relative to student achievement outcomes, the Council will take an adverse action.*

- *Campuses directed to show-cause why a program's approval or its accreditation should not be withdrawn or otherwise conditioned will be required to immediately and publically notify students and the public.*

ONSITE APPLICATION: NONE

4. **COUNCIL ACTION STANDARDS (*Section 2-3-100 through Section 2-3-502)***

The Council finalized changes that streamline its current Council action procedures.
Key components:

- *The addition of an introduction to the Accreditation Deferred or Conditioned section to clarify the Council's ability to take any of the actians so outlined, at any point in time, to include a final adverse action.*
- *The removal of "admonition" as a formal Council action.*
- *The combining of "show-cause directive" and "probation order" into one action – that of a show-cause directive. New criteria require notification to the U.S. Department of Education, the students, and the public.*
- *The determination that all hearings before the Council will be in writing unless an in-person hearing is specifically directed by the Council.*

ONSITE APPLICATION: NONE

5. **Requirement for Title IV Compliance Audit (*Section 2-1-803)***

The Council approved changes that will require all institutions that participate in Title IV programs to submit their compliance audit along with their Annual Financial Report (AFR) for review by ACICS.
Key components:

- *Addition of language requiring the Title IV compliance audit.*
- *May trigger additional review or at-risk assessment*

ONSITE APPLICATION: NONE

6. **Learning Site (Glossary)**

The Council finalized a definitive requirement for the distance from which a learning site may be geographically separated from its managing (main or branch) campus.
Key components:

- *A learning site is to be located within a 5-mile radius of the managing campus.*
- *Those located more than five miles may be considered for approval on a case-by-case basis, if sufficient justification/rationale is provided.*
- *Those campuses that currently have active learning sites further than 5 miles away from their oversight must comply with the new criterion language by **January 1, 2018.***

ONSITE APPLICATION: Introduction

- *Active learning sites must be reviewed during renewal of accreditation visits to include the completion of a report and the incorporation of program-specific observations.*
- *Learning sites with no activity should be noted and explained in the introduction section of the report for follow up by the campus concerning continued operation. The distance from the managing campus must also be included in this narrative.*

7. **EXTERNSHIP DEFINITION (GLOSSARY)**

The Council clarified that the externship course be supervised by a qualified faculty member and that a written agreement must be developed that clearly outlines the arrangement between the institution and the externship site.

Key components:

- *The practical experience must be under the supervision of a qualified faculty member, not the agreement.*

ONSITE APPLICATION: Program Section

- *Application has been consistent with the expectation that the externship COURSE must be assigned to a qualified faculty member who conducts the evaluation and provides supervision.*

8. **Admissions, Transfer Credit, and Catalog Disclosures (*Sections 3-1-411, 3-1-413 and Appendix C)***

The Council finalized changes to admissions criteria, transfer credits, and disclosure requirements.

Key components:

- *Foreign transcripts accepted as a basis for admission must be evaluated for equivalency by a member of AICE, AACRAO, or NACES.*
- *Credits considered for transfer must be earned at accredited institutions or from international institutions recognized by their respective government as an institution of higher education.*
- *Language in catalog must be clear regarding requirements for acceptance of transfer credits and any articulation agreements.*

ONSITE APPLICATION: Section

- *Admissions requirements and transfer of credit sections in catalog must be clear about the evaluation of transcripts by the acceptable agencies.*
- *Criteria effective 2017 so any students accepted in 2016 under a different policy (expectation) may be acceptable. Review of previous catalog may be necessary in addition to enrollment dates (on enrollment agreement).*

9. **BASIC RECORDS (Section 3-1-303)**

The Council finalized revisions that clarify and update language regarding appropriate record keeping. Glossary definitions were also added to define different types of records.

Key components:

- *Clarification of the definition of student records.*
- *Addition of electronic records management systems and software as acceptable methods of protecting records.*
- *Addition of requirement for the publication and adoption of a policy for properly maintaining records which addresses academic records, admissions and advisement records, and financial aid records.*

ONSITE APPLICATION: Administration & Student Relations Sections

- *Clarity on expectation on which records need to be maintained and for how long.*

10. **LIBRARY & INSTRUCTIONAL RESOURCES (*Sections 3-1-800, and all credential levels for budget, function, use and accessibility, holdings, staffing, and Appendix H*)**

The Council finalized changes to all applicable Criteria sections related to this area to ensure that resources lead to academic success to include research needs, as appropriate.
Key components:

- *Institution must provide up-to-date means to access resources and a continuous assessment strategy should include faculty and staff.*
- *Resources for online students must include to access to a virtual library collection of program-related materials as well as virtual library services.*
- *All residential campuses must provide a physical space to allow for student access to library resources.*

ONSITE APPLICATION:

- *Centralized budgets are acceptable but onsite oversight is still REQUIRED at the academic associate's degree level and above.*
- *Even though fully online libraries are acceptable, there must be a designated space at the campus along with evidence of access (interviews, surveys, observations).*

11. **FACULTY FIELD PREPARATION (Section 3-2-104)**

The Council revised the restriction on the number of preparations that can be taught by a faculty member at the non-degree level.
Key component:

- *Instead of "academic term" for the restriction on number of preps; it's now at "any given time".*

ONSITE APPLICATION: Program Section

- *Only for non-degree programs with emphasis on "any given time" versus defining a term.*

Pre-Visit Meeting Orientation

Winter 2017

ACICS Accreditation Coordinators

Pre-Visit Meeting Discussion List

*The accreditation coordinator **must** cover the following areas during the pre-visit meeting.*

- Introductory Details – while many of you serve as consultants, it is important to focus and emphasize ONLY the aspects of your experience that relate to your area of review. It is important to demonstrate that you are qualified to provide curricula and experiential expertise in the areas you are identified with.

- Consulting: I know you've heard this once too many times but I need to reiterate the importance of eliminating the perception of consulting. The appearance thereof is just as unacceptable as the actual act itself. See item #6 on *Conflict of Interest Policy*

- Conflict of Interest Policy: the policy has been revised and must be signed prior to serving on the visit. If you have not yet electronically signed the document and emailed it to evaluatormanager@acics.org.

- School Requests: do not ask anything non-programmatic/academic related of the institution and even then if you're not sure, speak with the chair or the staff person.

- Report Preparation: with the enhanced narrative component, our read-through will be critical to ensure consistency in the information and details on the responses.

- Team Discussions: in as much as you are all expert in your area, your expert opinions and perspective is welcomed and appreciated during this process. That being said, discussions/debates will be open, non-personal and constructive. The intent is to find alignment with the Criteria as well as to assess industry and academic conformity.

- Appropriateness: Again, for reiteration because this is **so** important: discussions on biased political affiliations, religious views and/or anything deemed inappropriate by any member of the team will not be tolerated.

- Discussions of general issues are great but once they get personal, they get touchy and out the window.

- A "team" – that's what we are which means that all decisions made will be made by the team: we don't want (or need) consensus but we want buy in and to achieve this we will hear everyone's views, consult with the ACICS office, and a decision made.

- Criteria and Procedural changes

- Expenses – 30 day turnaround

Council Policies and Procedural Changes

This outline is provided as guidance to the ACICS staff during the joint facilitation of the pre-visit meeting. The meeting is led by the team chair but the staff is responsible for providing information on any applicable Criteria changes and Council directive that affects the evaluation process.

POLICY CHANGES

1. **CAMPUS EFFECTIVENESS PLAN (Sections 3-1-110 – 3-1-113 & Appendix K)**
   The Council finalized the number of required elements for evaluation as well as the addition of an Appendix K which provides detailed guidelines on the development, implementation, and monitoring of the plan.
   Key components:
   - *Graduation rate was added as a **required** element.*
   - *Progress reports must be completed at least biannually.*
   - *Non-traditional modes of delivery must be integrated in the Plan and analyzed.*
   - *The level of graduate satisfaction is to be evaluated no sooner than 30 days and within 6 months following graduation for both placed and non-placed graduates.*
   - *Licensure pass rates (if applicable) **must** be evaluated as a required student learning outcome.*

ONSITE APPLICATION: Mission Section

- *Although a compliance standard has not yet been established to hold campuses accountable to, specifically, graduation rates, as reported on IPEDs or elsewhere, must be included in the CEP. The level of analysis may be limited but the chair should focus on the campus's ability to do an overall evaluation of this element instead of limitation of the data itself.*

- *Progress reports will not yet be available on a bi-annual basis since this requirement just went into effect and would apply to 2017 plans.*

- *The inclusion of distance education into the CEP goes beyond just the DE plan which focuses on processes. The expectation is that the description of student characteristics, programs, and the evaluation of the elements take into account the provision of this mode of delivery. In addition, and consistent with Appendix H, faculty satisfaction must also be addressed (Appendix H, Student Evaluation and Program Assessment).*

- *Level of graduate satisfaction MUST include placed and not-placed graduates. This is separate and distinctly different from the requirement of **Section 3-1-441(c)** concerning post-PLACEMENT follow up.*

- *Licensure pass rates, if required for any program, must be included in the evaluation of student learning outcomes.*

2. **Mission Statement (Section 3-1-100)**

The Council finalized language which clarified the requirement for an institution's mission.
Key component:

- *The mission must include a mission statement **and** a set of objectives that are devoted substantially to career-related education.*

ONSITE APPLICATION: Mission Section

- *Previously, Mission Statement = Mission + Career-related Objectives*
- *Revision: Mission = Mission Statement + Career-related Objectives*
- *Review of "substantial" emphasis on career relatedness is needed*
- *Revision to the mission (including the above, objectives, etc.) is considered to be a substantive change requiring Council approval so this cannot be completed onsite*

3. **CAR PROCEDURES & GUIDELINES (*Sections 2-1-809, 2-2-502, and 2-2-503 and Appendix L)***

A number of changes to the standards related to student achievement and the Campus Accountability Report (CAR) were finalized. Language in corresponding sections of the Criteria, such as student achievement review and Council actions at the program-level were also revised and approved.
Key components:

- *There is a clear defined point at which a particular action will be taken, at the campus and program levels.*
- *If an institution is determined to be significantly out of compliance relative to student achievement outcomes, the Council will take an adverse action.*
- *Campuses directed to show-cause why a program's approval or its accreditation should not be withdrawn or otherwise conditioned will be required to immediately and publically notify students and the public.*

ONSITE APPLICATION: NONE

4. **COUNCIL ACTION STANDARDS (*Section 2-3-100 through Section 2-3-502)***

The Council finalized changes that streamline its current Council action procedures.
Key components:

- *The addition of an introduction to the Accreditation Deferred or Conditioned section to clarify the Council's ability to take any of the actions so outlined, at any point in time, to include a final adverse action.*
- *The removal of "admonition" as a formal Council action.*
- *The combining of "show-cause directive" and "probation order" into one action – that of a show-cause directive. New criteria require notification to the U.S. Department of Education, the students, and the public.*

- *The determination that all hearings before the Council will be in writing unless an in-person hearing is specifically directed by the Council.*

ONSITE APPLICATION: NONE

5. **Requirement for Title IV Compliance Audit (*Section 2-1-803)***

The Council approved changes that will require all institutions that participate in Title IV programs to submit their compliance audit along with their Annual Financial Report (AFR) for review by ACICS.
Key components:
- *Addition of language requiring the Title IV compliance audit.*
- *May trigger additional review or at-risk assessment*

ONSITE APPLICATION: NONE

6. **Learning Site (Glossary)**

The Council finalized a definitive requirement for the distance from which a learning site may be geographically separated from its managing (main or branch) campus.
Key components:
- *A learning site is to be located within a 5-mile radius of the managing campus.*
- *Those located more than five miles may be considered for approval on a case-by-case basis, if sufficient justification/rationale is provided.*
- *Those campuses that currently have active learning sites further than 5 miles away from their oversight must comply with the new criterion language by **January 1, 2018.***

ONSITE APPLICATION: Introduction
- *Active learning sites must be reviewed during renewal of accreditation visits to include the completion of a report and the incorporation of program-specific observations.*
- *Learning sites with no activity should be noted and explained in the introduction section of the report for follow up by the campus concerning continued operation. The distance from the managing campus must also be included in this narrative.*

7. **EXTERNSHIP DEFINITION (GLOSSARY)**

The Council clarified that the externship course be supervised by a qualified faculty member and that a written agreement must be developed that clearly outlines the arrangement between the institution and the externship site.
Key components:
- *The practical experience must be under the supervision of a qualified faculty member, not the agreement.*

ONSITE APPLICATION: Program Section
- *Application has been consistent with the expectation that the externship COURSE must be assigned to a qualified faculty member who conducts the evaluation and provides supervision.*

8. **Admissions, Transfer Credit, and Catalog Disclosures (*Sections 3-1-411, 3-1-413 and Appendix C)***

The Council finalized changes to admissions criteria, transfer credits, and disclosure requirements.
Key components:

- *Foreign transcripts accepted as a basis for admission must be evaluated for equivalency by a member of AICE, AACRAO, or NACES.*
- *Credits considered for transfer must be earned at accredited institutions or from international institutions recognized by their respective government as an institution of higher education.*
- *Language in catalog must be clear regarding requirements for acceptance of transfer credits and any articulation agreements.*

ONSITE APPLICATION: Section

- *Admissions requirements and transfer of credit sections in catalog must be clear about the evaluation of transcripts by the acceptable agencies.*
- *Criteria effective 2017 so any students accepted in 2016 under a different policy (expectation) may be acceptable. Review of previous catalog may be necessary in addition to enrollment dates (on enrollment agreement).*

9. **BASIC RECORDS (Section 3-1-303)**

The Council finalized revisions that clarify and update language regarding appropriate record keeping. Glossary definitions were also added to define different types of records.
Key components:

- *Clarification of the definition of student records.*
- *Addition of electronic records management systems and software as acceptable methods of protecting records.*
- *Addition of requirement for the publication and adoption of a policy for properly maintaining records which addresses academic records, admissions and advisement records, and financial aid records.*

ONSITE APPLICATION: Administration & Student Relations Sections

- *Clarity on expectation on which records need to be maintained and for how long.*

10. **LIBRARY & INSTRUCTIONAL RESOURCES (*Sections 3-1-800, and all credential levels for budget, function, use and accessibility, holdings, staffing, and Appendix H*)**

The Council finalized changes to all applicable Criteria sections related to this area to ensure that resources lead to academic success to include research needs, as appropriate.
Key components:

- *Institution must provide up-to-date means to access resources and a continuous assessment strategy should include faculty and staff.*
- *Resources for online students must include to access to a virtual library collection of program-related materials as well as virtual library services.*

- *All residential campuses must provide a physical space to allow for student access to library resources.*

ONSITE APPLICATION:

- *Centralized budgets are acceptable but onsite oversight is still REQUIRED at the academic associate's degree level and above.*
- *Even though fully online libraries are acceptable, there must be a designated space at the campus along with evidence of access (interviews, surveys, observations).*

11. **FACULTY FIELD PREPARATION (Section 3-2-104)**

The Council revised the restriction on the number of preparations that can be taught by a faculty member at the non-degree level.

Key component:

- *Instead of "academic term" for the restriction on number of preps; it's now at "any given time".*

ONSITE APPLICATION: Program Section

- *Only for non-degree programs with emphasis on "any given time" versus defining a term.*

PROCEDURAL CHANGES REMINDERS

Data Integrity Reviewer (DIR)

This role will be assumed by the ACICS staff representative and will focus only on the placement data submitted via the ACICS PVP process. The CAR will be used to verify those graduates reported as not available for placement so that ACICS can be confident in the reporting and classifications provided by the campus (waivers positively affect placement). If there are concerns with the PVP data or the documentation to support those classified as not available for placement, a finding for accuracy and/or integrity of the data ***(Section 3-1-203)*** *may be appropriate.*

Since CAR placement data are NOT being used, the campus's response to this finding would not be a resubmission of the CAR but a narrative on the institutionalized process to ensure the appropriate classification of graduates in roles consistent with the outcomes of the program(s) in question.

Recruitment/Admissions Monitoring Oversight

We have expanded our call for comment survey, which is required to be sent to all students one week prior to the visit to include questions with comment areas about whether the information in the admissions and recruitment process was clear, accurate, and without pressure. The visit team will continue to conduct an on-site student survey to gather further information about the students' experience. Furthermore, the Student Relations specialist will conduct on-site interviews with students to garner further feedback of their experience, particularly through the admissions and recruitment process.

We have also required all documentation related to their admissions and recruitment practices (including policies and guidelines, orientation packets for recruiters, interview scripts, etc.) to be included within the room materials. This information will be reviewed by the Student Relations specialist on site, who will conduct interviews with the admissions directors and admissions representatives while on-site.

Furthermore, we are requiring the campus to provide their policies and processes for monitoring recruitment personnel. We will then request evidence of the implementation of this policy. For example, if the institution records admissions calls, we will request a random sample of these recorded calls. The depth of the review will be dependent on any at-risk factors, survey and interview responses, and documentation review.

At-Risk Factors

We have been monitoring institutions for at-risk factors including complaints and adverse information, student achievement indicators, financial condition, enrollment growth, extensive changes, and previous visits. The coordinator will compile the at-risk factors for presentation and discussion at the pre-visit meeting. This information will help the team members be aware of current or previous issues at the institution.

In addition, the At-Risk Institution Group (ARIG) is meeting on a periodic basis to determine the necessary investigatory actions to take for institutions that have severe or multiple at-risk factors. In a number of instances, ARIG is directing special visits to the institution to further investigate the at-risk factors. In these cases, the team members will be provided with the "package" of at-risk information.

REPORT TEMPLATES REVISION

There were extensive revisions, to include the addition of a number of narrative-required questions, to all sections of the team report templates. Additionally, section 6 (facilities) has been incorporated into the introduction section of the report. Hence, evaluators <u>MUST</u> review and download the most recent version as published on the ACICS web site.

Pre-Visit Meeting Orientation

Fall 2016

ACICS Accreditation Coordinators

Pre-Visit Meeting Discussion List

*The accreditation coordinator **must** cover the following areas during the pre-visit meeting.*

- Institutional Summary – review critical components of the summary, paying special attention to the Assessment of Risk section.

- Introductory Details – while many of you serve as consultants, it is important to focus and emphasize ONLY the aspects of your experience that relate to your area of review. It is important to demonstrate that you are qualified to provide curricula and experiential expertise in the areas you are identified with.

- Consulting: I know you've heard this once too many times but I need to reiterate the importance of eliminating the perception of consulting. The appearance thereof is just as unacceptable as the actual act itself. See item #6 on *Conflict of Interest Policy.*

- Conflict of Interest Policy: the policy has been revised and must be signed prior to serving on the visit. If you have not yet electronically signed the document and emailed it to evaluatormanager@acics.org, please do so and copy me.

- School Requests: do not ask anything non-programmatic/academic related of the institution and even then if you're not sure, speak with the chair or the staff person.

- Report Preparation: with the enhanced narrative component, our read-through will be critical to ensure consistency in the information and details on the responses.

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- Discussions of general issues are great but once they get personal, they get touchy and out the window.

- A "team" – that's what we are which means that all decisions made will be made by the team: we don't want (or need) consensus but we want buy in and to achieve this we will hear everyone's views, consult with the ACICS office, and a decision made.

- Criteria and Procedural changes

- Expenses – 30 day turnaround, including travel (airfare, train)

Council Policies and Procedural Changes

This outline is provided as guidance to the ACICS staff during the joint facilitation of the pre-visit meeting. The meeting is led by the team chair but the staff is responsible for providing information on any applicable Criteria changes and Council directive that affects the evaluation process.

POLICY CHANGES

1. **CAMPUS EFFECTIVENESS PLAN (Sections 3-1-110 – 3-1-113 & Glossary)**
   The Council revised the current language in a number of areas including the deletion of "institutional effectiveness" since each and every campus should have its own plan; deletion of the language referring to "centrally controlled institution" since this structure has not been implemented by ACICS; and revision of the list of elements to be evaluated to include "level of student satisfaction".

   ONSITE APPLICATION: Section 1

   This change was finalized last year but campuses were given some time to collect sufficient data for inclusion in the 2016 plans (from July). Hence, all campuses are expected to comply. Team chairs will now include in their review the evaluation of the LEVEL of student satisfaction. Similar to the assessment of the campus's evaluation in the other areas (retention, placement, level of graduate satisfaction, level of employer satisfaction, and student learning outcomes), the team chair must ensure that the campus has collected, summarized, analyzed and used the data to improve its educational processes. A baseline level of satisfaction (and response rate) should also be set from which appropriate goals for the year are determined.

2. **RECRUITMENT ACTIVITIES REVIEW (Section 3-1-410)**
   The Council clarified its meaning related to the monitoring of admissions and recruitment. The modifications clarify that the Council requires these activities to be supervised by the institution. In addition, the institution may never delegate these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants.

   ONSITE APPLICATION: Section 4

   This language change more accurately reflects current practices and as such, does not affect an onsite "change". The expectation has always been, and followed, that any these activities were not tolerated.

3. **FACULTY PREPARATION AND LIBRARY STAFF**
   (Sections 3-1-541, 3-4-401, 3-5-401, 3-6-701, and 3-7-701)
   The Council revised the listing of acceptable agencies for the evaluation of foreign credentials to also include the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

ONSITE APPLICATION: Sections 5 and 8

Evaluation of foreign credentials can now be completed by AACRAO, in addition to using agencies who are members of NACES or AICE. As a reminder, the evaluation as well as the official transcript is required. The evaluation does not have to be original.

4. **GLOSSARY OF DEFINITIONS (Glossary)**
   The Council modified the language by removing dated terminology and clarifying the definitions of Laboratory, Lecture, and In-service Training.

   ONSITE APPLICATION: Glossary
   The laboratory revision includes "...under the supervision of an instructor..." language which may affect the onsite evaluation of those programs with labs.

5. **FACULTY ASSIGNMENTS - APPLIED GENERAL EDUCATION (Sections 3-2-104 & 3-3-302)**
   The Council clarified its intent for general education teaching faculty at the non-degree level. This revision is consistent with the academic preparation requirements of applied general education faculty and standard general education faculty at the degree levels. This revision also includes the acceptance of completed doctoral coursework as qualifying credit hours to teach.

   ONSITE APPLICATION: Sections 5 & 9

   Previously the language was inconsistent with the requirements stipulated in Sections 3-4-302 and 3-5-302 concerning faculty members teaching "traditional" general education. It said that only a bachelor's degree was required when in reality it meant only a bachelor's degree is required for APPLIED general education (term was added for clarity). To ensure clarity, the proceeding sentence was added even though non-degree programs generally do not have general education courses. **(Section 3-2-104(a))**

   Completed doctoral work, as evidenced by official transcripts, will now be considered for the credit requirement for teaching applied general education. **(Section 3-3-302(a))**

6. **TEACHING LOADS (Sections 3-2-101 & 3-3-303)**
   The Council revised the language that currently limits the teaching load of faculty at the non-degree and occupational associate's degree level to language that is consistent with degree programs. The expectation of reasonableness remains and should take into account and be justified by various academic factors.

   ONSITE APPLICATION: Section 9

   Previously there as a MAXIMUM number of hours that non-degree and occupational associate's degree instructors could teach. That NUMBER has been revised to be a subjective "reasonable". Hence, the burden is on the team, through the review of documents, interviews, and

observation of classes to make the assessment of the reasonableness of the instructor's load that ensures academic quality..

7. **COMMUNITY RESOURCES (Section 3-1-512(c))**
   The Council has clarified the intent of this criterion by specifying the expectations of using a variety of activities in every program which should focus on student enrichment and career opportunities.

   ONSITE APPLICATION: Section 9

   A constant source of inconsistent confusion on teams and at institutions, the revised language should now clarify the Council's expectations about the NUMBER and PROGRAM DISTRIBUTION. A "more than one so two" approach is minimalistic and does not reflect the Council's intent – to ensure that the student experience is enriched and career opportunities are provided.

8. **UNANNOUNCED VISITS (Section 2-1-805)**
   The Council may, at its discretion, decide to direct an institution to host an unannounced visit at any time. The Council determined that there is a need for a policy which would allow for the review of an institution without prior notice.

   ONSITE APPLICATION: Special Visits

   With increased focus on identifying and investigating risks, the Council has expanded the purview of its ability to conduct unannounced visits as it deems necessary. This has already been implemented with a significant increase in these visits over the last four months.

9. **Definition of Academic Quality (Title I, Chapter 1)**
   Academic quality is in the context of an institution's mission. It is measured by the extent to which the institution achieves its student learning and student success outcomes.
   Effectiveness of an institution is demonstrated by compliance with accreditation standards and continuous quality enhancement.

   ONSITE APPLICATION:
   None

10. **Data Integrity Standard (Section 3-1-203)**
    The standard provides explicit requirement for truthfulness, reliability, and accuracy of data collected at submitted to ACICS. The Council has the discretion to independently review performance data any time, any reason, and require its verification. On-site visit teams will identify an evaluator with the primary role of verifying reported institutional data.

    ONSITE APPLICATION: Section 14 (DIR)

This criterion will to a large extent replace the use of Section 3-1-303(a) for a placement verification finding (record keeping) as the intent of the addition is to ensure that any data reported to ACICS is accurate – placement, retention, licensure, etc. This was initiated during the Spring 2016 travel cycle and has been augmented for the fall review. See the DIR Procedural Change below.

11. **Institutional Performance Disclosure (Section 3-1-704)**
Student achievement must be disclosed at the campus (not institutional) level. At a minimum, campuses must disclose their retention, placement, and licensure exam pass rate (if applicable). ACICS has developed a disclaimer for performance information disclosure.

ONSITE APPLICATION: Sections 7 and 14

To be a true reflection of the need for accuracy in the representations made by campuses on student achievement disclosure, campuses must disclose student achievement rates at the campus and program levels (their CAR reports). Since the Fall cycle is at the end of the CAR review period, evaluating the accuracy or reliability of the data (from the 2015 CAR) will be a challenge especially since the DIR's review is from 2016 (and not 2015). Hence, the disclosed information should be reviewed against the reported data (accessed via the CAR reports in Member Center).

12. **Admissions Requirements for Professional Master's Degrees (Section 3-6-601)**
This revision clarifies the standard that a baccalaureate degree may not be required for admission for a professional master's degree program. This provision is allowed if master's degree is recognized by a specialized accrediting agency and leads to certification or licensure.

ONSITE APPLICATION:

Those programs that hold specialized accreditation or licensing approval from a recognized agency and can evidence an alternate admissions requirement into a graduate program (Acupuncture, Paralegal Studies, etc.) as common practice would be accepted over the bachelor's degree threshold. This MUST he detailed in the report.

13. **Recruitment Activities Review (Section 3-1-412(a))**
The Council maintains its requirement that each institution must ensure that any person or entity engaged in admissions or recruitment practices is communicating current and accurate information about the institution and its operations. The Council added the explicit requirement that the institution must ensure that student achievement disclosures (as described in Section 3-1-704) are accurate. Following comments from the field, the Council clarified the language which states that the institution must maintain documentation that it systematically monitors its recruitments activities.

ONSITE APPLICATION: Section 4

Procedural changes are outlined below under *Recruitment/Admissions Monitoring Oversight.*

14. **Placement Definition (Glossary)**

The Council has guidelines in which institutions must comply regarding the calculation of placement rates. The Council has included a succinct definition of placement within the Glossary of the Accreditation Criteria.

ONSITE APPLICATION:

The interpretation of the placement has not changed – rather the addition of a definition served only to include that interpretation. Webinars were offered and verification procedures outlined below.

PROCEDURAL CHANGES

Data Integrity Reviewer (DIR)

Each campus visited during the Fall 2016 cycle are required to submit all students who were placed between January 1, 2016 – June 30, 2016 into the Placement Verification Program (PVP). The PVP process will send an automated e-mail to the graduate and employer for verification that the placement information is correct. The e-mail will be sent twice—two weeks prior to the visit and one week prior to the visit. Those graduates that confirmed placement via e-mail by the graduate and/or employer will be reviewed in-house by an ACICS staff member, prior to the visit. The staff member will make a determination based on the information received whether this was an acceptable placement. For those graduates that were no confirmed via e-mail, the Data Integrity Reviewer (DIR) will make phone calls while on-site to attempt to verify the placement information provided. The goal remains 100% attempt of all placements reported via the PVP process.

If a campus provides any invalid placement information or if ACICS is not able to verify any individuals reported in a program, a finding will be issued on the visit report requiring an institutional response.

Recruitment/Admissions Monitoring Oversight

We have expanded our call for comment survey, which is required to be sent to all students one week prior to the visit to include questions with comment areas about whether the information in the admissions and recruitment process was clear, accurate, and without pressure. The visit team will continue to conduct an on-site student survey to gather further information about the students' experience. Furthermore, the Student Relations specialist will conduct on-site interviews with students to garner further feedback of their experience, particularly through the admissions and recruitment process.

We have also required all documentation related to their admissions and recruitment practices (including policies and guidelines, orientation packets for recruiters, interview scripts, etc.) to be

included within the room materials. This information will be reviewed by the Student Relations specialist on site, who will conduct interviews with the admissions directors and admissions representatives while on-site.

Furthermore, we are requiring the campus to provide their policies and processes for monitoring recruitment personnel. We will then request evidence of the implementation of this policy. For example, if the institution records admissions calls, we will request a random sample of these recorded calls. The depth of the review will be dependent on any at-risk factors, survey and interview responses, and documentation review.

Financial Aid Review Enhancement (Checklist)

We will utilize a newly implemented checklist for financial aid review. The checklist will be included within the Evaluation Procedures and Guidelines and provided to the Student Relations specialist on campus. The checklist will serve as a guideline in order to ensure that the evaluator reviews Title IV eligibility, compliance audits, appropriate documentation for financial aid and consumer information, cohort default rates, scholarships, financial aid staffing, and student file review (include a file review check sheet).

At-Risk Factors

We have been monitoring institutions for at-risk factors including complaints and adverse information, student achievement indicators, financial condition, enrollment growth, extensive changes, and previous visits. The coordinator will compile the at-risk factors for presentation and discussion at the pre-visit meeting. This information will help the team members be aware of current or previous issues at the institution.

In addition, the At-Risk Institution Group (ARIG) is meeting on a periodic basis to determine the necessary investigatory actions to take for institutions that have severe or multiple at-risk factors. In a number of instances, ARIG is directing special visits to the institution to further investigate the at-risk factors. In these cases, the team members will be provided with the "package" of at-risk information.

REPORT TEMPLATES REVISION

There were extensive revisions, to include the addition of a number of narrative-required questions, to all sections of the team report templates. Hence, evaluators MUST review and download the most recent version as published on the ACICS web site.

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-85

ACICS Team Chair Training

November 15, 2013

Introductions:

Ms. Perliter Walters-Gilliam
Senior Manager, Quality Enhancement

Mr. Edgar Krissler
ACICS Team Chair

Participant introductions

INTRODUCTION

What are your candid impressions of the chair role?

Training Objectives

- Gain an understanding of the chair's role
- Understand the scope of the chair's responsibilities
- Learn how to evaluate/review the campus effectiveness plan

Understanding the Role

What do you think are the PRIMARY functions of the evaluation team?

To verify information in the institution's self-study.

To report all facts observed during the visit as to how the institution is accomplishing its stated mission, or failing to do so, in compliance with the criteria.

Understanding the Role

What do you think is the PRIMARY role of the team chair?

Ensure team members conduct visit activities in compliance with Council expectations.

Skills & Knowledge

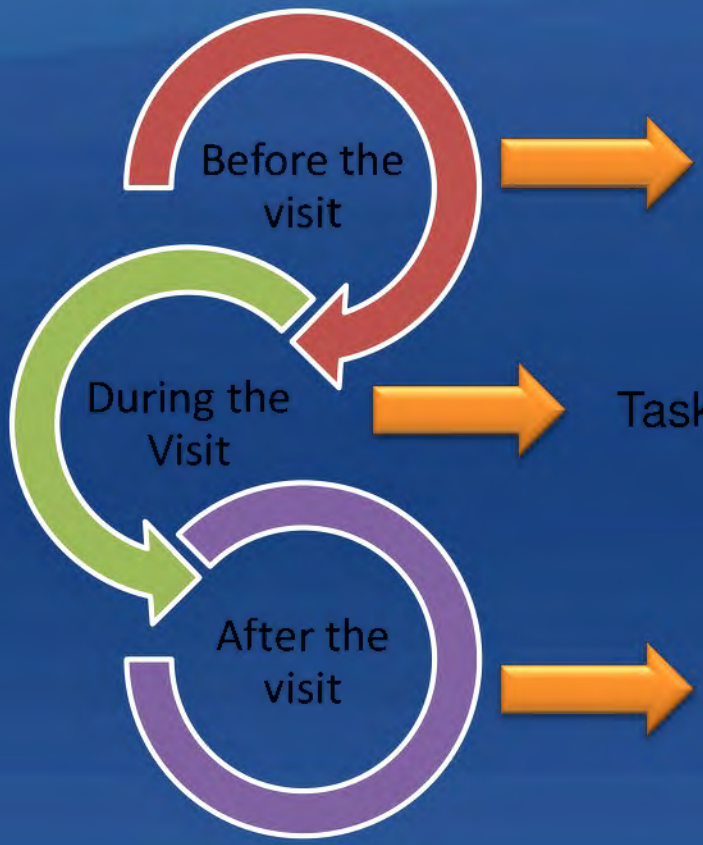
Qualitative Skills

1. Facilitation and engagement
2. Strong leadership skills
3. Communication
4. Organizational skills
5. Interpersonal skills

Knowledge

1. Criteria
2. Institutional Effectiveness & Management
3. Peer review process

The Chair's Responsibilities



Communication with the institution & team

Task Completion & Review Objectivity

Report Compilation and Submission

Role of Team Chair

- Leader
  - Manage team on-site
  - Set example of fair and unbiased decision making
  - Work with ACICS staff coordinator
- Facilitator
  - Delegate tasks
  - Set deadlines
  - Enable discussions

Leading the Team

- Relationship with Team
  - Contact prior to visit
  - Set goals early and often
  - Foster team unity through a collective goal and collaborative attitude
  - Keep team focused and on task

CORE Elements of Facilitation

- ❑ Contact campus director prior to visit
- ❑ Explain purpose of visit in introductions
- ❑ Set a collaborative tone during discussions
- ❑ Communicate clearly and set realistic deadlines
- ❑ Use Criteria and coordinator as a resource during discussions

Responsibilities: Before the Visit

Communication with the Institution

- Required : email and follow up phone call
- Dialogue should be with on-site administrator – not corporate representative
- Establish professional rapport

Responsibilities: Before the Visit

Communication with the team

- Discuss / confirm with ACICS staff each team member's report assignment – all active programs must have an assigned evaluator
- Team email (after team memo or one week before visit)
- Confirm pre-visit team meeting time/location

Responsibilities: Before the Visit

The Pre-Visit Meeting

- **Required** – irrespective of team members' experience.
- Introduction of team members
- Follow outline (provided by Ed)
- Explain purpose of the visit and review institution's application, update report
- Review visit schedule and discuss any areas of concern
- Reiterate ACICS visit expectations (professionalism, attire, etc.)
- Discuss format and structure of opening session
- Defer to ACICS staff for any updates (ASK them)

Responsibilities: During the Visit

First Day of Visit

- Tour campus facilities
- Lead opening meeting with campus leadership
  - Conduct Introductions
    - School administration and full team
  - Describe purpose of visit
  - Provide brief outline of schedule
  - Describe visit structure including exit interview
  - Ask questions based on self-study (prepared during pre-visit meeting)
  - Invite campus director to briefly orient team to institutional mission, student demographics, etc

Responsibilities: During the Visit

First Day of Visit (continued)

- Begin evaluation
  - Assess room materials
  - Make requests for files, additional documentation, etc.
  - Conduct interview with leadership (generally mid-morning)
  - Review files / documentation / room materials
- Establish schedule for team (lunch meeting, mid-afternoon briefing, etc.)
- Lead discussion of findings with team
- Review areas of concern with campus administrator
- Begin report completion

Responsibilities: During the Visit

Second/Third Day of Visit

- Substantiate findings
- Lead discussion with team
- Assist as needed
- Lead read-through
- Review areas of non-compliance with school director and ACICS staff
- Obtain copy of completed report section(s) on flash drives as well as hard copy
- Conduct exit interview

Responsibilities: During the Visit

Throughout the Visit

- Maintain communication with school director
- Advise school director (with ACICS staff) of areas of concern and areas of non-compliance
- Seek assurance from school director that areas of non-compliance are **clearly understood**
- Provide an opportunity for the institution to resolve areas of concern – when appropriate*
- Check with team members through periodic team update briefings
- Discuss format for read-through with team
- Guide team discussions to address ACICS standards

Responsibilities: During the Visit

Read-Through

- Begin by iterating the value of the read-through and the need for everyone's undivided attention
- Get a HARD COPY of each section of the report
- Ask each team member to read the narration sections of their report
- Ask for clarification, as needed, before finalizing each evaluator's report section
- Assist ACICS staff with ensuring all questions on report have been answered thoroughly
- Assist ACICS staff in determining accuracy of areas of non-compliance and if citation contains sufficient detail
- Debrief institution **following** the read-through and **BEFORE** the exit conference!

Responsibilities: During the Visit

Exit Conference

- Thank the school staff for their cooperation
- Optional – positive remarks
- Remind school staff of the exit conference format – no discussion or debate
- Read summary of citation(s)/Congratulate for no citations
- Request ACICS staff to brief school on procedures and processes that follow

Interview with Campus Leadership

- Schedule the interview so that (s)he can make themselves available and be prepared.

- Should include ONLY the on-site administrator (corporate representatives are not welcome)

- Should focus on
  - Self-study narrative
  - Overall administration and organization
  - Campus Effectiveness Plan

TIME FOR
A BREAK...
kréateurs

Evaluating the Campus Effectiveness Plan (CEP)

Review should begin BEFORE the visit

Focus on alignment with Sections 3-1-111 – 3-1-113 of the Accreditation Criteria.

Discussion with CEP coordinator (usually campus director)

Generally not “fixable” onsite

Evaluating the Campus Effectiveness Plan (CEP)

Required elements – minimum expectations of the plan

- Retention rate
- Placement rate – at the campus and program levels
- Level of Employer Satisfaction
- Level of Graduate Satisfaction
- Student Learning Outcomes

Evaluation of the elements

- Data collection – methodology, rationale
- Summary and Analysis of data
- How is the data going to be used

Evaluating the Campus Effectiveness Plan (CEP)

Review of backup documentation

- Surveys – graduates (must have actually graduated) and employers
- Retention & Placement data – usually from CAR
- Student Learning Outcomes – as appropriate

Implementation and monitoring

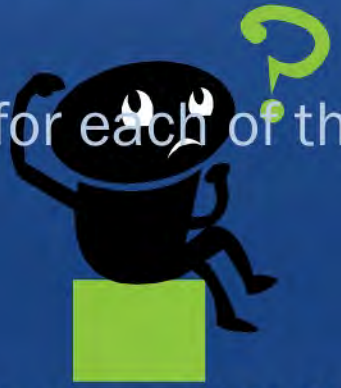
- Progress reports
- CEP meeting minutes

Annual review

- Evidence of annual review

Evaluating the CEP – Pre-Training Assignment Review

- What did you think overall of the CEP?
- Were the five required elements appropriately evaluated?
- Did the institution have baseline data for each of the elements?
- What about goals?
- Let's look at the Student Learning Outcomes (SLO)



Solving Problems

Potential problems

- Travel issues – weather, delays, security threats
- Scheduling sufficient time for institution to resolve areas of non-compliance
- Tense relationship with school
- Tense relationship amongst team members
- Personality conflicts
- More.....

Solving Problems

The campus director is adamant about not receiving a particular citation. They argue and insist that the team is wrong and they should not be cited.

What would you do?

Solving Problems

A member of the team has become disgruntled after a discussion involving an area of concern. The team member does not resume their tasks and hinders the rest of the group because of his/her interruptions.

What would you do?

Solving Problems

The ACICS staff member appears to have an agenda and wants to cite the school for an issue that as been deemed by the team as corrected.

What would you do?

Task Completion

- Determine level of task completion
  - Ask individual members and everyone collectively at specific points
  - Gauge progress
- Help team members finish their work as needed
  - Set example by helping
  - Delegate help

Remember your role:
Everyone has a role to play – try to maintain focus on your role as chair

AREAS OF CONCERN

- Become citations if not addressed during visit.
- Should be shared with institution **TOGETHER WITH** ACICS staff coordinator
- Necessitate the request and review of additional information.
- Are based on compliance with the *Accreditation Criteria*, not with individual expectations of compliance.

Are these Areas of Concern?

Faculty members shared that they only get paid $250 per course.

NO

Faculty development plans have the same activities listed for all faculty members.

YES

There are no staff evaluations on file.

YES

The CEP mentioned a student learning outcome that is not being used.

Maybe☺

AREAS OF NON-COMPLIANCE

- Are based on conflict with the *Accreditation Criteria*
- Must be thoroughly detailed in the report
- Must clearly identify the lack of compliance with the *Accreditation Criteria*
- Should only be communicated to the institution by the team chair and staff coordinator.
- Must provide information on how the institution can come into compliance with the standard
- Must be written in the following format:

  (Section x-x-xxx): Statement of non-compliance. Details on violation of standard based on observations, document review, and interviews. [Details on corrective measure that must be taken.]

Responsibilities: After the Visit

Post-visit

- Keep a copy of the self-study materials and catalog
- Format and edit report per ACICS standards
- Email final report to ACICS (visitreports@acics.org) and staff
- Maintain a copy of the report through Council
- Complete reimbursements within 60 days of visit
  - Chair honorarium = $350/visit day
- Complete visit evaluation survey
- Always direct any institutional requests to ACICS and inform ACICS staff of contact

Chair Report Sections

- Cover page, Program Information, and Introduction
- Section 1: Mission
  - Campus/Institutional Effectiveness Plan
- Section 2: Organization
  - Effective and Efficient Administration
  - Organizational integrity
- Section 3: Administration
  - Training of employees
- Section 6: Facilities

The Visit Report

Audience:

- Institution's administration
- ACICS staff
- Intermediate Review Committee (IRC)
- Commissioners
- U.S. Department of Education

The Visit Report

- Answer all questions
- When answer is “no” indicating non-compliance…
  - Begin with citation section
  - Write in present tense
  - Write in third person
  - Write concisely but provide sufficient details
  - Write for the reader who is not on the visit

EXAMPLE

A program specialist determined that, through interviews and/or surveys with students, many are not pleased with the instructional equipment offered in their program. There are complaints of the equipment being broken and/or outdated.

What would you, as the chair, recommend?

- Discuss with other program specialists and see if their students reported the same issue.
- Ask the specialist to observe equipment to determine if the equipment is sufficient for the program's outcomes.

What factors could contribute to this area of non-compliance?

- Insufficient equipment
- Deficient equipment
- Lack of evidence of repairs
- Need for additional equipment to complete the program objectives

Example

The citation write-up:

(Section 3-1-531(a)): Instructional equipment is not sufficient for the program. Through interviews with students, student questionnaire responses and observation of laboratory equipment, the program does not have sufficient instruction equipment to complete the program objectives. Specifically, there was no "Wireless Network" hardware available for students such as wireless access points, routers, and interface network cards. The objectives of the program state that students will receive training in order to seek CompTIA A+, Net+, Linux+, Security+, Convergence+, MCITP, and Cisco CCNA certifications. These certifications have strong wireless components, therefore, students need hands on administrative access to wireless networking devices.

(Section 3-1-601): The instructional equipment is not appropriate and does not satisfactorily contribute to the overall curriculum objectives and stated mission. The current software utilized across all programs, MS Office 2003, is insufficient and there is inconsistency between the catalog, the marketing and the institution's self-study wherein "state of the art" technology is promoted but not in actual use. The evidence presented itself in course WP 100, Basics of Word Processing, is required in all programs.

Providing Narrative Responses

Q. 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Mr. Denis Prcic, president, is responsible for implementation and monitoring of the IEP at AUBiH. He holds a bachelor's degree in Applied Arts and Sciences from Rochester Institute of Technology. He has been the individual most directly and actively involved in leading and managing the development of the institution since its start.

The president works with an institutional effectiveness committee to develop, update, and monitor the IEP. The committee is composed of the president, vice-president for international and government relations, senior administrative registrar, director of finance, director of human resources, general secretary, director of the institute for research and development, academic coordinator, and the IT service. The director of institute for research and development is the individual primarily responsible for managing the review process and making changes in the content of the IEP.

Providing Narrative Responses

Q. 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Mr. Prcic is responsible for the financial oversight of the campus. As stated in the previous section, he holds a bachelor's degree in Applied Arts and Sciences from Rochester Institute of Technology, which he completed while working and attending college in the U.S. for about 14 years. Mr. Prcic founded AUBiH in late 2005 after returning to his home city, Tuzla, Bosnia and Herzegovina.

Q. 3.03 Who is the on-site administrator, and what are this person's qualifications?

As noted previously, Mr. Denis Prcic is the president and chief executive officer of the institution. He holds a bachelor's degree in Applied Arts and Sciences from Rochester Institute of Technology and founded AUBiH in late 2005 after returning to his home city, Tuzla. He has been the individual most directly and actively involved in leading and managing the development of the institution since its start.

CITATION vs. RECOMMENDATION

CITATION:

- Is a documented area of **NON-COMPLIANCE** with the *Accreditation Criteria*
- Requires the institution to make a change

RECOMMENDATION:

- Is an area of **IMPROVEMENT**
- Is offered as "extra" and the institution can choose not to make the change

CHAIR MENTORING PROGRAM

- Pairing of newly trained chairs with chosen seasoned chairs
- Facilitated by chosen staff coordinators
- Require a two-visit commitment (entire week)
- Evaluation conducted on performance
- Final step in chair assumption process

TRAINING WRAP UP

- Short IRC Observation Discussion
- Final Impressions/Questions

In their Own Words

Do not think of yourself as an all-knowing leader; you are part of a team that is preparing a report that can determine a campus's future and next steps.

Everyone on that team has expertise that will aid that campus; it is your job to make sure that the expertise is channeled into the best possible report on that institution.

The more preparation I could do before the visit, the better the visit went. A thorough review of the CEP before the visit, paired with my interviews with appropriate campus staff, allowed me to be more "available" to team members.

In their Own Words

Thoroughly check even the most experience evaluators work for even the best make mistakes.

Things have changed: the way teams function, the role of the chair/coordinator, the evaluator templates, writing guidelines, criteria and more. Those that have been around for a while are sometimes less reluctant to respond to the changes and it can create some angst for a new chair. If you (as a new chair) take what you have learned in training and couple it with what you "hear" from others (filtered first) you will succeed.

Be CONFIDENT and take the advise of more seasoned chairs and evaluators with grains of salt.

In their Own Words

How much time you spend before a visit and after editing. It's a lot of work but worth it.

Edit the report as a "voice" of the institution not the individual evaluators - no matter how experienced they are.

Ask for feed back - your learning curve will be much quicker and more effective.

CONGRATULATIONS
WELCOME CHAIRS!

CAMPUS EFFECTIVENESS PLAN (CEP) CHECKLIST

Section 3-1-110

_____1. The CEP is developed, implemented, and congruent with the campus mission.
_____2. The CEP identifies ways to assess and continuously improve educational programs and processes.
_____3. Short-term objectives are included in the plan.
_____4. If the campus is an additional location, does the additional location have its own CEP, separate from the main campus CEP?

Section 3-1-111

_____1. The CEP describes the characteristics of the programs offered.
_____2. The CEP describes the student population.
_____3. The CEP states how continuous improvement will be made to improve or enhance these outcomes: (These six outcomes must be in the CEP. The campus may choose to add outcomes. e.g. Default rates.)

___ Student retention rates
___ Student placement rates
___ Level of graduate satisfaction
___ Level of employer satisfaction
___ Student learning outcomes (more than one)
___ Graduation rates (when available)

_____4. The CEP describes the types of data, **including baseline data**, used for assessment.
_____5. The CEP describes how the data were collected.
_____6. The CEP describes the rationale for using the data.
_____7. The CEP provides a summary and analysis of the data collected.
_____8. The CEP describes how the data were used to improve educational processes.
_____9. The CEP describes how baseline and comparative data were used to demonstrate that student learning have occurred.
_____ 10. The CEP identifies placement and retention rate goals for the following year and identifies the rates for the past three CAR years
_____ 11. The CEP identifies the specific activities that will be undertaken to meet the goals set for the next year.

Section 3-1-112

_____1. The CEP documents that the specific activities identified in the plan are carried out and **that periodic progress reports** are completed.
_____2. Periodic reports of CEP progress are completed to ensure that the plan's activities have been implemented.
_____3. The campus has identified individuals assigned with the responsibility for implementing and monitoring the CEP.

Section 3-1-113

_____1. The campus evaluates the plan, its goals, and activities at least annually.
_____2. The annual evaluation requires the determination of initial baseline rates and a measurement of results after planned activities have occurred.
_____3. The campus has documentation of historical outcomes (for the prior three years is sufficient).
_____4. The CEP shows evidence of how this historical data is used to achieve expected goals.
_____5. The campus has adjusted its goals as a result of the evaluation of the CEP.

CAMPUS EFFECTIVENESS PLAN REVIEW SHEET

CRITERIA	QUESTIONS

Institutional Effectiveness

3-1-110 – INSTITUTIONAL EFFECTIVENESS
An important indication of the overall effectiveness of an ACICS-accredited institution is the degree to which it meets its own predetermined educational outcomes. Each campus of an ACICS-accredited institution, consistent with its mission, shall develop and implement a Campus Effectiveness Plan that identifies how it plans to assess and continuously improve its educational programs and processes, and that addresses its ability to meet the educational and occupational objectives of its programs. In this document, each campus should attempt to incorporate short-term objectives to be accomplished in order to achieve the mission of the institution as it applies to the campus and its future goals.

3-1-111. *Campus and Institutional Effectiveness Plans*. Each campus shall have on file a Campus Effectiveness Plan (CEP). A main and its additional locations may share aspects of a CEP, such as the mission, but each main and additional location is expected to have its own plan for effectiveness that describes the characteristics of the programs offered and of the student population, describes what types of data will be used for assessment, identifies outcomes, and states how continuous improvement will be made to improve or enhance outcomes at the campus. A distributed enterprise institution must also submit a consolidated Institutional Effectiveness Plan (IEP) containing information and data on the institution as a whole. The IEP of a distributed enterprise institution is due on or before September 15 annually.

For the Campus Effectiveness Plan, the following six elements, at a minimum, will be evaluated for institutional effectiveness:

1. student retention rates;
2. student placement rates;
3. level of graduate satisfaction;
4. level of employer satisfaction;
5. student learning outcomes; and
6. graduation rates [when available].

In compiling the data needed to assess the six elements, each campus shall identify and describe how the data were collected, the rationale for using each type of data, a summary and analysis of the data collected, and an explanation of how the data have been used to improve educational processes. Baseline

CAMPUS EFFECTIVENESS

1.01 Does the CEP describe the following?

(a) The characteristics of the programs offered.
☐ Yes ☐ No

(b) The characteristics of the student population.
☐ Yes ☐ No

(c) The types of data that will be used for assessment.
☐ Yes ☐ No

(d) Specific goals to improve the educational processes.
☐ Yes ☐ No

(e) Expected outcomes of the plans.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

1.02 Are the following five required elements evaluated in the CEP?

(a) Student retention.
☐ Yes ☐ No

(b) Student placement.
☐ Yes ☐ No ☐ Not Applicable

(c) Level of graduate satisfaction.
☐ Yes ☐ No ☐ Not Applicable

(d) Level of employer satisfaction.
☐ Yes ☐ No ☐ Not Applicable

(e) Student learning outcomes.
☐ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:

1.03 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

Are the outcomes appropriate to support that student learning has occured?

CRITERIA	QUESTIONS
data must be identified for each of the five elements. For example, the data needed to demonstrate student learning outcomes includes baseline data and data to support that student learning has occurred. Examples of data may include, but are not limited to, course grades, GPA, CGPA, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations, and other measures of skill and competency attainment. Placement data should not be used exclusively to validate student learning outcomes.	☐ Yes ☐ No If *No*, insert the section number in parentheses and explain: 1.04 Are the following identified and described in the CEP? (a) The baseline data for each outcome. ☐ Yes ☐ No ☐ Not Applicable (b) The data used by the campus to assess each outcome. ☐ Yes ☐ No ☐ Not Applicable (c) How the data was collected. ☐ Yes ☐ No ☐ Not Applicable (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes. ☐ Yes ☐ No ☐ Not Applicable If *No* for any applicable item, insert the section number in parentheses and explain:
Each campus shall publish annual placement and retention goals. In formulating these goals, the campus shall take into account the retention and placement rates from the previous three Campus Accountability Reports and the specific activities that will be undertaken to meet those goals. The activities must demonstrate the campus' ability to maintain or improve retention and placement outcomes each year. Institutions are encouraged to include additional information in their plans which is relevant to improving their overall effectiveness.	1.05 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes? ☐ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only) If *No*, insert the section number in parentheses and explain: 1.06 Has the campus published specific activities that will be undertaken to meet placement and retention goals? ☐ Yes ☐ No ☐ Not Applicable If *No*, insert the section number in parentheses and explain: 1.07 Describe the specific activities that the campus will undertake to meet these goals.

This plan is created as a tool for gauging, tracking and managing the successes' of Columbia College annually.

Campus Effectiveness Plan

Columbia College's Plan for Success

James Cho, Academic Dean

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1. Introduction

In order for this institution to grow and be successful in training students for academic achievements and careers, a process must be in place to guide the institution into the future. That is the reason for this Campus Effectiveness Plan – to act as a road map and provide benchmarks along the way to determine if Columbia College is still on the correct path, or if the path needs to be altered.

For the Campus Effectiveness Plan to be meaningful, it must not be a document that is created, printed, and then filed away. Instead, the Campus Effectiveness Plan must be viewed as a living and breathing document to be actively used by the college's faculty and staff members.

The Plan includes:

a) A systematic process for determining the institution's effectiveness in accomplishing its' mission,
b) Listing of priorities and action(s) required to achieve the priorities,
c) A system for gathering and utilizing objective data to ensure a process of continuous improvement, and
d) Specific time to accomplish certain tasks.

2. Institutional Mission and Goals

Columbia College is a private proprietary post-secondary education institution of higher-learning. The student body ranges from the new high school graduate to those who seek other careers or develop new skill for their current career-track. The mission statement has been developed to satisfy the demands of the current and future students locally, nationally, and internationally.

Mission

The mission of Columbia College is to provide high-quality, relevant, and varied educational programs and opportunities for the intellectual, cultural, and personal growth of all members of its community. The College values its role as an educational institution, embracing change and responding to the complex needs of those it serves.

In order to meet this mission, the College offers a variety of undergraduate, and certificate programs in emerging and high employment demand fields. To meet the needs of a diverse community of learners, the College provides education that balances technical, professional, and academic components.

The curriculum of each college program is guided by the following goals and objectives:

a) To provide professional training opportunities that support economic independence in the community.
b) To provide academic studies that assist students in developing self-confidence and success in their chosen occupational field of study.
c) To provide career training opportunities for students who wish to enter rapidly growing service industries.
d) To constantly innovate instruction and improve delivery of academic material for our students.

3. Student Demographics

The student body of Columbia College is mainly composed of international students and naturalized U.S. citizens/residents born in foreign countries. The students' residence is concentrated in Fairfax, Arlington, Loudoun, and Prince William County of Virginia and Montgomery and Howard County of Maryland. The Majority of the students' ethnic backgrounds are Asian and Hispanic/Latino. International students are from many regions – East Asia, East Europe, Middle East, and Central and South America.

The population in the English as a Second Language (ESL) program – the biggest program at Columbia College is predominately morning students who are typically unemployed or hold part-time job within limited hours. The average age of the student population is 25 years of age or more and is very serious about pursuing their vocational and academic careers after completing their ESL program.

The gender ratio between male and female is about 46 to 54, indicating the ESL and other programs such as Cosmetology and Nurse Aide have been preferred more by female students.

The diversity of the population has been a major strength that has enhanced to growth of Columbia College since its inception. This variety is reflected in the faculty and staff members and it has helped to understand the students' diverse cultural backgrounds and meet their demands and expectations.

As of April 2013, there are 553 students (495 Certificate & 58 Associate Degrees).

Certificate Programs

- Computer Basic: 0
- Dental Laboratory Technology: 5
- English as a Second Language: 457 (267 in Fairfax main site, 141 in Centreville learning site, 49 in Silver Spring learning site)
- Massage Therapy: 19 (8 in Fairfax main site, 11 in Silver Spring learning site)
- Culinary Arts: 0
- Cosmetology: 13 (13 in Centreville learning site)

Associate Degrees

- Business Administration: 12
- Computer Science: 6
- Cosmetology: 1 (1 in Centreville learning site)
- Dental Laboratory Technology: 4
- Technical and Business English: 18
- Teaching English for Early Childhood: 8
- Massage Therapy: 4
- Culinary Arts: 5

4. Educational Programs and Processes

The College offers certificate and associate degrees. The programs of study are designed to provide fundamental knowledge and professional work skills to enable the students to be competitive in their field. Each education program has clearly stated its objectives and defined content relevant to these objectives and to the current needs of business and industry, and student evaluation based on the program.

Objectives are based upon learning outcomes and competency standards approved by Academic Department and each faculty member. All skill development, course content, exercises, and tests are developed based upon these competencies with the projected result being employable students with solid backgrounds and training. Course content is also reviewed annually by faculty members to ensure program offerings are current with workplace standards. The following is a mission and description of each program.

4-1. Associate Degree Programs

Business Administration (Associate of Applied Science)

The AAS Degree Program in Business Administration is designed to enable students to acquire the knowledge and necessary skills for business career fields. To accomplish this mission the program offers numerous core courses that teaches and trains students the business related disciplines and necessary skills for success in the global work forces.

Computer Science (Associate of Applied Science)

The AAS degree program in Computer Science is designed to teach students fundamental concepts, methodologies and tools, basic programming, and information technology. Students will have the educational foundation that leads to successful careers in the Computer Science industry.

Cosmetology (Associate of Applied Science)

This cosmetology program consists of intensive practice and lecture designed to prepare our students to take the Virginia State Board of Cosmetology examination for licensure. Student who have completed this program successfully are eligible to take the state board examination and become a licensed cosmetologists, salon manager, and/or cosmetic technician or school instructor.

Culinary Arts (Associate of Applied Science)

The Culinary Arts program consists of 68 credits of intensive practice and lecture designed to prepare students to take part in the culinary arts service industry successfully. Students are expected upon graduation to be qualified to enter a number of related fields as a professional chef in restaurants and hotels.

Dental Laboratory Technology (Associate of Applied Science)

Dental Laboratory Technology program provides for a flexible career which offers several opportunities for advancement. After completing the program, students can be experienced and skilled technicians who own their own laboratories or become department heads where they have supervisory responsibilities.

Massage Therapy (Associate of Applied Science)

The A.A.S. Program of Massage Therapy is designed to prepare students for employment as professional massage practitioners and provide a thorough knowledge of the structure and function of the human body along with theory and applications of therapeutic massage. Through this program, students will be confident and capable in becoming successful massage practitioners in a variety of professional settings.

Teaching English for Early Childhood (Associate of Occupational Science)

This program is designed to prepare students by studying current research and theories in the area of second language acquisition. The students will learn strategies and techniques to be able to teach the English language to limited English speaking early childhood and elementary age children. Based on current research, teaching listening and speaking skills are emphasized, along with reading and writing.

Technical and Business English (Associate of Occupational Science)

Technical and Business English program is dedicated to offering effective communicative knowledge and skills that prepare students as business administrative professionals with integration of writing, oral presentation and interpersonal skills.

4-2. Certificate Programs

English as a Second Language (Certificate)

This program is designed to provide comprehensive English skill classes including grammar, listening, speaking, reading, and writing. The goal is for students to acquire fluency in English so that they can obtain better jobs and opportunities in the United States without communication difficulties.

Computer Basic (Certificate)

This program consists of classroom instruction and laboratory classes totaling in 432 hours. Students can acquire knowledge, skills, and techniques necessary for a successful career in the Information Technology (IT) industry.

Cosmetology (Certificate)

This program trains students for employment in hair design, nail artistry, and facial makeup. Students can take courses not only to develop or improve skills and techniques but also to explore new industrial trends.

Culinary Arts (Certificate)

This program prepares students to work as a professional chef. Students learn knowledge, skills, and techniques demanded by the culinary industry through classroom instruction and laboratory classes for 1,022 hours in total.

Dental Laboratory Technology (Certificate)

This program prepares students for employment as dental laboratory technicians whose major job includes construction and repair of all types of dental prosthetic appliances.

Massage Therapy (Certificate)

This is a 30-week program of theory and practice classes consisting of a total of 600 hours. This course provides hands-on training to unskilled and inexperienced students seeking a career related to massage therapy. The Massage Therapy Program is designed to prepare students for employment as professional massage practitioners and provide a thorough knowledge of the structure and function of human body, and theory and applications of therapeutic massage. This program offers the theoretical, practical and hands-on experience, and enables the graduates of this program to pass the certification exam that is offered by the National Certification Board of Therapeutic Massage and Bodywork (NCBTMB). Through this program, students will be confident and capable of becoming successful massage practitioners in a variety of professional settings. Massage Therapy is a 30-week program of theory and practice classes consisting of total 600 hours. This course provides hands-on experiences to inexperienced and unskilled students seeking the career related massage therapy.

4-3. Curriculum Development and Revision

Curriculum development is ongoing and faculty-driven. The goal is to enable students to be prepared appropriately for their occupation and increase the percent of placement. The measure students' perceptions of whether or not they have the competencies necessary to perform on the job. To maintain the quality of education, the school carries out course evaluation at the final week of each course. Information obtained from the surveys will be shared with faculty and administration members. The results will be used for review and revision of specific program content and/or instructional delivery.

Course objectives and content are reviewed annually by faculty members to ensure that program objectives and content are current with workplace standards. When revision is needed, the faculty and related staff edit the curriculum and syllabi.

If some programs do not meet the standard of school's accreditation agency for completion, placement or exam pass rate, the College will notify the program coordinator and instructor and investigate the program to find the major reason and possible procedure to resolve the problem. The investigation is carried out by program review and collecting students' concerns. The instructor in the program needs to answer questions and provide helpful input on current program based on the outcome from the investigation. When any plan is revised or rewritten it must be reviewed by the Academic Department for comment and approval.

5. School's Retention, Placement, and Licensure Exam Passing Rate

Columbia College has prepared the graduation/completion, placement and exam passing rate for annual report to the Council on Occupational Education (COE), College's current accreditation agency.

5-1. Retention Rate

The College reviews completion and retention rates to determine the effectiveness of the academic programs. Based upon COE's requirement, the school has submitted completion rates for the period of July 1st each year through June 30th of the following year. The completion rates are calculated by dividing the number of completers by the difference between the cumulative enrollments and students that are currently enrolled. The retention formula used is simply the quotient of total enrollment minus number of withdraw and total enrollment.

Because the majority of student population belongs to the ESL program, the College's overall retention and completion rates depend upon the outcomes of the ESL program. The College has computed the data in two ways – overall with ESL and without ESL. Cumulative totals equate to students that are currently enrolled, new students and students that transfer to other programs within Columbia College.

Retention Statistics (ACICS standard)				
	with ESL		without ESL	
Period	**(Total enrollment - # of dropped students)/ Total enrollment**	**Percentage**	**(Total enrollment - # of dropped students)/ Total enrollment**	**Percentage**
July 1, 2009 – June 30, 2010	320/358	89.4%	60/67	89.6%
July 1, 2010 – June 30, 2011	414/462	89.6%	79/87	90.8%
July 1, 2011 – June 30, 2012	559/734	76.2%	127/155	81.9%
Cumulative Percentage	**1293/1554**	**83.2%**	**266/309**	**86.1%**

Note: As the school reviewed the outcome of last three years, it was determined that the retention rate has dropped down from period of 2010-2011 to 2011-2012, mainly due to significant number of dropped students at ESL program. This has been reviewed and scrutinized by ESL and Academic department to determine:

1) The greatest challenge facing the ESL program is the quality of the program that is designed to meet the demand(s) of both the local and international students. Most of the student(s) desire learning English in a more communicative way. On the contrary, those who would like to pursue higher education or plan to return to their countries as international students upon completion of the program desire learning English from an academic perspective.

2) The ESL students' demographics have changed from international students to naturalized, unemployed U.S. citizens and resident-aliens. Once employed, they usually dropped out of the program. The goal is to continue to engage these students and encourage them to further their academic pursuits.

Academic/Faculty Plan and Responsible Staff

Goal	Strategy	Assigned Staff
Curriculum and syllabi revision	Collect request from faculties and decide to revise curriculum, syllabus, and other content.	James Cho (Academic Dean) Jisoo Yang (Academic Director) Emily Uhm (ESL Director) Directors in each department
Communication with faculty and staff	Have a periodic meeting every 5 weeks and collect faculty's 'wish list'	Jisoo Yang (Academic Director) Emily Uhm (ESL Director) Grace Kim, Ellen Ko (Learning site Administrator)
Communication with students and student counseling	Have office hours and be helpful to students' concerns on and off the campus	Jisoo Yang (Academic Director) Emily Uhm (ESL Director) Grace Kim, Ellen Ko (Learning site Administrator)
Student's awareness and interest in the school events and activities	Make a student newsletter every 5 weeks and deliver by email or mail	Jisoo Yang (Academic Director) Jinny Kim (Academic Assistant)
Monitoring academic progress	Provide academic counseling to the students whose GPA is below 2.0 and contact and encourage the students who make many absents to attend the school	Jisoo Yang (Academic Director) Emily Uhm (ESL Director) Grace Kim, Ellen Ko (Learning site Administrator)

5-2. Placement and Follow-up

The continuous placement demand by the current and completed student needs systematic procedure of job placement system. Student Services Department periodically contacts the current and potential employers in the DC Metro area via phone, email, or visiting, and maintains the record as a database. The database record system, with cooperation with each academic department, will provide opportunities to address the students' needs. Some job placement opportunities become available by posting the employer's hiring advertisement/brochure on the student bulletin board. More work need to be done to further expand and build systematic process of the posting services. Faculty members must involve in the process by maintaining liaison with the employers in the field through periodic visitations, invitation to school seminar or workshop, and hosting job fair, etc.

Systematic placement procedure will allow the school to run job placement service more efficiently. Student Service Department updates job track and updates data on weekly basis and contacts the employers periodically to check their availability. Providing data of the possible employment list gives students greater access to the employers. The employer data system provides effective way of collection and posting of jobs.

The student placement service requires a consistent support from faculties and staff members in other departments. The student placement and follow-up information is made by Student Service department and reported to faculties and staff. The faculties and related staff members need to access frequently to the placement and follow-up data to measure the effectiveness of the student placement system. They also need to have a periodic meeting with Student Service Department to discuss future graduate's need and current demand of employers.

Placement Plan and Responsible Staff

Goal	Strategy	Assigned Staff
Collect and provide employer data and information	Conduct research on job market and collect the hiring request from the employers	Se In Cho, Louis Shin, Ellie Kang (Student Service Department)
Employer data maintenance	Maintain and update employers data every week	Se In Cho, Louis Shin, Ellie Kang (Student Service Department)
Student placement services	Provide employer information to students who graduated or is about to graduate	Se In Cho, Louis Shin, Ellie Kang (Student Service Department) Directors in each department
Job pursuing and career Assist	Help student to build resume and portfolio and interview preparation	Se In Cho, Louis Shin, Ellie Kang (Student Service Department)
Employer Survey	Collect follow-up data from employer who hired the school's graduates	Se In Cho, Louis Shin, Ellie Kang (Student Service Department)

5-3. Licensure Exam Passing Rate

Massage Therapy and Cosmetology program graduates need to pass the Licensure Exam to be eligible for employment in the field or related field, therefore; students' passing rate of the Exams are critical to the success of these programs. To enhance our students' competencies for the exam, Columbia College assesses the graduation exams when the students complete all required courses. This graduation exam, which has been made and updated by the faculty member, is designed to be a similar format of the Licensure Exam. This exam helps the faculty members determine whether the student is ready and gives students test taking experience prior to the real one. The passing rates for the last three years have been 81.8% in 2009-2010, 100% in 2010-2011, 81.8% in 2011-2012, respectively. The data of the Nurse Aide program, which has been recognized by COE as a program which also needs the exam, is not included in this data since it does not seek accreditation from ACICS (It is only a 120 clock-hour program.).

6. College Governing and Setting the Goals and Objectives

The College's president, vice president, dean, and academic program and administrative directors meet quarterly to review the accomplishments, deficiencies, student data, and review and revise the College's goals and objectives for the upcoming periods.

6-1. Objective on 2013

Objective 1: Acquire additional space

- **Strategies to achieve the objective**

a) Review current leases to confirm availability.
b) Review school budget and income to ensure affordability.
c) Make a detailed floor plan of facilities and offices.
d) Check health and safety system including fire extinguisher system.
e) Expand testing center.
f) Adjust the budget plan if extra expenditure is determined.

Objective 2: Initial Accreditation from ACICS

- **Strategies to achieve the objective**

a) Realign institutional infrastructure with ACICS standards for accreditation
b) Continue operational strategy meetings to ensure accountability of processes

6-2. Objectives on 2014

Objective 1: Establish Student Learning Media Center

- **Strategies to achieve the objective**

a) Research to determine list of required facilities and equipment.
b) Estimate the total budget and reflect in the current annual budget plan.
c) Check safety and fire prevention system of the center.
d) Purchase fundamental equipment such as computer, TV set, DVD player, audio system, and etc.
e) Carry out survey in each department to determine their need of visual/audio program to purchase educational software, CD's and DVD's.

Objective 2: Develop and Implement Bachelor's and Master's Program

- **Strategies to achieve the objective**

a) Design and develop curricula for Bachelors and Masters degree programs
    1. Bachelors and Masters of Science Business Administration
        i. Accounting
        ii. Travel and Tourism
b) Recruit and hire additional instructional and administrative staff for the new programs.
c) Submit new programs to ACICS for approval.

6-3. Objectives on 2015

Objective 1: Establish Cafeteria

- **Strategies to achieve the objective**

a) Research and gather data to determine if adding a cafeteria would be feasible and cost effective.
b) Inquire Virginia State Board regarding procedures for opening and operating a cafeteria and the sanitation and health department requirements.
c) College's Governing team compare and establish a detailed plan regarding the type of operations (whether by hired employees or contractors) to determine which would be most efficient.
d) Research local suppliers or grocery items and make necessary contract.
e) Set the menu and price of each item. Make sure the prices are reasonable by considering students' budget constraints and also by checking the prices in other cafeteria-type restaurants.

Objective 2: Program Accreditation on ESL

- **Strategies to achieve the objective**

a) Examine effectiveness and mission of the ESL program.
b) Re-evaluate and revise the current ESL curriculum.
c) Reevaluate the ESL student services and its effectiveness.
d) Consult with the school faculty on the strengths and weaknesses – evaluate each course and level.
e) Determine the effectiveness of the supporting system – both administrative and financial.
f) Prepare for team visits from CEA – ESL accreditation agency.
g) Final approval

Objective 3: Certified Dental Technician (CDT) Exam Preparation

- **Strategies to achieve the objective**

a) Pursue accreditation from National Association of Dental Lab (NADL)
b) Revise curriculum for the exam.
c) Make facility for student to take Registered Graduate (RC) exam.
d) Purchasing Facility to be qualified to become CDT Test Center.

College's Governing Team

Goal	Strategy	Assigned Staff
Setting the goals and objectives	Setting goals and objectives for academic program and its approval, student's admission, retention, and placement, facilities, student service, effectiveness of operation. Set the strategies to achieve the goals.	Richard Kim (President) Joanne Kim (Vice President) James Cho (Academic Dean) John Kim (Operation Director) Cindy Kim (Admission Director) Jisoo Yang (Academic Director) Se In Cho (Student Service Director)
Review the College's data	Review College's data and outcome at quarterly basis. The data include number of new enrollment, retention and graduation data, placement data, licensure exam passing rate.	Richard Kim (President) Joanne Kim (Vice President) James Cho (Academic Dean) John Kim (Operation Director) Cindy Kim (Admission Director) Jisoo Yang (Academic Director) Se In Cho (Student Service Director)
Review and update the goals and objectives	Review the goals and objectives quarterly to add, delete, or update.	Richard Kim (President) Joanne Kim (Vice President) James Cho (Academic Dean) John Kim (Operation Director) Cindy Kim (Admission Director) Jisoo Yang (Academic Director) Se In Cho (Student Service Director)
Review of Campus Effectiveness Plan	Review and update bi-annually	Richard Kim (President) Joanne Kim (Vice President) James Cho (Academic Dean) John Kim (Operation Director) Cindy Kim (Admission Director) Jisoo Yang (Academic Director) Se In Cho (Student Service Director)

6.4 Evaluating Progress toward Achieving the Objectives

Goals and objectives and the detailed strategic plan of achieving for the year must be reviewed **quarterly** by the College's Governing Team and appropriate faculty and staff. If the reviewers determine that the plan needs revising, then suggestions for change are to be submitted for consideration. The whole Governing team is responsible for reviewing the suggested changes and revising each plan. The Governing team will appoint a staff person to be responsible for taking minutes of all meetings and documenting any/all action taken.

Once the detailed plan is approved, Columbia College Governing team will convene to review progress on achieving each objective. If problems are encountered, the President of the College will take action to address the problem.

All objectives will be reviewed at the end of the year to determine if objectives have been met. If not, determine if the objective is still valid and which action needs to be done to reach the objective.

CAMPUS EFFECTIVENESS PLAN

CENTRAL COLLEGE

2013-2014

DRAFT

Effective dates: July 1, 2013 - June 30, 2014
Date prepared: March 15, 2013
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The appendixes are not included in this sample CEP report.

Appendixes:

a. Minutes of the CEP Committee Meetings
b. Five-Year Strategic Retention Plan
c. Placement Improvement Plan for the diploma in Accounting
d. Five-Year Strategic Placement Plan
e. Student Satisfaction Questionnaire
f. Graduate Satisfaction Plan
g. Employment Ad for Financial Aid Director Position
h. Acceptance Letter and Data Sheet for Financial Aid Director
i. Employer Satisfaction E-Mail
j. Employer Satisfaction Telephone Script
k. Accounting 2010 Pre/Posttest
l. Accounting 4150 Pre/Posttest
m. Accounting 2010 Pre/Posttest Results
n. Revised Accounting 2010 Syllabus

INTRODUCTION

Mission and Objectives

The mission of Central College is to provide a quality, career-focused postsecondary education to prepare students of diverse backgrounds, interests, and abilities to achieve their professional and academic goals. To achieve this mission, we are dedicated to these objectives:

- Develop intellectual, analytical, and critical-thinking skills in our students.
- Provide students with personalized, in-depth, and career-focused skills to achieve success on the job by providing up-to-date equipment, appropriate learning materials and supplies, and dedicated and trained faculty with relevant work experience.
- Provide students and staff a caring environment that stresses accountability and high ethical standards.
- Assist graduates in securing full-time positions in their field of study.
- Serve the community by providing employers a pool of high-quality, competent, and productive employees who have both the technical training and personal skills to be successful on the job.

History of the College

Central College was founded in 1958 in Omaha, Nebraska, by Ms. Rachael Staub, a lifelong postsecondary educator. The college opened its doors in January 1958 and enrolled 58 students in diploma and associate's degree programs in Medical Assisting. Upon Ms. Staub's death in 1973, the college was purchased by Career College Centers, Inc., a Nebraska corporation that now operates 13 career colleges in five states. The campus was first accredited by ACICS in 1976 and has been continuously accredited since then.

The Campus Effectiveness Team

The Campus Effectiveness Plan (CEP) Committee comprises the campus director, director of education, director of financial aid, director of admissions, and director of career services. The team meets at least twice a year. The winter meeting is devoted to drafting the next year's CEP. The draft plan is then shared with the campus advisory committee and revised as needed. Each subsequent CEP committee meeting is devoted to analyzing the data and the implementation of plans up to that point and making whatever adjustments are deemed desirable. Minutes of the three CEP committee meetings held last year are included in Appendix A.

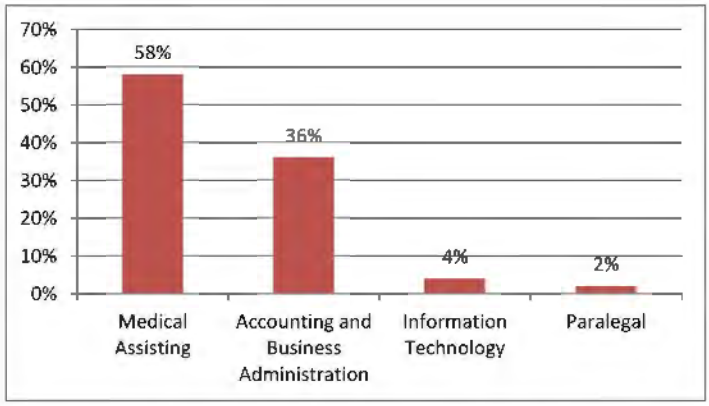
STUDENT DEMOGRAPHICS

Current student demographics are shown in Table 1, and program enrollments are shown in Figure 1.

Table 1. STUDENT DEMOGRAPHICS

	No.	No.	%
Status	Day	305	64
	Evening	174	36
		479	**100**
	Full-time	401	84
	Part-time	78	16
		479	**100**
Sex	Female	162	33
	Male	317	66
		479	**100**
Ethnicity	Caucasian or White, non-Hispanic	282	59
	African-American or Black, non-Hispanic	81	17
	Hispanic	67	14
	Asian or Pacific Islanders	10	2
	American Indian or Alaskan Native	5	1
	Undisclosed	34	7
		479	**100**
Age	<18	0	0
	18-21	139	29
	22-29	220	46
	30-39	96	20
	40>	24	5
		479	**100**

Figure 1. PROGRAM ENROLLMENTS



As shown, the majority of the current student population are full-time day students, and most are male. Three-fourths of the students are between the ages of 18 and 29. Medical Assisting students comprise nearly three-fifths of the campus population. These results have been consistent over the past three years.

PROGRAM CHARACTERISTICS

Central College offers three bachelor's degrees, four associate's degrees, and three diploma programs. The characteristics of each program are given below.

Associate of Applied Science Degree in Medical Assisting

Many campuses use the catalog copy to describe the characteristics of each credential offered.

The objectives of the associate of science degree in Medical Assisting are to prepare students to work as allied healthcare professionals in both front- and back-office operations. Medical assistants are employed in physicians' offices, medical clinics, hospitals, laboratories, and other health agencies. The goals of this program are to prepare graduates to:

- Identify, demonstrate, and use OSHA principles, Universal Standard Precautions, and aseptic techniques.
- Demonstrate appropriate computer technology and medical administrative skills.
- Perform and analyze clinical procedures and chart patient data.
- Interpret and use medical terminology correctly.
- Prepare and maintain patient examination areas.
- Apply basic pharmacology, including dosage calculations, drug interactions, and medications administration.
- Apply legal, ethical, and caring medical standards of practice.
- Demonstrate appropriate written, oral, math, and critical-thinking skills.
- Exhibit social responsibility and respect for the diverse cultures of a global society.

Bachelor of Science Degree in Accounting

. . . *[Similar narrative for each credential offered.]*

RETENTION

Central College is committed to providing a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for which they were trained. Providing this learning environment and support system requires student persistence—that is, remaining enrolled and graduating. Achieving effective retention results requires the commitment of the entire college community—students, faculty, and administration.

Type of data used.

The campus measures retention using the ACICS Campus Accountability Report (CAR) formula:

Retention Percentage Rate = (A – B) / A, where A = the Beginning Enrollment plus Reentries plus New Starts and B = Withdrawals.

Rationale for using the type of data.

Method of collecting the data.

Baseline rate.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2012 CAR submitted to ACICS. The baseline rate is the previous year's performance. The goals are to (a) maintain or improve retention from the previous year, and (b) equal or outperform the ACICS average. Thus, the 2012 retention goal was at least 75 percent, and the 2013 retention goal is at least 80 percent.

Retention Results

Overall retention results are shown in Table 2.

Summary of data collected.

Table 2. OVERALL RETENTION RATES

	2010	2011	2012
Campus	71%	75%	80%
ACICS	75%	73%	73%

Analysis of data collected.

Overall, the campus achieved its goals by improving retention by 5 percent from the previous year and by outperforming the ACICS average by 7 percent.

Programmatic retention for the most recent reporting year is shown in Table 3. The goal is for no program to underperform the overall retention goal by more than 5 percent. Programs that underperform the overall goal will be analyzed further.

Summary of data collected.

Table 3. PROGRAMMATIC RETENTION RATES

Credential	No.	2012 Retention %	% Difference From Overall Goal (75%)
Business Administration—Associate's Degree	56	89	+14
Business Administration—Bachelor's Degree	48	85	+10
Medical Assisting—Diploma	145	80	+5
Accounting—Bachelor's Degree	31	79	+4
Medical Assisting—Associate's Degree	132	78	+3
Accounting—Associate's Degree	21	77	+2
Information Technology—Bachelor's Degree	19	76	+1
Paralegal—Diploma	9	67	-8
Paralegal—Associate's Degree	2	65	-10
Accounting—Diploma	16	64	-11
Total	479	80	--

Identifies the number of students in each program—as an aid in interpreting the data.

Analysis of data collected.

The results show the following:

1. Seven of the ten programs (comprising 94 percent of the student population) achieved retention rates not lower than -5 percent of the overall goal of 75 percent. In fact, two programs (the bachelor's and associate degrees in Business Administration) achieved retention rates significantly higher than +5 percent of the overall goal. Thus, no further retention analysis of these seven programs is merited.

2. Three programs (the diploma in Accounting and the associate degree and diploma in Paralegal, comprising 6 percent of the student population) achieved retention rates significantly lower than 5 percent of the overall goal.

Retention Action Plan

Description of how the data are being used to improve educational processes.

Based on these findings, the following new initiatives will be undertaken beginning next quarter:

1. All sections of Accounting I will be taught by an experienced full-time accounting instructor with substantial industry experience. It is expected that the teaching and industry experiences this instructor will bring to the class will enhance student involvement and retention.
2. All paralegal classes will be required to schedule at least two guest speakers or field trips directly relevant to the paralegal profession. Again, the goal is to enhance student involvement and retention.

Interim retention results for all programs will be an agenda item at our November 2 CEP Committee meeting. In addition to these short-term plans specific to the retention data analyzed, the campus has developed an overall Five-Year Strategic Retention Plan, shown in Appendix B, which is designed to enable the campus to meet its retention goals. This plan is reviewed at least annually and at all CEP Committee meetings, with revisions made as needed.

PLACEMENT

The mission of Central College is to prepare students of diverse backgrounds, interests, and abilities for direct entry into the job market or to enhance their chances of advancement. Because most of our programs are terminal in nature and designed to lead to employment rather than continuing education, successful placement lies at the heart of our mission.

Type of data used.

The campus measures placement using the ACICS CAR formula:

Placement Percentage Rate = (PF + PR / (G – U), where PF = Placed in Field, PR = Placed in Related Field, G = Graduates and Completers, and U = Unavailable for Placement.

Rationale for using that type of data.

Method of collecting the data.

Baseline rate.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2012 CAR submitted to ACICS. The baseline rate is the previous year's performance. The goals are to (a) maintain or improve placement from the previous year and (b) equal or outperform the ACICS placement average. Thus, the 2012 placement goal was at least 79 percent, and the 2013 placement goal is at least 83 percent.

Placement Results

Overall placement results are shown in Table 4.

Summary of data collected.

Table 4. OVERALL PLACEMENT RATES

	2010	2011	2012
Campus	71%	79%	83%
ACICS	74%	71%	71%

Analysis of data collected.

Overall, the campus achieved its goals by improving placement by 4 percent from the previous year and by significantly outperforming the ACICS average by 12 percent.

Programmatic placement for the most recent reporting year is shown in Table 5. The goal is for no program to underperform the overall placement goal by more than 5 percent. Programs that underperform the overall rate by more than 5 percent will be analyzed further.

Table 5. PROGRAMMATIC PLACEMENT RATES

Summary of data collected.

Data arranged from high to low—as an aid in interpreting the data.

Always, the number of respondents is identified.

Credential	No. of Graduates	2012 Placement %	% Difference From Overall Goal (79%)
Information Technology—Bachelor's Degree	3	100	+21
Medical Assisting—Associate's Degree	61	94	+15
Medical Assisting—Diploma	102	84	+5
Business Administration—Bachelor's Degree	12	83	+4
Business Administration—Associate's Degree	22	77	-2
Accounting—Bachelor's Degree	7	71	-8
Paralegal—Diploma	4	50	-29
Accounting—Associate's Degree	10	60	-19
Accounting—Diploma	11	55	-24
Paralegal—Associate's Degree	0	--	--
Total	**232**	**83**	**--**

Analysis of data collected.

The results show the following:

1. Five of the nine programs (comprising 86 percent of the student population) achieved placement rates not lower than -5 percent of the overall goal of 79 percent. In fact, two programs (the bachelor's degree in Information Technology and the associate's degree in Medical Assisting) achieved placement rates significantly higher than +5 percent of the overall goal. Thus, no further retention analysis of these five programs is merited.
2. Although the Paralegal diploma graduates were placed 29 percent below the campus goal, the small number of graduates do not merit further analysis. For example, if just one more graduate had been placed, the program's placement rate would have been 75 percent—which is within the -5 percent of the overall placement goal.
3. All three Accounting programs performed below the average rate, with the associate-degree and diploma programs performing significantly below average.

Extenuating circumstances for not reaching a goal.

Placements in the Accounting programs were adversely impacted by the closing last year of Allied Financial, the fifth largest employer in the city and a major hirer of Central College graduates.

Placement Action Plan

Description of how the data are being used to improve educational processes.

Based on these findings, the following new initiatives will be undertaken beginning next quarter:

1. The business department chair, who oversees both the Business Administration and Accounting programs, and the career services director have been charged with developing an action plan to improve placement in these two areas, with a report due at our November 2 CEP Committee meeting.
2. The career services director has been charged with attending each monthly meeting of the Omaha Chamber of Commerce. If she is unable to attend a meeting, a member of her staff will attend. The objective is to network more closely with potential employers.

Programs not meeting the ACICS threshold level for retention or placement are required to include an Improvement Plan in the CEP.

The institution's complete Placement Improvement Plan for the Accounting diploma program is shown in Appendix C. It presents and analyzes the data collected and all the new strategies we are implementing, along with the individual responsible, all activities implemented in a one-year period, and the expected outcomes.

Interim placement results for all programs will be an agenda item at our November 2 CEP Committee meeting. In addition to these short-term plans specific to the placement data analyzed, the campus has developed an overall Five-Year Strategic Placement Plan, shown in Appendix D, which is designed to enable the campus to meet its placement goals. This plan is reviewed at least annually and at all CEP Committee meetings, with revisions made as needed.

STUDENT SATISFACTION

Although an assessment of on-campus student satisfaction is not a required element of the CEP, campuses are encouraged to include additional information that is relevant to improving their overall effectiveness.

Student satisfaction is assessed once a year. The form measures student satisfaction with all aspects of the administration and educational activities, as well as miscellaneous factors (see Appendix E), since these aspects are considered crucial to the campus being able to achieve its mission. The form is completed online using Survey Monkey during a regular class period. The survey is administered anonymously by a member of the administrative staff, with the instructor absent from the classroom.

Type of data used, rationale for using that type of data, method of collecting the data, and baseline rate.

Using a five-point scale, where 1 = Extremely Dissatisfied and 5 = Extremely Satisfied, the baseline rate and goal is to achieve an overall average score of at least 4 ("Somewhat Satisfied"). Any area achieving a score of less than 4 requires corrective steps by the appropriate department. The miscellaneous factors are analyzed separately.

The results are shown in Table 6.

Summary of data collected.

Table 6. OVERALL STUDENT SATISFACTION

	2011 (N = 402)	2012 (N = 431)
Administration		
Admissions	4.3	4.2
Financial Aid	4.0	4.1
Academic Affairs	4.6	4.5
Career Services	3.8	3.9
Administration Average	**4.2**	**4.2**
Instruction		
Program Curriculum	4.5	4.7
Instructors	4.8	4.7
Labs and Equipment	3.7	4.2
Library	4.3	4.3
Instruction Average	**4.3**	**4.5**
Overall Average	**4.3**	**4.3**

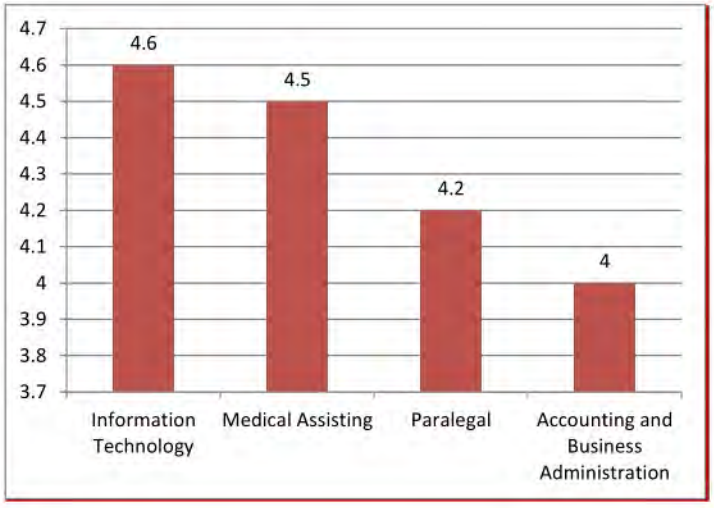
Analysis of data collected.

Overall, student satisfaction remained unchanged from the previous year, with an average rating of 4.3 for both years. The only area below the 4.0 threshold was the 3.9 rating for career services. This is most likely due to the low interaction of most current students with the department. Students don't take their required Career Success course until their last quarter of attendance. Thus, no further action is warranted. This course is taught by the director of career services.

Programmatic graduate satisfaction rates (with a scale of 5 = Extremely Satisfied and 1 = Extremely dissatisfied) are shown in Figure 2.

Figure 2. PROGRAMMATIC STUDENT SATISFACTION

Summary of data collected.



Analysis of data collected.

The results show all programs receiving a rating of at least 4.0, so no further action is warranted regarding programmatic student satisfaction.

GRADUATE SATISFACTION

Campuses are required to measure graduate satisfaction *after* placement.

Type of data used.

Rationale for using that type of data.

As part of its graduate exit interview, Central College requires graduates to complete a graduate satisfaction questionnaire, which is used by the administration to monitor and improve all aspects of campus operations. However, because ACICS requires the measurement of graduate satisfaction *after placement,* the campus e-mails students a different graduate satisfaction 90 days following graduation. The form measures graduate satisfaction with all aspects of the administration and educational activities, as well as miscellaneous factors (see Appendix F), since these aspects are considered crucial to the campus being able to achieve its mission.

Method of collecting the data and baseline rate.

The form is completed online, using Survey Monkey. If a response has not been received in two weeks, a follow-up phone call is made to the graduate, urging him or her to complete the questionnaire as a means of improving campus operations for future students. If necessary, a second follow-up phone call is made two weeks later. Using a five-point scale, where 1 = Extremely Dissatisfied and 5 = Extremely Satisfied, the baseline rate and goal is to achieve an overall average score of at least 4 ("Somewhat Satisfied"). Any area achieving a score of less than 4 requires corrective steps by the appropriate department. The miscellaneous factors are analyzed separately.

In 2012, of the 193 graduates placed, completed questionnaires were received from 147 graduates, for a response rate of 76 percent. Overall graduate-satisfaction results are shown in Table 7.

Summary of data collected.

Table 7. OVERALL GRADUATE SATISFACTION

	2011	2012
Administration		
Admissions	4.6	4.7
Financial Aid	4.1	3.7
Academic Affairs	4.6	4.5
Career Services	4.1	4.0
Administration Average	**4.4**	**4.2**
Instruction		
Program Curriculum	4.6	4.8
Instructors	4.8	4.8
Labs and Equipment	3.5	4.6
Library	4.2	4.1
Instruction Average	**4.3**	**4.6**
Overall Average	**4.4**	**4.4**

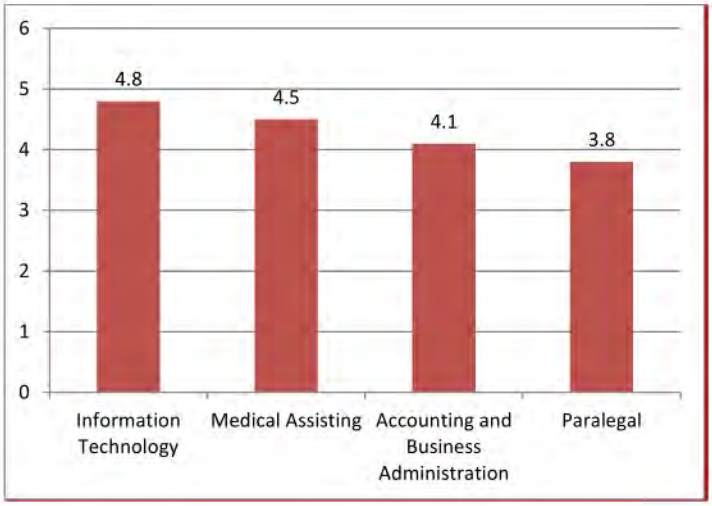
Analysis of data collected.

Overall, graduate satisfaction remained unchanged from the previous year, with an average rating of 4.4 for both years. The lowered rating for the financial aid department (3.7) likely resulted from the fact that in December 2012, the financial aid director was terminated for ineffective performance. The higher rating for labs and equipment likely stemmed from the purchase of all new computers for the labs and library in April 2012 and from the addition of a new medical lab in September 2012.

Programmatic graduate satisfaction rates are shown in Figure 3.

Figure 3. PROGRAMMATIC GRADUATE SATISFACTION

Summary of data collected.



Analysis of data collected.

The results show the only program receiving a rating below 4.0 was the Paralegal program, which had only three graduates. One of the three graduates rated the quality of instruction as a 2. Further investigation revealed she had a major disagreement with one instructor's grading during her final quarter. Since that instructor consistently receives positive reviews during both student satisfaction surveys and faculty observation reports, no further action is warranted regarding programmatic graduate satisfaction rates.

Graduate Satisfaction Action Plan

Description of how the data are being used to improve educational processes.

In January, the campus named Ms. Hilda Schwartz, the assistant financial aid director, as the acting financial aid director and paid for her to attend two state financial aid workshops. In February, we placed print and online advertisements for a new financial aid director (see Appendix G). As of the date of the creation of the CEP, the campus director has interviewed three candidates in person and two additional candidates by telephone. He expects to make an offer to one of these five candidates by April 1.

Periodic updates to the CEP document that the plan is being monitored and implemented.

Update: Mr. Harold Fleming accepted the position of financial aid director and began working on April 5. His letter of acceptance of the position and his ACICS data sheet are shown in Appendix H. Mr. Fleming has more than two years of experience as a financial aid director at another ACICS-accredited institution and is a member of the Nebraska Association of Student Financial Aid Administrators (NASFAA).

EMPLOYER SATISFACTION

One of our ultimate goals is to provide a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for

which they were trained. We therefore survey employers 60 days after a graduate placement to determine whether our graduates are meeting their expectations. The feedback we receive is critical for program assessment and is also a major agenda item at our advisory committee meetings.

Type of data used.
Rationale for using each type.
Method of collecting the data.

We use a simple six-question form to encourage participation. The areas measured incorporate the most important skills needed for employment. The form is completed online, using Survey Monkey. If a response has not been received in two weeks, a follow-up phone call is made to the employer, urging him or her to complete the questionnaire as a means of improving the employment skills of future hirees. If necessary, a second follow-up phone call is made two weeks later.

Baseline rates.

Using a five-point scale, where 1 = Extremely Dissatisfied and 5 = Extremely Satisfied, the baseline rate and goal is to achieve an overall average score of at least 4 ("Somewhat Satisfied"). Any area achieving a score of less than 4 requires corrective steps by the appropriate department. A free-response question, "What recommendations do you have to improve the quality of our graduates for employment at your firm?" is analyzed separately.

Identifies the number of questionnaires sent and the number received—as an aid in interpreting the data.

In 2012, of the 193 employers who were sent the e-mail requesting participation, completed questionnaires were received from 65 employers, for a response rate of 34 percent. Overall employer-satisfaction results are shown in Table 8.

Table 8. OVERALL EMPLOYER SATISFACTION

Summary of data collected.

	Rating
This employee's program of study at Central College was up-to-date and current with the needs of the local labor market.	4.8
This employee possessed the writing, speaking, and math skills needed by our firm.	4.2
This employee possessed the entry-level technical skills needed by our firm.	4.6
This employee possessed the entry-level human relations skills needed by our firm.	4.5
Overall, I am satisfied with the education that this employee received at Central College.	4.7
I would gladly hire additional Central College graduates of this program.	4.7
Average	**4.6**

Comment [SO1]: I simply sorted from high to low here.

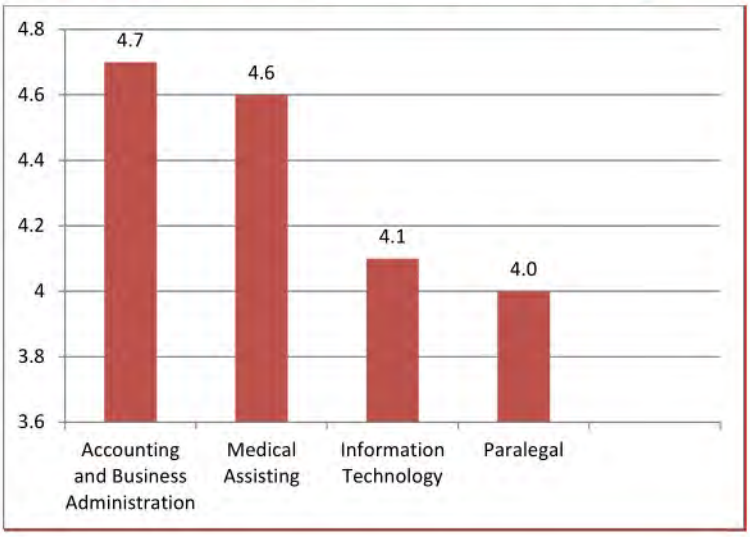
Analysis of data collected.

All measures of employer satisfaction exceeded the threshold rating. Employers were especially satisfied with the employees' curriculum and education and would gladly hire additional graduates.

Programmatic employer satisfaction rates are shown in Figure 3.

Summary of data collected.

Figure 3. PROGRAMMATIC EMPLOYER SATISFACTION RATES



Analysis of data collected.

The results show all program areas hit or exceeded the threshold rating. Employers were especially satisfied with our Accounting and Business Administration graduates. The 4.6 satisfaction rating for Medical Assisting graduates may not be a valid measure inasmuch as only 20 percent of the employers of these graduates completed the survey.

Employer Satisfaction Action Plan

Discussion of new process to increase validity of data received.

The campus has been experiencing increasing difficulty in getting employers to respond to the employer satisfaction survey. Many companies, especially the larger corporations and hospitals, have company policies that restrict the type of information they're able to divulge. Yet, valid data from a representative sample of employers is needed for effective program development and also for continuing accreditation.

The campus administration has adopted the following process to use for gathering employer satisfaction data, beginning with the June graduation class.

1. Just prior to e-mailing the employer instructions for accessing the online questionnaire, the career services director will telephone the placed graduate and request that the graduate personally e-mail his or her immediate supervisor and give written permission to complete the survey and urge him or her to do so. The suggested content of the employee's e-mail is provided in Appendix I. It stresses the college's desire for continuous improvement based on employer feedback and the accreditation requirement to secure this data.
2. If the questionnaire has not been completed in two weeks, the career services director will personally call the employer, remind him of the employee's written permission, and attempt to secure responses from the six questions over the phone. The employer will also be asked if he or she has any additional comments or recommendations to make.

3. To ensure the integrity of the process and to provide documentation, the call will be recorded. The employer will be told that the call is being recorded but that neither his or her name nor the company's name will be communicated during the interview. The script for this interview (see Appendix J) ensures the confidentiality of the data.

The career services director will report on the success of this new process at the November 2 CEP Committee meeting, and revisions will be made if necessary.

STUDENT LEARNING OUTCOMES

Central College is well aware that an important criterion, perhaps the most important criterion, of the college's success in fulfilling its mission is documenting academic accomplishment—the competencies students gain through their college experience that equip them to be successful on the job. Collecting, analyzing, and using such evidence is a process of continuous improvement for the campus.

To document student learning outcomes, Central College assesses general education achievement, cumulative GPAs for all students, and an additional measure of learning outcomes specific to each program.

General Education Achievement

Type of data used.

Rationale for using each type.

Our required general education courses provide our students with a foundation for effective participation in work, life, and future learning. Central College uses the Collegiate Assessment of Academic Proficiency (CAAP) to measure achievement in general education. According to the ACT Web site, CAAP "is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes." According to ACT, CAAP can be specifically used to "satisfy accreditation and accountability reporting requirements."

Method of collecting the data.

Baseline rates.

Every student enrolled in an associate's or bachelor's degree program is required to take four of the CAAP tests (Writing Skills, Reading, Mathematics, and Critical Thinking) prior to graduation. Each of the four tests requires 40 minutes, and the college pays for the testing. Associate-degree students take the test after completing 22.5 quarter hours of general education courses. Bachelor's-degree students take the tests only once. Thus, only bachelor's students who did not receive their associate degree from Central are required to take the tests.

The 2012 results reported in Table 9 are based on performance in general education of the 93 associate-degree graduates reported on the 2012 CAR. Any local score that falls below one standard deviation from the national two-year sophomore score requires further action from the campus.

Summary of data collected.

Table 9. CAAP PERFORMANCE

Test	Central Mean	National Mean	National SD
Writing Skills	59.6	62.3	4.7
Reading	60.2	60.4	5.5
Mathematics	54.1	56.1	3.6
Critical Thinking	57.4	60.7	5.3

Analysis of data collected.

Central College students performed within one standard deviation of the national average of two-year sophomore students on all four tests. They performed slightly below the national averages on each test, which is not surprising considering the students we serve. No further action is required in terms of general education achievement.

GPA Results

Type of data used.

Rationale for using each type.

Method of collecting the data.

Baseline rates.

As one method of documenting student learning outcomes, the campus analyzes overall GPAs, inasmuch as GPA achievement provides a uniform and comparable measure of student achievement across programs and across time. GPA is calculated on the traditional 4.0 scale and is collected from CampusVue. The baseline rate is the related GPA mean from the previous year. Any difference in GPA of 0.2 or more is investigated further.

The GPA achievement of all majors is shown in Table 10.

Summary of data collected.

Table 10. GPA ATTAINMENT

Credentials arranged from high to low according to 2012 GPA.

Credential	No.	2012 GPA	No.	2011 GPA	Difference
Paralegal—Associate's Degree	2	4.00	2	3.75	-.25
Paralegal—Diploma	9	3.78	8	3.74	-.04
Information Technology—Bachelor's Degree	19	3.76	18	3.97	-.21
Business Administration—Associate's Degree	56	3.62	59	3.27	+.35
Business Administration—Bachelor's Degree	48	3.20	43	3.27	-.07
Accounting—Bachelor's Degree	31	3.15	30	3.21	-06
Medical Assisting—Associate's Degree	132	3.05	135	3.12	-.07
Accounting—Associate's Degree	21	2.94	20	2.97	-.03
Accounting—Diploma	16	2.78	15	2.76	+.02
Medical Assisting—Diploma	145	2.32	153	2.30	+.02
Total	**479**	**2.96**	**483**	**2.92**	**+.04**

Comment [SO2]: High-to-low order.

Analysis of data collected.

Overall, GPAs did not change significantly, with only a +.04-point difference between the two years. For most majors, the results show only trivial differences in GPA achievement from the previous year, so no specific changes are warranted for these programs. The change of -.25 in the Paralegal associate degree program can be attributed to the small number of students (N = 2) in the program, which can result in major changes with a change of just one grade from one course.

The results from three programs, however, warrant further investigation:

1. Business Administration majors in the associate's degree program increased their GPA by .35 points.

2. Students majoring in Information Technology decreased their GPA by .21 points.
3. Disregarding the Paralegal associate degree program results, there was a 1.46-point difference in the 2012 GPA of Medical Assisting diploma students and the Paralegal diploma students.

To explore these findings further and propose specific actions for improvement, ad hoc committee assignments have been made as shown in Table 11.

Table 11. GPA ACTION PLAN

Description of how the data are being used to improve educational processes.

Charge	Person Responsible	Reporting Date
Determine why Business Administration majors in the associate degree program increased their GPA mean by .35 points. Perhaps identify best practices that can then be used in other programs.	Business department chair	November 2 CEP Committee meeting
Determine why students majoring in Information Technology decreased their GPA mean by .21 points. Suggest possible solutions.	CIS department chair	November 2 CEP Committee meeting
Determine why there was a 1.46-point difference in the 2012 GPAs of Medical Assisting diploma students and Paralegal diploma students.	Academic dean	November 2 CEP Committee meeting

Additional Measures of Student Learning Outcomes

Additional measures of student learning outcomes, specific to each program of study, were conducted as discussed below.

Accounting Programs: Pretest/Posttest Results

The campus offers three accounting credentials. The three credentials, along with their most advanced accounting courses, are these:

- Bachelor's degree in Accounting: ACC 4150: Accounting Capstone
- Associate's degree in Accounting: ACC 2010: Accounting III
- Diploma in Accounting Assistant: ACC 2010: Accounting III

Type of data used.

The campus uses a pretest/posttest procedure in each of the three programs to document student learning outcomes. The same test is used for the associate's degree and the diploma, since Accounting III is the most advanced accounting course in both programs and is a required course in both programs.

Rationale for using each type.

The pretest/posttest procedure was used (a) because all students enter the course at the same level of knowledge, thus helping to ensure that changes in pretest/posttest performance are the result of knowledge gained in the course, and (b) item analysis would enable the campus to modify course content as deemed desirable. The most advanced accounting course was selected because it incorporates skills and knowledge acquired in all previous accounting courses.

Method of collecting the data.

An ad hoc committee consisting of three full-time accounting instructors reviewed the syllabus course objectives for Accounting III and developed test items in proportion to the weights deemed appropriate for each course objective, as shown in Table 12.

Table 12. ACCOUNTING TEST DEVELOPMENT

Course Objective	Weight	No. of Quest.
Use the figures on comparative statements for vertical and horizontal analysis.	30%	15
Understand how relationships between items on the financial statements are used to measure profitability, financial strength, and liquidity.	30%	15
Maintain all records for the operation of a partnership and corporation, including end-of-period financial statements.	20%	10
Account for common, preferred, and treasury stock and bonds.	10%	5
Understand departmental and manufacturing accounting procedures.	10%	5
Total	100%	50

The instructor team adapted items from the textbook publisher's test bank to create two objective versions of the pretest and two objective versions of the posttest—each to be used in alternate quarters. All four tests assess parallel competencies. Using the test bank software, the order of the questions is randomized for each test administration. An example of the current pretest and posttest is included in Appendix K.

The pretest is administered on the third day of class each quarter, and the posttest is administered on the last day of class (before exam week). Students are told that the results do not factor into their course grades but that they should take the test seriously because it provides helpful information to improve course content. Their names are on the tests to help ensure that they take the tests seriously.

Baseline rates.

Expected improvement between pretest and posttest scores is at least one-third. The pretest results are used as the baseline data. Identical procedures are used for pretest/posttest development for ACC 4150: Accounting Capstone. An example of the current pretest and posttest for ACC 4150 is included in Appendix L.

Five sections of Accounting III enrolling a total of 61 students were taught in 2012. The complete pretest/posttest results are shown in Appendix M and are summarized below. The percentage of change was calculated by subtracting the pretest percentage from the posttest percentage and dividing the result by the pretest percentage (thus, 83% - 61% = 22%; 22%/61% = 36% improvement from the pretest to the posttest). The data in Table 13 are from the 54 students for whom both pretest and posttest results were available for comparison.

Summary of data collected.

Table 13. PRETEST/POSTTEST RESULTS

Course Objective	Weight	Wtd. %: Pretest	Wtd. %: Posttest	% Change
Use the figures on comparative statements for vertical and horizontal analysis.	30%	41%	78%	+90%
Understand how relationships between items on the financial statements are used to measure profitability, financial strength, and liquidity.	30%	44%	73%	+66%

Maintain all records for the operation of a partnership and corporation including end-of-period financial statements.	20%	64%	86%	+34%
Account for common, preferred, and treasury stock and bonds.	10%	61%	83%	+36%
Understand departmental and manufacturing accounting procedures.	10%	60%	67%	+12%
Total	**100%**	**54%**	**77%**	**+43%**

Analysis of data collected.

An analysis of the results shows that students increased their knowledge on all objectives, averaging a 43-percent increase. Students increased at least by one-third on four of the five course objectives. They achieved the most on the two objectives that require students to analyze accounting data, which were weighted heaviest (60 percent total). Thus, no changes are warranted for the first four course objectives.

Accounting Action Plan

Description of how the data are being used to improve educational processes.

In analyzing why students achieved only a 12-percent improvement on the last course objective, a review of test results showed that most of the incorrect responses concerned departmental accounting procedures. Thus, the business administration department chair charged the three accounting instructors who developed the tests to (a) review the test questions themselves to ensure they are clear and appropriate, and (b) if necessary, propose a syllabus revision to improve test results. The report-submission deadline is November 2.

Update: The accounting instructors recommended revising the course syllabus (see Appendix N). Previously, the course outline provided 2 hours of instruction on departmental accounting and 2 hours of instruction on manufacturing accounting. The revised outline provides 3 hours on departmental accounting and 1 hour on manufacturing accounting.

. . . *[Similar narrative for bachelor-degree students.]*

Medical Assisting Programs: CMA Certification

Because the associate-degree and diploma programs in Medical Assisting at Central College are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), graduates of the college's Medical Assisting programs are eligible to sit for the Certified Medical Assistant (CMA) exam. The college offers a CMA review course and pays the $125 application fee to sit for the exam.

Type of data used.
Rationale for using each type.
Method of collecting the data.

As its second method of documenting student learning outcomes for the MA programs, the campus uses CMA certification exam results, inasmuch as the CMA exam is an externally validated measure of competence in the medical assisting field. The computerized exam comprises 200 multiple-choice questions and is administered monthly at a Prometric Test Center. Students are allowed 160 minutes to complete the four-part exam. Unofficial pass/fail results are available immediately, with official results mailed later. The passing score is 70 percent or higher. The campus (and potential employers) can access the American Association of Medical Assistants Web site (http://www.aama-ntl.org/employers/verify.aspx) to verify CMA certification of graduates.

Baseline rates.

The campus analyzes data from the most recent two years of results, with the baseline rates being that (a) at least 75 percent of the MA graduates take the exam within three months of grad-

uation, and (b) at least 75 percent of those taking the exam pass it on their first attempt. The most recent results are presented in Table 14.

Summary of data collected.

Table 14. CMA EXAM RESULTS

Factor	2012	2011
Number of MA grads	82	86
Number taking the exam	74	68
Percentage taking the exam	90%	79%
Number passing the exam	69	61
Percentage passing the exam	93%	90%

Analysis of data collected.

Both goals were met. In 2012, 90 percent of the Medical Assisting graduates took the CMA exam, and of those, 93 percent passed the exam. The only significant difference between the 2010 and 2012 data is that 11 percent more of the graduates took the exam this year than last year. Thus, the program is meeting its goals and no further action is required.

Business Administration Programs: Capstone Courses

Similar discussion of:

1. *The type of data used to document student learning outcomes for Business Administration majors*
2. *The rationale for using this type of data*
3. *The method of collecting the data*
4. *Baseline data*
5. *A summary and analysis of data collected*
6. *A discussion of how the data are being used to improve the educational processes*

. . .

GRADUATION RATES

Type of data used.

Rationale for using each type.

Method of collecting the data.

Baseline rates.

As required by ACICS, Central College tracks the percentage of students who complete their program of study in the amount of time identified in the catalog. The data is extracted from CampusVue. The college has set a baseline rate of at least 60 percent of the graduates of each program finishing on time. The college experienced the rates of on-time graduation for 2012 shown in Table 15.

Summary of data collected.

Table 15. ON-TIME GRADUATION RATES

Credential	No. of Graduates	Program Length in Months	On-Time Graduation %
Business Administration—Bachelor's Degree	12	48	83
Medical Assisting—Associate's Degree	61	24	78
Information Technology—Bachelor's Degree	3	48	76
Business Administration—Associate's Degree	22	24	75
Medical Assisting—Diploma	102	15	63
Accounting—Associate's Degree	10	24	61
Paralegal—Diploma	4	15	61
Accounting—Bachelor's Degree	7	48	60
Accounting—Diploma	11	15	58
Paralegal—Associate's Degree	0	24	NA
Total	**232**	--	**69**

Analysis of data collected.

Overall, the college achieved its baseline goal, with 69 percent of our graduates completing their program on time. However, the Accounting diploma graduates achieved only a 58 percent on-time completion rate.

On-Time Graduation Action Plan

As noted under the Retention Action plan, all sections of Accounting I will be taught by an experienced full-time accounting instructor with substantial industry experience. It is expected that the teaching and industry experiences this instructor will bring to the class will help student achievement for students enrolled in this program.

Additionally, the business program chair has been charged with instituting five additional scheduled tutoring hours each week, and any student in any accounting course whose current class average is 73 percent or lower will be encouraged personally and by campus e-mail to seek help from these faculty tutors.

Update: The business program chair has set up the following additional tutoring hours, with an experienced accounting instructor available for assistance:

Monday:	2:30-4:00 p.m.	Room 103
Tuesday:	8:00-10:00 a.m.	Room 213
Wednesday:	4:30-6:00 p.m.	Library

These hours were announced in each accounting class and were also communicated to all Central College students, inasmuch as students in other majors also enroll in accounting courses. In addition, the tutoring hours are included in each accounting course syllabus.

DISTANCE EDUCATION

Includes the rationale, resources, course/program objectives, content, and student assessment.

Central College offers all of its general education courses online to provide students with an alternative, convenient mode to complete these requirements. General education courses may be completed completely on-ground at the campus, completely online on the Internet, or partially

on-ground and partially online (hybrid courses), at the discretion of the institution. Course objectives, content, and assessment are typically the same, regardless of the mode of delivery. In January 2012, Central also began offering the entire associate's degree in Business Administration online. As the college gains more experience with offering entire curriculums online, it is expected to expand the online offerings.

In addition to having access to all campus administrative resources (including the library's full-text online databases), online students have 24-hour Help Desk assistance to resolve any connection or technological issues. The college uses the ANGEL Web-learning management system that enables educators to manage course materials and to communicate with students. With ANGEL, students can take surveys, quizzes, and tests; send and receive course mail; post messages to threaded discussions and chat rooms; and upload assignments using online drop boxes. They can check their progress and grades at any time during a course and can create groups and teams for project or committee work.

Prior to taking their first online course, students must complete a three-hour noncredit online workshop that measures their motivation, discusses the time needed for online learning, introduces them to ANGEL, discusses successful strategies for success online, and describes the hardware and software students are required to have available at home.

IMPLEMENTING, MONITORING, AND EVALUATING THE CEP

The Campus Effectiveness Plan (CEP) Committee comprises the campus director (who chairs the committee), director of education, director of financial aid, director of admissions, and director of career services. The team meets at least twice a year (in May and November) and more often when needed. The minutes of the last two CEP committee meetings (see Appendix A) document that specific activities listed in the plan are being carried out and that periodic progress reports are completed. As noted in the meeting minutes, plans and goals are adjusted when necessary. The November CEP meeting is purposely scheduled following the campus submission of its CAR and is also used to initially plan the following year's CEP.

SUMMARY AND CONCLUSIONS

In addition to the college's long-term Strategic Plan, the following eleven short-term steps are being implemented specifically based on the data analyzed in this report. Table 16 will be revised during the year as further goals are met.

A recap of all the individual plans discussed in the CEP.

Table 16. SUMMARY OF SHORT-TERM IMPROVEMENT PLANS

Charge	Person Responsible	Status/Reporting Date
1. **Require all Accounting I to be taught by an experienced full-time accounting instructor with substantial industry experience.**	Business department chair	Implemented, effective Spring Quarter 2013.
2. **Require all paralegal classes to schedule at least two guest speakers or field trips directly relevant to the paralegal profession.**	Paralegal department chair	Implemented effective Spring Quarter 2013. Three paralegal courses were offered that quarter, and a total five guest speakers and two field trips were scheduled.
3. **Develop a placement action plan to improve placement in all Business Administration and Accounting programs.**	Business department chair	November 2 CEP Committee meeting
4. **Attend each monthly meeting of the local Chamber of Commerce. If she is unable to attend a meeting, a member of her staff will attend. The objective is to network more closely with potential employers.**	Career services director	The career services department chair attended the monthly meetings in January and plans to attend each monthly meeting.
5. **Hire a new qualified financial aid director.**	President	Mr. Harold Fleming was hired and began working on April 5, 2013.
6. **Implement a new process for gathering employer-satisfaction data.**	Career services director	November 2 CEP Committee meeting
7. **Determine why Business Administration majors in the associate degree program increased their GPA mean by .35 points.**	Business department chair	November 2 CEP Committee meeting
8. **Determine why students majoring in Information Technology decreased their GPA mean by .21 points. Suggest possible solutions.**	CIS department chair	November 2 CEP Committee meeting
9. **Determine why there was a 1.46-point difference in the 2012 GPAs of Medical Assisting diploma students and Paralegal diploma students.**	Academic dean	November 2 CEP Committee meeting
10. **Revise the Accounting III course syllabus to provide more instruction in departmental accounting**	Accounting instructors	Course revised and will be used for the first time in the Fall 2013 quarter.
11. **Increase the number of tutoring hours available to accounting students**	Business program chair	Implemented at midterm of the Winter 2013 quarter.

In summary, Central College uses its CEP as the primary short-term planning document to guide all aspects of campus operations. As items in the long-range Strategic Plan near implementation, they are incorporated into the CEP, thus promoting continuous improvement for the college.

May 6, 2011

Mr. Angel Hernandez
Campus Director
ABC Institute of Business & Medical Careers
Billings, MT

Dear **Mr. Hernandez**

I look forward to chairing the evaluation team visit for the Accrediting Council for Independent Colleges and Schools (ACICS) that is scheduled for **May 18-19, 2011**. We plan to arrive on **Wednesday** morning at approximately 9:00 a.m.

The major portion of the visit will be devoted to the clarification and verification of the information provided in your self-study and reports to the Council. This will be accomplished through meetings with you; reviewing records; and interviews with staff, faculty, and students.

Upon arrival on **Wednesday** morning, the team would like to tour the complete facility including all classrooms, labs, and offices. During the tour, please indicate where files are located that contain the records we will be reviewing. Also, kindly introduce the team members to your key personnel (e.g., department chairpersons and directors of admissions, financial aid, education, placement, and counseling). Before our arrival, all staff, faculty, and students should be advised of the purpose of our visit and that they may be asked to meet with us.

Following our tour, we would like to meet briefly with you to review the purpose of our visit and our schedule of activities. During that time, kindly provide us with an overview of the institution's history, mission, programs, and any items that may have changed since the completion of the self-study and Update Report.

It is essential that the team be provided with a private workroom that will be available throughout the visit. In addition to the items that are listed in the material that you have already received from the Council, it would be helpful to have the following items in the evaluation team's workroom: some personal computers (preferably with Microsoft Word software) and printer, stapler, typical office supplies, and a supply of coffee, tea, and soda. Although it is not essential, an additional private room for interviewing faculty and students would also be desirable.

The team also will need to use a photocopier and telephone, but they do not need to be located in the team's private workroom. On **Thursday** afternoon, the team will conduct a brief exit interview with you and whomever else you wish to be present. The exit interview is designed to provide you with a brief summary of the major findings that will be included in our report to the Council. I look forward to the visit and will personally follow up this **Monday morning by telephone.**

Please update the current enrollment for offered programs on the attached form, complete the **2011 & 2010** CAR data, and return as an e-mail attachment directly to me by **Monday, May 16, 2011**.

Thank you.

Sincerely,

Edgar Krissler, Evaluation Team Chair

c: Evaluation Team Members

EVALUATION VISIT MEETING ROOM MATERIALS
Initial, Reevaluation, and Branch Inclusion Visit

Institutions are requested to place the following materials in the room provided to the evaluation team while at the institution.

1. Current Information
   a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period;
   b. Student enrollment on day(s) of visit by program and by day and evening divisions;
   c. Floor plan of facility;
   d. Staff roster and organization chart;
   e. Course syllabi for all courses;
   f. All admissions tests with answer key and test cut-off scores for each program;
   g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator;
   h. A copy of the most recently completed Annual Institntional Report and the prior year's ACICS Annual Institutional Report along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone number;
   i. Institutional Effectiveness Plan;
   j. Board of directors and administrative staff meeting minutes;
   k. Faculty meeting minutes;
   l. Documentation of in-service training sessions held and the schedule for upcoming sessions; and
   m. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator.
2. Official Documents
   a. Corporate Charter
   b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
   c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity;
   d. State license and authorization to award degrees (if applicable);
   e. Most recent state and VA compliance reports;
   f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation;
   g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized;
   h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable);
   i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit; and
   j. Third-party contracts with other educational institutions or contracts such as JTPA.
3. Files
   a. Administrative staff personnel files that include updated ACICS data sheets; and
   b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation.

   NOTE: Student files will be selected randomly for review by team members.
4. Inventories
   a. Resource and reference materials; and
   b. Instructional equipment for all programs.

5. Publications

a. Most recent ACICS self-study;

b. All current advertising and promotional literature, including scripts and tapes of radio and television ads;

c. Student, faculty, and staff handbooks (if applicable); and

d. Current catalog with all addenda.

Hello from Minnesota, Mr.Anderson.

Thanks for sending along the materials for the team to review prior to our arriving on campus to work with you, your students, and your faculty and staff colleagues on Wed, Sept 26. I'll check with team members to be sure they've all received the materials OK.

I'd like to connect with you for a phone visit of 30 minutes or so prior to the visit to talk about the topics I've briefly identified on the first Word file attached. So, I'm wondering if you could give me a couple time frames or specific times when you'd be available and willing to talk during the next couple days before the weekend. I'm pretty sure I can be available anytime after about 11 am here (CDT) – 9 am your time therein Phoenix – either Thurs or Fri. Also, please let me know if you'd like me to call you at the 602.328.3608 school number included in the Visit Memo or at some other number. Once I hear back from you, I'll reply confirming a time to connect.

In addition to the file with the list of topics, I've attached a second Word file with two tables or templates designed to summarize data and information about the programs you offer at your Bryman campus. The top table actually becomes Page 2 of the final visit report. As you'll see, I've completed as much of the report as I could from the materials I've received. You should check over the info/data I've entered and make any corrections ... and then enter for each program the contact hour data as well as the retention and placement rates reported on the 2010 and 2011 Annual Reports, or NA or NG as described in the Notes. You should also make any corrections needed in what I've already entered so it is accurate.

For the second table/template, please enter the month/year each of the programs "started" (not when it was "approved") and then the number of graduates reported on your 2011 and 2012 CARs. Having the data and info from these two tables prior to the visit is helpful and informative to the specialists reviewing the programs.

If possible, I'd like you to complete and return the document with the two tables by the end of the business day on Thursday (9/20) so I can complete the tables for the team previsit meeting on Sunday before we start the visit on Sunday. Thanks.

I look forward to hearing from you, connecting for a phone chat, and then meeting and working with you during our time at your campus.

Tom Duff
ACICS Visit Team Chair
218.349.5986

Hello from Minnesota, Mr. Rocha.

I suspect you'll be sending the materials for the team's pre-visit review later today or sometime soon.

If you get this before sending the documents, I'll try to clarify the somewhat unclear statement(s) about "what" to send. You should be sure to send the updated enrollment report, catalog, and self-study narrative, as well as the following materials:
--A copy of the current class schedule for the week we will be on campus (not just the 2 days of the visit)
--A copy of the updated Admin Staff and Faculty Summary Forms--i.e., listing current personnel
--A copy of the updated CEP including the most recent data for tables, reports, etc.
--i.e., the most recent revision--A document identifying and describing what you consider to be "significant changes" since you submitted your application for the visit

Additionally, I'd like to connect with you for a phone visit of 30 minutes or so prior to the visit to talk about the topics I've briefly identified in the first Word file attached. So, I'm wondering if you could give me a couple time frames or specific times when you'd be available and willing to talk tomorrow (Tues) or Wed.

Since I'm currently doing another visit both of those days, I'll have to see if I can spring myself for any of the times you might be available--and I'm doing the visit in Arizona, which is 2 hours behind your CDT. Once I see when you're available, I'll have to check things out here and then send you back a reply confirming a time. (BTW, should I call the school number--205.909.1500--or do you prefer I call you at another number?)

I look forward to hearing back from you, connecting to chat, and then meeting and working with you and your Brown Mackie colleagues in Birmingham next week.

Tom Duff
ACICS Visit Team Chair
218.349.5986

Following is a list of topics/areas I'd like to visit about when we connect for a pre-visit call. Please feel free to add things to the list and bring them up when we talk. Thanks.

1. Any students from the campus currently enrolled in any online courses? If yes, will need more info

2. Any students currently registered for independent/directed study? How many independent study cases in 2012? Will need to see some files.

3. Also files with info documenting the rationale for granting transfer credit, credit for "previous experience," credit "by examination" or "advanced placement," etc. How many for 2012?

4. For any programs with required extemship/internships we'll need info for current term for each program. You probably have a document with this info.
   --Header= #/title (e.g. MA285, XR297, etc) and name of instructor/coordinator
   --then list each student followed by site info (name&address of site, name&phone # of site supervisr)
   --team's specialists will probably want to visit a site for each program sometime first day of visit

5. Not included on ACICS list of documents to be in team work room but will need documentation for
   --campus/prog advisory committee/board meetings; i.e., agendas, minutes, listing of attendees, etc.
   --use of community resources for all programs; i.e. guest speakers, field trips, career fairs, etc
   (e.g; date, names of speakers/places visited, sign-in sheet for students participating, rationale, etc)

6. Is CEP you'll send the "most recent" – i.e., for/covering the term of the visit?
   --If not, will need to send most recent to Tom Duff (tduff@d.umn.edu)

7. Need info on current fiscal year's non-personnel library budget
   --total budget, amount spent to date, amount spent to date for general categories such as books, periodicals, online access, etc.

8. Need data identifying the number of "2nd year"students for the associate degree programs
   --just the "number" -- based on your definition of 2nd year, maybe 30+ credits? or whatever
   Need same as for "3rd & 4th year" students for bachelor's progs, you decide what's "3rd & 4th year"

9. Will ask you to prepare a folder to be in the team room for each team member that includes:
   --hard copy of catalog and any addenda, supplements, etc.
   --organization chart for the campus
   --a listing of names on org chart with room # of office and phone number for each person
   --a list of the names of individuals assigned direct administrative oversight for each program
   --sheet from your IT guru identifying steps for team to access internet from workroom
   --anything else you feel would help team members

10. Schedule a time (30-45 minutes) for a general faculty meeting on first day of visit
    --you and instructors decide the best time; i.e., time that will get the "most" instructors to attend
    --try to get some instructors from all "periods" (i.e.; Day & Evening)

11. Talk about team workroom set up – will need a relatively large space
    --work space for 10 team members, internet access, power strips, etc.
    --at least two computer work stations – computer with Word and each connected to a printer

12. Talk about opening session when we arrive at about 9 am on the first day

PROGRAMS OFFERED BY
ITT TECHNICAL INSTITUTE
BESSEMER, ALABAMA

CREDENTIAL EARNED (from the institution)	ACICS CREDEN-TIAL LEVEL	APPROVED PROGRAM TITLE	Contact Hrs.	Qtr. Crs.	Enroll-ment FT/PT	CAR Retention & Placement			
						2011		2012	
						Ret.	Pla.	Ret.	Pla.
Assoc of Applied Sci	Acad Assoc	Business Management		90	10 / 8				
Assoc of Applied Sci	Acad Assoc	Computer Drafting & Design		96	9 / 8				
Assoc of Applied Sci	Acad Assoc	Computer & Electronics Engineering Technology		96	28 / 9				
Assoc of Applied Sci	Acad Assoc	Criminal Justice		96	28 / 7				
Assoc of Applied Sci	Acad Assoc	Criminology and Forensic Tech		90	25 / 9				
Assoc of Applied Sci	Acad Assoc	Drafting and Design Technology		90	30 / 6				
Assoc of Applied Sci	Acad Assoc	Electrical Engineering Technology		90	29 / 12				
Assoc of Applied Sci	Acad Assoc	Graphic Communications Design		90	23 / 6				
Assoc of Applied Sci	Acad Assoc	Info Tech—Comp Network Systems		90	31 / 7				
Assoc of Applied Sci	Acad Assoc	Network Systems Administration		90	39 / 27				
Assoc of Applied Sci	Acad Assoc	Nursing		104	3 / 20				
Assoc of Applied Sci	Acad Assoc	Paralegal		96	6 / 5				
Assoc of Applied Sci	Acad Assoc	Software Development Technology		90	9 / 4				
Assoc of Applied Sci	Acad Assoc	Visual Communications		96	11 / 7				
Bachelor of Science	Bachelor's	Criminal Justice		180	20 / 3				
Bachelor of Science	Bachelor's	Digital Entertainment and Game Design		180	2 / 2				
Bachelor of Science	Bachelor's	Electrical Engineering and Communications Technology		180	3 / 5				
Bachelor of Science	Bachelor's	Info Systems and Cybersecurity		180	11 / 1				
Bachelor of Science	Bachelor's	Information Systems Security		180	9 / 1				
Bachelor of Science	Bachelor's	Project Management		180	2 / 8				
Bachelor of Science	Bachelor's	Project Management and Admin		180	33 / 1				
Bachelor of Science	Bachelor's	Software Applications Development		180	2 / 2				
Bachelor of Science	Bachelor's	Business Management**		180	0				
Bachelor of Science	Bachelor's	Electronics & Communications Tech**		180	0				
Bachelor of Science	Bachelor's	Software Engineering Technology**		180	0				
TOTAL ENROLLMENT = 521									

*Program(s) is/are programmatically accredited by)
**Will need info on plans for these programs – start on a date, on hold, etc.
NA = No enrollment in program during this CAR period
NG = No graduates from program during this CAR period
Bold = Retention rates below 62% and placement rates below 58% for 2011 CAR column
= Retention rates below % and placement rates below % for 2012 CAR column

START DATES AND NUMBER OF GRADUATES
FOR PROGRAMS OFFERED BY
BROWN MACKIE COLLEGE
BIRMINGHAM, ALABAMA

Credential	Program Title	Start Date (Month/Year)*	Number of Graduates	
			2011 CAR	2012 CAR**
AAS	Business Management			
AAS	Computer Drafting & Design			
AAS	Computer & Electrionics Engineering Technology			
AAS	Criminal Justice			
AAS	Criminology and Forensic Tech			
AAS	Drafting and Design Technology			
AAS	Electrical Engineering Technology			
AAS	Graphic Communications Design			
AAS	Info Tech—Comp Network Systems			
AAS	Network Systems Administration			
AAS	Nursing			
AAS	Paralegal			
AAS	Software Development Technology			
AAS	Visual Communications			
BS	Criminal Justice			
BS	Digital Entertainment and Game Design			
BS	Electrical Engineering and Communications Technology			
BS	Info Systems and Cybersecurity			
BS	Information Systems Security			
BS	Project Management			
BS	Project Management and Admin			
BS	Software Applications Development			

*Month/Year the first students started taking classes for each program at Brown Mackie Birmingham
NG = No graduates from program during this CAR period.

Summary notes from phone call— (Date)

1. Discussed completion of tables/templates providing data for each program, "Pg2&Other.Prog.Data."
2. No students from the campus currently enrolled in any online courses.
3. No students registered for independent/directed study during current term.
   --Maybe10-12 students did independent study in 2012– will have these student files in the room.
4. Will also have sample of student files with info documenting the rationale for granting transfer credit, credit for "previous experience," credit "by examination" or "advanced placement," during 2012.
5. Will have documents with info for students currently completing required extern/internship component this term for each program. Can use anything already prepared so long as it includes:
   --Header= #/title (e.g. MA285, XR297, etc) and name of instructor/coordinator
   --then list each student followed by site info (name&address of site, name&phone # of site supervisr)
   --team's specialists will probably want to visit a site for each program sometime first day of visit
6. Will pull together all PAC info in a binder, tab by program – will do same for comm. resources
7. Erick will check to be sure the CEP sent is the "most recent," i.e., latest revision that has data most recent data. If not, will need to send most recent to Tom Duff (tduff@d.umn.edu)
8. Will have info on current fiscal year's non-personnel library budget in the team work room
   --total budget, amount spent to date, amount spent to date for general categories such as books, periodicals, online access, etc.
9. Will have sheet showing the number of "2nd year"students for each of the 6 associate degree programs
   --just the "number" -- based on your definition of 2nd year, maybe 30+ credits? or whatever
   --include in the folder/binder prepared for each team member
10. Will pull together a folder/binder for each team member that includes:
    --hard copy of catalog and any addenda, supplements, etc.
    --organization chart for the campus
      (on org chart or a separate listing provide room # of office and phone number for each person)
    --a list of the names of individuals assigned as team leaders to overesee each program
      (i.e., Dental,Med Asst,Med Billing and Coding,Pharm Tech,Tech in Radiology, Surg Techt)
    --sheet from your IT guru identifying steps for team to use to access internet from workroom
    --anything else you feel would help team members
10. Will work with director of education and instructors to determine a time (30-45 minutes) for a **general faculty meeting** on first day of visit – ***tentatively set for 1:00 pm on Wed***
    --you and instructors decide the best time; i.e., time that will get the "most" instructors to attend
    --try to get some instructors from all "periods" (i.e.; Day & Evening)
    --looks like several eve instructors also teach in day … may schedule to meet at end of day session?
11. Talked about team workroom set up
    --will need a good sized room to get reasonable work space for 10 team members
    --each team member is likely to have her/his own laptop/netwook
    --need WiFi or hardwire access to the internet, be sure there are, sufficient power strips, etc.
    --need to have at least one computer work station set up and one printer connected to the computer
      --- computer must have Word and be connected to the printer
    -- supplies: writing tablets; post-it pads; pens, pencils, highlighters; paper clips, stapler & staples, etc.
    --beverages like coffee, water, soda (mostly diet these days), any snacks, etc you wish
12. Start with "opening session" when team arrives at about 9 am on the first day—Wed 9/26
    --team introductions -- then -- school members introductions
    --discuss general purposes and procedures of visit
    --take team on a "quick" tour of facility—no stopping to talk to anyone, just want to get a sense for where things are *(NOTE: Since team is large (10) may want to split into 2 groups of 5?)*

Hi "Whoever"

As indicated in the previous email, since we haven't met, I'm sending this to share the following background info about me .... and I hope you'll share something similar with me when it's convenient for you to do so in the next week. I've found it helpful in the past to do this -- because having a little info about you will help me in planning things generally for the visit.

So, FYI, following is info about my background that is similar to what we usually share with other team members at the pre-visit meeting the night before the start of a visit and then with school personnel at our opening meeting:

Academic Background
B.S. in Business Education, Winona State University (Minnesota)
M.A. in Instructional Development (Voc Ed and Economic Ed) from Uof Minnesota Minneapolis
Ph.D. in Education with Management and Ed Psychology Collateral Fields, U of M Minneapolis

Work Experience
12 years as high school business teacher in Minnesota
28 years of employment at the University of Minnesota Duluth (retired in 2003)
--about 8 years as business teacher education professor
--then 20 years in the business school as professor, dept head, MBA director, associate dean, and acting dean

ACICS Experience
Evaluator since 1986--primarily as chair, but also business program and ed activities evaluator
--have done over 180 visits, most recent visits done last cycle (summer 2012)
Two 3-year appointments as public member of Accrediting Council, the last year as Chair
Also have done Intermediate Review Committee (IRC) 10+ times

So, I'd appreciate receiving a reply with something similar from you. No need to be lengthy, just a brief summary for each of the three areas will be helpful. We'll exchange more info while working together, I'm sure. Let me know if you have any questions about this.

As noted previously, I'll be sending another email communication to the whole team sometime early next week with additional info.

I look forward to meeting and working with you shortly.

Tom Duff
218.349.5986.

Hello from Minnesota!

Thanks much for your willingness to share your time and expertise while we conduct the visit to the Anamarc College East Campus in El Paso, Mon & Tues, Sept 17 & 18. Everyone at the campus and ACICS appreciates your contribution to this important part of the accreditation process.

A special thanks to Melonie (*coordinator*) for pulling the team together, taking care of the logistics for the visit, and communicating all the info to us in such a timely way. (*if it's "timely" – which isn't always the case??*)

At this point it's important that you please take a minute ASAP to zip back an email reply to me and Melonie confirming that you've received the Visit Memo from her and planning to come to El Paso to do the visit on Sept 17 & 18. Also, If you have questions about reviewing the area(s) and preparing the report for the section(s) identified in the visit memo Melonie sent, please let us know that in your email reply.

In addition to Melonie, I know and have worked with Melba before. However, Tenishia, Titi, and Shannon, I don't "think" I've worked with you previously; but notice I've hedged that with a "think" cuz I've done lots of visits the past few years … and senility is setting in. I'll probably send a quick email to the three of you briefly sharing some of my background info and requesting you reciprocate in a brief reply.

.I'll be communicating with all of you again with more specific info about things prior to the visit dates. I'll try to wait to do that until after we receive the materials from the school and I've had a chance to have a phone chat with the campus CEO. You should get my next email sometime during the week before the start of the visit, hut it always depends on how things roll out that week before the visit.

There are a couple of things that may be helpful for you to know in case I don't get a communication out until a few days after we get the school materials. First, I'll be sure there is a hardcopy of the current school catalog available for each of us in the team workroom onsite when we arrive. I mention this so you can decide what, if anything, you want to print from the catalog file prior to the visit. Second, I'll be working with the school CEO to get the final report "page 2" program summary table as well as some other program data/info completed so I can get that to you prior to the visit, but it may not be available until our pre-visit meeting. This will provide you with data such as the current enrollment numbers, retention and placement rates for the past two years, and number of graduates for the past two years for each program.

(The following is a "Duff" procedure; most chairs don't do this)
I'll also be sending you the template(s) I want you to use to complete your report(s) during the visit. The revised templates (VER Sept 1, 2012) are available in the "Evaluator" section on the ACICS website. You can certainly go there and download a template for your section(s) if you wish to look at it before I send what I want you to use. However, I'll be sending each of you templates "customized" to the level of visit/program we'll be doing – which should make things easier for you, and I "know" it will make it easier for me as I pull the various sections together for the final report after we leave campus. As I've told others, I apologize (*just a bit though!*) for being "anal" about this. However, I definitely want you to use the template(s) I'll send you prior to the visit.

OK, enough for now--probably "more than you wanted to know," in fact, right? As noted, I'll be back with another communication prior to our connecting in El Paso for the pre-visit meeting and the visit itself. I look forward to getting your reply confirming your participation in the visit.

If you have any questions about anything included above or related to the visit generally that you think I can help with, please let me know via email or a call .... or check in with Melonie to get the "real scoop.".

Tom Duff
ACICS Visit Chair
218.349.5986

Hello from Minnesota!

Thanks much for your willingness to share your time and expertise while we conduct the visit to the Anamarc College East Campus in El Paso, Mon & Tues, Sept 17 & 18. Everyone at the campus and ACICS appreciates your contribution to this important part of the accreditation process.

A special thanks to Melonie for pulling the team together, taking care of the logistics for the visit, and communicating all the info to us in such a timely way. **At this point it's important that you please take a minute ASAP to zip back an email reply to me and Melonie confirming that you've received the Visit Memo from her and planning to come to El Paso to do the visit on Sept 17 & 18.**

In addition to Melonie, I know and have worked with Melba before. However, Tenishia, Titi, and Shannon, I don't "think" I've worked with you previously; but notice I've hedged that with a "think" cuz I've done lots of visits the past few years … and senility is setting in. I'll probably send a quick email to the three of you briefly sharing some of my background info and requesting you reciprocate in a brief reply.

(note this one is for situations where visit memo is "later" so school materials already received)
Like the rest of you (*I hope!*), I got the electronic files with the materials for the visit from the school attached to the August 27 email from Pablo Fuentes. I was able to access the files OK, but confess I haven't spent a lot of time looking through them. I'll be contacting Mr. Fuentes early next week to talk about and check on things.

Based on the info Melonie received from the school and the Update Report attached to Mr. Fuentes' email, it appears the programs we'll be reviewing are those listed on the attached Word file. (in this case I send the "page 2" template with as much info/data as possible) I'll have the school complete the rest of this form and have it ready to share with you either when I send you another communication or at our pre-visit team meeting at the hotel. The CEP states that this East Campus started in July 2011. Thus, there was no 2011 CAR; and given ACICS has extended the deadline for submitting the 2012 CAR to November 1, I don't know whether there will be a 2012 CAR available or not. Melonie will need to check and give us the "real scoop" on this; however, if there is no 2012 CAR, we'll have no data for retention or placement for any of the programs – and thus, Melba, Titi, and Shannon would not need to make "placement calls" for the programs they are reviewing. However, don't take that is a given just yet; we'll have to wait and see.

In the meantime, based on the info we have at this time, Melonie and I have identified our individual assignments will be to review the areas/programs and complete the report Section report(s) as identified below.

1,2,3 Mission, Organ, Admin – Duff
4 Student Relations – Tenishia
5 Ed Activities – Melba
6 Facilities – Duff
7 Publications – Melonie
8 Library – Melba
9 Program Report Sections
  --Bus Admin and Mgmt (academic associate's degree) – Melba
  --Medical Assistant "and" Med Billing and Coding (both diploma) – Shannon (*one report*)
  --Phlebotomy Tech "and" Vocational Nurse (both diploma) – Titi (*one report*)

If you have questions about reviewing the area and preparing the report for the section(s) identified above, let me know ASAP.

After I talk to Mr. Fuentes, I'll send another communication, probably the end of next week or early the week of Sept 10. One thing for your info now, I'll be sure to get the school to have a hardcopy of the catalog for each of us in the team room onsite. I mention that cuz then you can decide what, if anything, you want to print from the catalog file prior to the visit.

(again, a "Duff" procedure; most chairs don't do this)
'll also be sending you the template(s) I want you to use to complete your report(s) during the visit. The revised templates (VER Sept 1, 2012) are available in the "Evaluator" section on the ACICS website. You can certainly go there and download a template for your section(s) if you wish to look at it before I send what I want you to use. However, I'll be sending each of you templates "customized" to the level of visit/program we'll be doing – which should make things easier for you, and I "know" it will make it easier for me as I pull the various sections together for the final report after we leave campus. As I've told others, I apologize (*just a bit though!*) for being "anal" about this. However, I definitely want you to use the template(s) I'll send you prior to the visit.

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If you have any questions about anything included above or related to the visit generally that you think I can help with, please let me know via email or a call .... or check in with Melonie to get the "real scoop.".

Tom Duff
ACICS Visit Chair
218.349.5986

ABC
BILLINGS, MT

ACICS PEER REVIEW
PRE-VISIT MEETING AGENDA

October 16, 2014----------6:00 PM

Introduction of each team member and team assignments academic/experiential background, ACICS experience. Purpose of this visit—Reevaluation.
Review institution's application, Update Report, and TEAM ASSIGNMENTS:

A. **Dr. Al Morrow: Relations with Students**
B. Ms. Tanya Cummings: Educational Activities & Library Specialist
C. Ms. Sandra Wright: Medical Assisting/Billing & Coding Specialist
D. Mr. Jared Chrudimsky: Massage Specialist
E. Dr. William McPherson: Administrative Assistant Specialist
F. Ms. Kim Mears: Pharmacy Tech/Paralegal Specialist
G Ms. Sarah Giannakopoulos: Publications & Liaison to ACICS office

- ACICS *Criteria* and Procedures (version or latest version):
- Make sure you have the latest version of the Templates— **September 1, 2013**
- Utilize the Report Writing Guidelines **2013**
- All written responses must be stated in complete sentences
- Recommendations will be relocated to the end of the report; they will not go to the Council, only to the institution.
- Please observe that all areas of noncompliance (any NO's) must be reported to the chair and ACICS staff representative to be shared with the institution's campus director. The institution will be provided with reasonable time to respond to the team's concerns before it is classified as an area of noncompliance in the team report.
- All extern visits and placement calls should be conducted during the first day of the visit.
    1. Please refer to Writing guidelines **2013** for (3 questions): How many calls were attempted?
    2. How many calls were successful?
    3. Of the successful calls, how many employers affirmed that the grad was employed?
- Confirm "not available for placement" Continuing Ed & Health Related?

If responses for questions 2 and 3 don't coincide, this is an area of noncompliance

Questions or comments

Day 1: **OCTOBER 17, 2014** Agenda
DEPARTURE FROM HOTEL TO CAMPUS AT 8:40AM

1. Tour of the facilities
2. Team meeting with the institution: introductions of both parties; brief comments of our role at the institution.
3. Lunch menu before anyone leaves the team room.
4. Individual responsibilities
5. Faculty meeting at **12:00 PM**
6. Second team meeting at lunch time—12:30 PM--potential areas of noncompliance
7. Continue with individual work; Chair and ACICS Staff will inform the institution of the areas of concern
8. Third team meeting at approximately 4:00 PM Check status of work progress and potential areas of noncompliance
9. Second faculty meeting at **5:00 PM**
10. Between 5:00 PM and 5:30 P.M. the Chair and .the ACICS Staff will meet with the institution
11. Evening Session: visit classroom speak with faculty and students
12. Approximately 6:30 PM the team will depart from the institution to the restaurant. Team concerns will be discussed during dinner. Remind team about checking out and bringing luggage.

Day 2: **OCTOBER 18, 2014** Agenda
DEPARTURE FROM HOTEL TO CAMPUS AT 8:30 A.M.

1. Brief team meeting before the meeting with the institution
2. REQUEST INFORMATION PENDING
3. Lunch menu before you leave the team room.
4. Individual responsibilities: WRITING THE REPORT-- Utilize Report Writing Guidelines **2013** and remember to write in complete sentences: "The student/teacher ratio is 12:1."
5. Remember the people you write about all have titles: Mr. Dr. Ms. Rev. Chef…..That's it.
6. Remind new evaluators to check in the Box.
7. DETERMINE THE TIME TO BEGIN THE READ THROUGH PROCESS
8. Second Team meeting at lunch time: READ THROUGH or later
9. Determine the time of the Exit Interview with the institution.
10. First time evaluators--*Expense* reimbursement procedures via Concur—**Sarah**
11. Everybody should evaluate everybody. Sarah is required to evaluate each of us.
12. Exit Interview and depart from institution to airport or hotel

13. Online follow-up evaluations for campus include fellow evaluators as question #6.

Some general things to keep in mind as we do our visit:

- The Council feels it is important for team members to be **"out and about" while onsite**--visiting classes; talking with students, faculty, and staff; and generally gathering and reviewing information and activities. A criticism sometimes leveled at teams is that "they did the review and their report while sitting in the team workroom" … rather than getting out to observe and talk with those involved in the operations of the institution. Obviously, we don't want to have this criticism leveled at us.

- Each of us needs to take the time and make the effort to include **complete and accurate info/data** (*especially about areas of noncompliance*) while preparing the report. I have a personal stake in this because I usually have no easy way to check on the spelling of names, accuracy of numbers, etc. once I'm back home finishing up the report; and it's necessary to provide this accurate and complete info for the school to use in its reply and during Council review.

- As noted in the spring 2011 "Evaluator" newsletter, the report templates to be used starting with spring 2011 visits will require evaluators to provide more narrative comments in some responses. The intent of this change is to include more substance to reports by providing more descriptive information about things for those reading the report following the visit, including the institution, Intermediate Review Committee (IRC) members, and Council members. Please keep in mind that narrative responses are to be written in full sentences and in a factual manner with as much detail as possible, while keeping in mind the need for clarity, conciseness, and brevity in general.

- All evaluators are asked to review the template(s) they will be using in advance of the start of a visit. By reviewing and studying the template(s) prior to beginning to prepare them, evaluators should have a better understanding of the type of materials to review, persons to interview, and questions to ask before and while on site to answer the questions involved. Evaluators are encouraged to ask the coordinator and/or chair questions related to any part of the review process and completion of the templates.

- Also, although each of us will be "responsible" for doing the review and preparing a report on findings related to one (or more) of the sections, the end product is a "**team report**." To accomplish that we'll need to do a good job of communicating with and helping each other as much as possible during the visit and while finishing things at the end to ensure consistency, good cross referencing, etc. Thus, while you may have your report section(s) finished and be ready to leave before others, please keep in mind that the "read through" at the end is an important time for the coordinator and chair. We will be listening to be sure things are accurate, consistent, and so one. Everyone needs to be patient and helpful or this becomes a frustrating time for all.

Dear ACICS Team Members: Tonya, Al, Bill, Jared, Georgia, Kim & Claudia:

Just a note to let you know that I am looking forward to working with you on the ACICS re-evaluation visit at the ABC Institute of Business & Medical Careers, in Billings, Montana, scheduled for Monday—Tuesday, October 17-18, 2011.

You should receive a CD-rom or flash drive of the Self-Study, Update Report, and catalog between now and Friday, October 7, 2011.

Claudia is doing great job, as usual, keeping us informed regarding the visit.
We have scheduled the team meeting for 6:00 P.M. on Sunday evening in the hotel lobby.

Upon receipt of the materials, I will forward you a copy of our introductory letter to Mr. Randall, campus director.

Here is the gweb site:

http://www.ibmc.edu/Cheyenne_Wyoming.asp

I look forward to seeing you again on Sunday evening, October 16; at the Springhill Suites in Cheyenne to be followed by dinner.
Some of us will meet up with Claudia in Denver and then to Cheyenne.

Please acknowledge your scheduled arrival times.

Ed Krissler

Georgia.....Look forward to meeting you.
Tanya.....I will keep you up to date ABC...Like your new name...Nikea?
Bill.....Congratulations again on Evaluator of the year....2011
Al.....Look forward to seeing you. (ABC advertises an 90% placement rate on web site?)
Jared.....Missed you last cycle. Really could use a massage? Joking.
Kim.....Check out ABC's FB page. Take a virtual tour of the Billings campus.
Claudia.....SUPER TEAM...Think we should nominate you for coordinator of the cycle.

TheEvaluator
Accrediting Council for Independent Colleges and Schools
Volume VI Issue IV
Fall 2013

For Your Information

Below are items to be published in the September 2013 Memorandum to the Field and which will be available on our Web site for your review.

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INSTITUTIONAL PUBLICATIONS (Appendix C)

The Council finalized modifying language to eliminate redundancy; to include information on appropriate catalog addenda and initial applicants and remove dated language.
Reviewed by staff

NONTRADITIONAL EDUCATION (Appendix H)

The Council finalized modifying language in Appendix H to reflect current practices in distance education.
Reviewed by the DE expert with contribution from the team chair (CEP) and Educational Activities (Faculty).

GENERAL EDUCATION REQUIREMENTS (Section 3-3-302)

The Council finalized modifying language in the Criteria to appropriately address education requirements for occupational associate's degree programs.

Reviewed by the Educational Activities expert.

ACCREDITATION STANDARDS FOR INTERNATIONAL INSTITUTIONS

The Council finalized language in several areas of the Criteria to address international institutions that seek an accreditation status with ACICS.

§ Sections 2-1-403 & 3-1-515: Specialized Accreditation

§ Section 3-1-541: Faculty Preparation

§ Section 3-1-421 & Appendix D: Standards of Satisfactory Progress

§ Sections 3-4-400, 3-5-400, 3-6-700, and 3-7-700: Library, Instructional Resources, and Technology

Only for review of international institutions.

ACCREDITATION OF INDIVIDUAL CAMPUSES

The Council finalized language in the Criteria to introduce flexibility into the accreditation process. These changes will allow the Council to award grants of different lengths to a main campus and to its additional locations. Visits to the campuses of a large multi-campus institution will be scheduled prior to the end of their grants. However, not all the visits may be in the same cycle. The structure of the grant process described in the Criteria, including the maximum length of grants, will remain the same as it is in current practice.

Evaluators are responsible for staying current and abreast with the changes in Criteria.

Please review the most current Memorandum to the Field on the web site:
Home > Council Actions > Memorandum to the Field

Participation in the free AWARE Webinars is also highly recommended.

Message from the Evaluator Manager

Hello Everyone!

I trust your summer was well-spent—working hard, playing hard, and enjoying life along the way.

We have started the last cycle of the year and as always, there is a lot to do and a lot to learn.

ACICS has responded to the concerns of many evaluators who would love to participate in visits but unable to manage the high initial cost of airfare. Use of the Concur system is required and the training information is included in this newsletter for your information. Additional reminders on visit procedures need to be reiterated as a result of the assessment and feedback from the field.

The evaluator pool now exceeds 1500 evaluators and we must all work together to ensure quality in the service to the Accreditation process.

Thank you, as always, for your dedicated service to ACICS!

Report Templates and Writing Guidelines

New report templates for the full team report (Additional Location Inclusion, Initial Grant, and New Grant) that reflect the new changes in the *Accreditation Criteria* and the addition of appropriate questions, have been uploaded to the Report Templates page on the ACICS Web site. Evaluators are responsible for downloading this version prior to **each** team visit to ensure that the current report is being used for the evaluation.
Significant changes have been made to the following templates:

- Section 7—Publications
- Section 10—Distance Education
- Section 12—ESL Program Review*

**The ESL template is new and will be piloted this cycle to determine what additional changes need to be made.*

The *Report Writing and Editing Guidelines 2013,* along with other materials, can be found on the Report Templates web page and evaluators are expected to **follow them. Consistent non-compliance with the writing expectations may result in visit assignment restrictions or other action.**

Evaluator Recruitment—Your Contin-

We continue to solicit evaluators reaching out to colleagues in their professional associations, organizations, and networks to encourage participation in the ACICS evaluator process. Share my email address, pwgilliam@acics.org, and I will gladly follow up. We have an urgent need in the following areas:

Wind Turbine Technician
Computer Technician
Solar/Wind/Renewable Energy Tech
Environmental Technology
HVAC/Electrician
Machine Tool Technology/Machinist
Animal and Equine Science
Electrocardiograph Technician
Medical Laboratory Technician
Divinity/Biblical Studies
Golf Complex Operations/Management
Nursing Education
Electrocardiograph Technology
Occupational Therapy Assistant
Physical Therapy Assistant
Cardiovascular Sonography
Respiratory Therapy
Dental Assisting/Hygiene
Anesthesia Technology
Gerontology Assistant
Dialysis Technology
Building/Property Maintenance and Management
Health and Fitness Specialist
Funeral Service and Mortuary Science

If you are not currently approved to evaluate any of the above areas but believe you have the required academic and experiential qualifications, please forward an updated resume with a note to evaluatormanager@acics.org for additional review.

If you know of professionals in the above fields who would be interested in serving or would be very effective in serving, please encourage them to apply by visiting http://www.acics.org/evaluators.

New Travel Team Member—Russie Allen

I am extremely excited to be one of the newest members on the ACICS travel team as an accreditation coordinator!

I have worked for quite a few schools that are accredited by ACICS. During that time, I expressed interest in being behind the scenes and wanting to know more about accreditation and the process of becoming accredited as I have always known the importance of it. I was able to eventually transition into accreditation over time!

I have had the pleasure of working with some awesome evaluators during my observation visit with my manager and I look forward to meeting and working with more of you – whom I know I will be able to learn a lot from.

Calling for Team Chair Applications!

A critical part of the evaluation team, the ACICS team chair is tasked with providing leadership to the independent evaluation team during an institutional evaluation for reaccreditation, branch inclusion or initial accreditation. The application has been revised to include active involvement in the development, review and monitoring of the campus effectiveness plan.

Applications are now being accepted and reviewed on a continuous basis until September 30th. Late applications will not be considered. Applicants will be notified, via email, of the status of their application.

Please visit
http://www.acics.org/evaluators/content.aspx?id=4519 for more information and to access the application packet.

Concur Travel & Expense Process

In an effort to address the rising cost of airline tickets and the up-front financial burden placed on evaluators, ACICS is utilizing the Concur Travel and Expense System to manage and cover this cost for all team members, using an ACICS Corporate Account. Key elements:

- Use of the system is MANDATORY for airfare/train reservations.
- Evaluator profiles MUST be completed prior to using the system to include frequent flier numbers, etc. so that miles may be credited to the evaluator's personal frequent filer account.
- Legal name, as listed on license and/or passport must be in Personify. To correct, please send an email to pwgilliam@acics.org
- Do not add any credit cards to your profile. This will limit the payment options to only the corporate account and avoid errors.
- Tickets in excess of $1000 will not be processed and purchase will be suspended until approval is received by the staff coordinator.

Flight Arrangements – Changing or Canceling

- 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.
- If the trip cannot be completed, for whatever reason, ACICS (staff coordinator) MUST be notified immediately. The unused ticket will be the property of ACICS and cannot be used by the evaluator for personal travel. This will constitute a breach of the Canons of Ethical Behavior and subject to negative action.

Flight Arrangements – Assistance

Travel Incorporated
4301 Anchor Plaza Pkwy
Suite 125
Tampa, FL 33634
Phone: 866-738-6444

Expensing

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

Critical Do's and Don'ts

Do select "American Express Air Travel" for airfare and train

Do review the expense report for accuracy and completion (corporate or "out-of-pocket") prior to submission

Do modify search options to access a larger flight selection.

Do contact ACICS if you have any questions or concerns during the process.

Do get approval to purchase airfare in excess of $1000.

Do create an expense report for each transportation reservation independent of your out-of-pocket expenses.

Do not select "American Express Air Travel" for other expenses – be sure to select "Out of Pocket", including honorarium.

Do not include your personal credit card in your Profile.

Expensing Reminders

Expenses **MUST** 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.

It is also strongly recommended that evaluators set up **Direct Deposit** to expedite the reimbursement process. Forms are available on the web site.

Failure to provide adequate documentation of expenses will void ACICS' reimbursement responsibilities.

Evaluator Visit Procedures & Reminders

Revisions, changes and new evaluator policies have been periodically communicated through the newsletter and, as such, may not have been reviewed by everyone. In the spirit of full disclosure and mutual respect for the evaluators' contribution to the process, below is a summary of some key items. Your cooperation and adherence are appreciated.

Visit Solicitation

The objective, expert role of the evaluators cannot be understated and is a pillar of the peer review process. ACICS prides itself on utilizing individuals who reflect the highest professional standards in an unbiased manner to channel quality assurance and enhancement in the accreditation process. In order to do this, we have developed a system that allows for a team composition process that is uncompromised. Hence, **evaluators should not contact ACICS to solicit visits or communicate availability.** This policy will be fully implemented in 2013 and your adherence is expected. Possible action may include **warning, limited visit participation, and removal from the active pool.**

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Visit Participation Limit

Additionally, the six-visit limit is still in effect and travel staff will need to request, for approval, the waiving of this limit in extenuating, emergency situations. **Evaluators should not request that they be allowed to conduct additional visits** but they are responsible for communicating when they have reached the limit.

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Last Minute Cancellations

Life happens—and no one appreciates that more than the travel staff. However, communication, on both sides, is critical when it does to allow for the evaluation process to continue.

- Email/Call/Text the staff as soon as your availability changes.
- If you do not get confirmation from that staff, send an email to pwgilliam@acics.org
- If possible, help find a replacement for your assignment (colleague, contact, etc.) in consultation with the ACICS staff

****

Pre-Travel Meeting Requirement

The institutional evaluation formally begins at the pre-visit meeting. It is at this meeting that the initial team formation takes place. Team members get introduced and camaraderie established as the "goal" of being a key playing in the accreditation process takes hold. In addition, the team chair facilitates the initial review of the institution and any issues that may have been found on initial review of the institutional materials. Absence is only excusable if approved by the staff/team chair. Habitual absence from the meeting will be noted in the evaluations and could result in loss of visit participation.

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Professional Attire

The evaluation visit is a professional activity and requires professionalism in all respects. The appearance of the team, as individuals and a whole, is the first impression to be had of ACICS. Hence, all team members should present themselves accordingly. Men should wear a jacket and tie, with dress shoes and socks; ladies should wear dresses, suits, or pant suits. Jeans (anything), sandals, and recreational or casual attire are inappropriate.

****

Contact Information

Communication between the evaluators and ACICS is the channel that ensures that the evaluation process takes place. Most team composition requests are made via email instead of the phone. Hence, changes in employment, and mailing address must be shared with the evaluator manager@acics.org and instchange@acics.org. Evaluators should however, **log into their account** to update their contact information, to include email.

Program Specialist Focus Group

ACICS is in the process of developing procedures for the Placement Verification Program and how it affects the placement verification process during team visits. As the facilitators of the on-site verification program, your feedback is a critical component of the review process and we need to hear from you.

Hence, if you are interested in participating in a focus group, please email pwgilliam@acics.org with "Program Specialist Focus Group Interest" in the subject field. Interest must be communicated **no later than September 19, 2013.** Given the nature of the review, the group may participate electronically by survey or questionnaire. Thank you in advance for responding!

Notice of New Evaluator Requirement

Licensure and certification requirements provide validation of competency and skills assessment needed to work in a number of fields. Our institutions offer a number of these programs and the evaluation process should include similarly credentialed experts.

Hence, starting in 2014, experts of programs which **require licensure, certification, or registration (federal or state),** must hold an active/current license, certification, or registration. Current evaluators must email a copy of the documentation to **evaluatormanager@acics.org.** This document will be kept current and will be added to the evaluators record.

Evaluator Training Update

In the Spring 2013 publication, evaluators were informed of plans underway to develop refresher training courses on the overall, and more efficient, evaluator responsibilities as well as focused training for each role (relations with students, educational activities, team leads).

All active evaluators, with working email accounts, were recently sent out an *Evaluator Assessment* by MindFlash. This assessment, as detailed in the preceding email communication, is required by all active evaluators and was designed to assess the understanding of fundamental evaluation processes, including reimbursement procedures, agency activities, and visits. There are no course materials to review prior to taking the assessment as the intent is to determine knowledge of current practices.

Evaluators who failed to achieve the 80% passing score are enrolled in the *Accreditation Evaluation Fundamentals* course. This course covers all the fundamental elements of the ACICS accreditation review process and includes examples to emphasize critical areas. The Assessment quiz is then retaken with a target 80% passing grade.

Those evaluators who failed both courses are required to take a live webinar prior to being available for team selection.

Progress Report:

ASSESSMENT	FUNDAMENTALS
# Sent = 1500	# Sent = 255
# Completed = 761	# Completed = 170
# Passed = 484	# Passed = 138
# Failed = 255	# Failed = 25
# 100% = 15	# 100% = 5
Average score = 81%	Average score = 86%

The purpose of the *Assessment* was not punitive or to remove evaluators from the pool but rather to be a baseline to measure the success of training and need for additional training

Feedback indicates that the course provided a good refresher and a reminder that practice may differ from the actual process.

Completion of the assessment is required and those evaluators who missed the deadline, or did not receive the training (spammed or email incorrect) should contact Ms. Perliter Walters-Gilliam (pwgilliam@acics.org) for another opportunity to take the quiz.

Future training will be communicated in the same manner and it is critical that all evaluators maintain a working email account to ensure that they receive any communication from ACICS.

Upcoming Training Plans

During the past month, two focus groups convened to discuss a number of evaluation-related items:

1. The Student Relations (SR) group focused on the various methods currently being employed by the SR experts with varying level of success. Hence, the need for consistency in training/review has been identified.
2. The team lead (Chair) group focused on overall visit management, ACICS directives, and the CEP. Being a much smaller group, identified issues will be communicated directly to all chairs.

In addition to the feedback received from above, travel staff provided perspective on the areas in which teams may struggle during the review process.

Hence, the following training modules are currently being developed for distribution and implementation:

- Evaluating the Campus Effectiveness Plan (CEP)– for active team chairs to bring consistency to this very important area of institutional effectiveness.

- Expectations and Guidelines for Team Chairs.
- SR Expertise Assessment
- Student Relations Expertise Training
- Evaluating the Out-of-Class activities

Recommendations and suggestions for training are welcomed!

The Evaluator staff thanks all those who provide editorial and contextual feedback. The Evaluator is managed by Ms. Perliter Walters-Gilliam. Any questions or concerns about the publication may be directed to pwgilliam@acics.org.

Team Lead

The newsletter supplement is intended to provide informational guidance to the ACICS Team Chairs.

Taking the Lead

A Chair Focus Group, comprised of seasoned and new chairs, convened in July 2013 to discuss the concerns and challenges of the ACICS Chair Role. The following topical areas were discussed at length:

- Campus Effectiveness Plan Review
- Visit Management
    - Communication with the institution
    - Pre-visit Meeting
- Team Report Preparation and Editing
- Team Leadership
- Consistency in the Evaluation Process
- Chair Training and Development

Recognizing that periodic, systematic communication with Chairs is lacking, this newsletter supplement will bridge that gap to inform chairs of critical issues that affect their area of the review process.

Council decisions, including policy development and procedural changes, need to be clearly communicated to the team leads so that everyone is on the same page on a consistent basis.

Therefore, focus Group meetings will continue, at least annually, to maintain open dialogue that would focus on sharing information and clarifying policies and procedures. Participants will be invited to the virtual meeting as necessary.

Gnidance for CEP Review

The value of the Campus Effectiveness Plan and its incorporation into the operation and processes of a campus cannot be over-emphasized. CEP training, via MindFlash, and following additional guidance from the Council, will be communicated to team chairs. In the interim, the following minimum guidelines are provided for the chair's reference during review:

- Baseline Data – the starting point or the minimum point from which elements will be measured against.
- Evaluation of Required Elements
    - Retention & Placement should be evaluated at the program level, now that ACICS has employed a program-level compliance approach.
    - Level of employer and graduate satisfaction - both the response rate and the actual level of satisfaction should be included in the analysis.
    - Student Learning Outcomes – should be appropriate, by program, and **be actual measures of learning.**
- Appropriateness of measurements – the chair should be comfortable making an assessment on the appropriateness of measurements used by institutions. For example, if student learning outcomes include a satisfaction survey and curriculum review, both of which are **not** appropriate, the chair should feel comfortable detailing why this is not appropriate, and add a citation.
- Goals – should meet or exceed minimum standards in licensure (SLO), retention, and placement. However, if there are mitigating circumstances, as explained by the institution, as to why their goals are lower than the prior year's or less than the standards, the chair should articulate this in the report for the Council's review, **without giving a citation.**

The CEP is still challenging for institutions to develop and just as challenging for chairs to review. As such, ACICS needs to provide guidance to both groups so that the expectations and intent can be clear. Training in this area is being developed for chairs. Your feedback is appreciated.

Editor: Perliter Walters-Gilliam, Senior Manager of Quality Enhancement, pwgilliam@acics.org

Team Report Preparation & Editing

The level of detail provided in the introduction section varies significantly from team report to team report. The following should be noted:

- Focus on providing background/introduction to the entire report.
- Complete this section during the editorial process and not on-site as the team's overall impression of the institution should frame the introduction.
- The facilities (section 8) details should not be repeated in this section as it does not add any value.

Additionally, team members should **not** be emailing reports to the chair after the conclusion of the visit. All sections must be received prior to the exit conference. Both chair and staff must have a copy of the report in its entirety. Reports should be emailed to visitreports@acics.org with a copy to the assigned staff.

Attempts will be made to provide chairs with at least one edited report in track changes for feedback. Patience is requested as the demands of the report preparation may impede this process

Visit Management

Communication with the institution and team is essential in setting the tone for the upcoming visit.

Prior to the visit: once the visit memo has been sent to the institution, team chairs should contact the chief onsite administrator, by email and telephone, for an introductory discussion. This dialogue should include:

- Program offerings
- Faculty meeting scheduling
- Visit Materials (self-study, etc.)
- Team room preparation

As a matter of practice, chairs should also send a note to the team once the staff has initiated team dialogue.

Pre-visit Meeting: the meeting is led by the chair and facilitated by the staff who work together to prepare the team for the upcoming evaluation. The following should be noted:

- Attendance is required. Evaluators who cannot attend due to mitigating circumstances should communicate with chair/staff prior to the visit.
- The meeting should be scheduled for the evening before the visit with breakfast meeting as an exception. Work with the staff for scheduling.
- Focus should be on the institution to be reviewed and not on the level of the team's expertise.
- The staff member should share Council actions and procedural changes that affect the visit process.

A brief meeting with the staff is advised prior to the team's meeting.

Both staff and chair should communicate to the evaluators that they should come prepared to discuss issues after having read through the institution's materials.

During the Visit:

The meeting with the administration should be at least once on the first day but may need to be more based on the findings of the team (after the lunch meeting and prior to evening classes).

The Areas of Concern document should be type-written (not hand-written) by the staff and shared with the chair prior to the meeting. It is important that both are on the same page with the issues so that they can be accurately discussed.

The institution should not be given the Areas of Concern document. However, a separate listing of faculty/syllabi may be provided if extensive.

Prior to the exit conference, the administration should be briefed on the outstanding issues (citations). It is not necessary to read the citations but rather to summarize the areas that must be addressed in a response.

Team Leadership

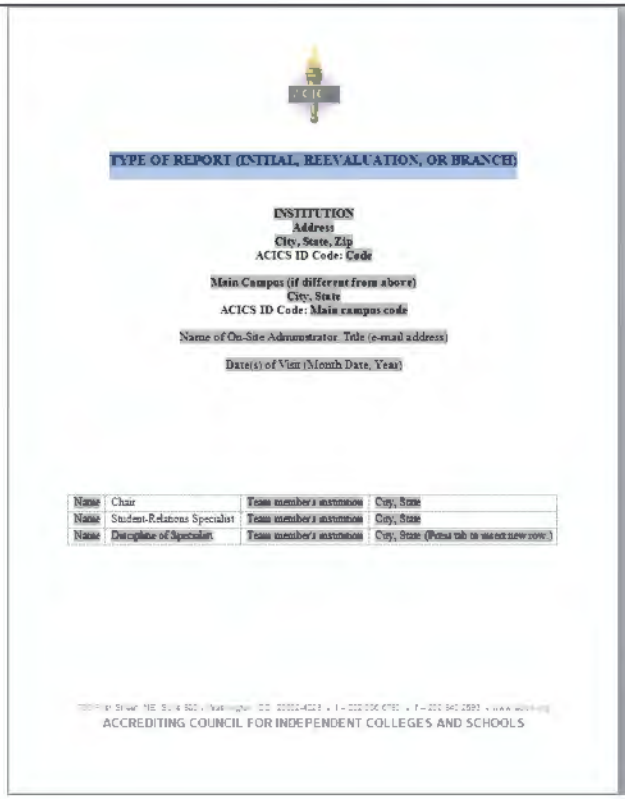
The chair and the staff representative hold distinct roles on the visit but must work together to facilitate a successful, objective, professional review. The team is an objective group, independent of the Council, conducting a peer review. This group is under the leadership of the chair.

The ACICS staff represents the Council to ensure that the visit is conducted in accordance with the Council's standards (*Accreditation Criteria*). The staff member is not part of the peer review team and cannot dictate citations. Rather, the staff should provide clarity on the Criteria, how it should be interpreted, and facilitate dialogue on the institution's degree of compliance.

PREPARING REPORT PAGES 1-2

Report pages 1-2 are the first two pages of the Mission, Organization, and Administration template.

Shown here are the blank report pages. Click a grayed area and type in the correct information.



TYPE OF REPORT (INITIAL, REEVALUATION, OR BRANCH)

INSTITUTION
Address
City, State, Zip
ACICS ID Code: Code

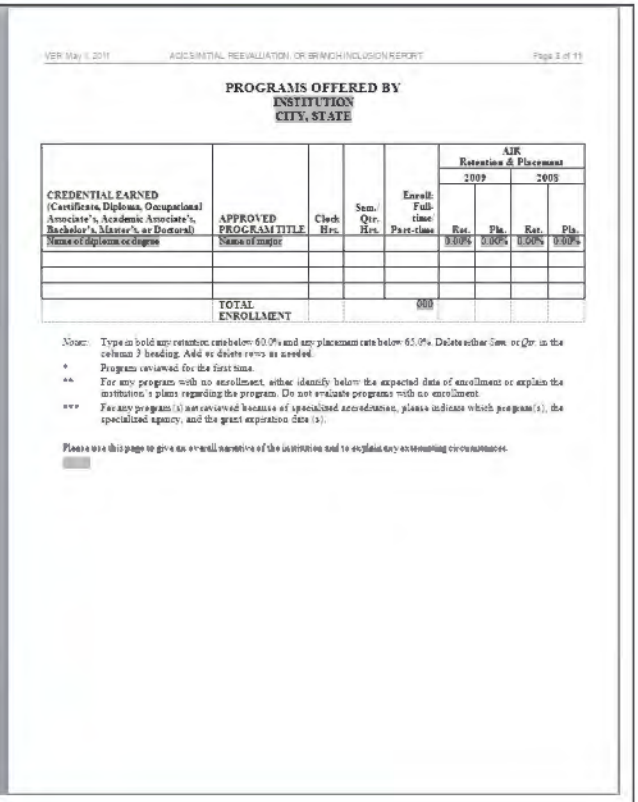
Main Campus (if different from above)
City, State
ACICS ID Code: Main campus code

Name of On-Site Administrator, Title (e-mail address)

Date(s) of Visit (Month Date, Year)

Name	Chair	Team member's institution	City, State
Name	Student-Relations Specialist	Team member's institution	City, State
Name	Discipline of Specialist	Team member's institution	City, State (Press tab to insert new row.)

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS



PROGRAMS OFFERED BY
INSTITUTION
CITY, STATE

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full-time Part-time	AIR Retention & Placement			
					2009		2008	
					Ret.	Pla.	Ret.	Pla.
Name of diploma or degree	Name of major				0.00%	0.00%	0.00%	0.00%
	TOTAL ENROLLMENT			000				

Note: Type in bold any retention rate below 60.0% and any placement rate below 65.0%. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

* Program reviewed for the first time.

** For any program with no enrollment, either identify below the expected date of enrollment or explain the institution's plans regarding the program. Do not evaluate programs with no enrollment.

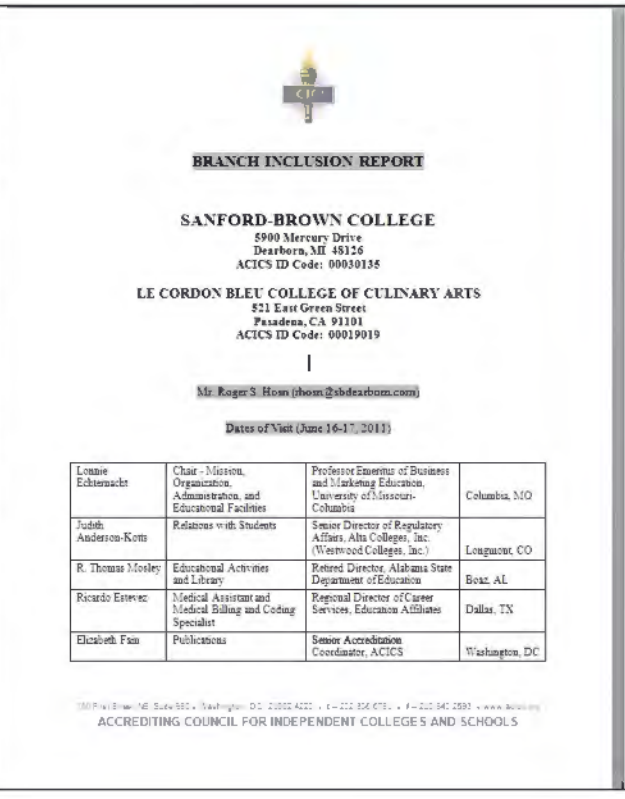
*** For any program(s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date (s).

Please use this page to give an overall narrative of the institution and to explain any extenuating circumstances.

Shown here are the completed report pages. If needed, delete blank lines on page 1 to achieve an attractive appearance.

Add or delete rows or headings on both pages as needed.

Note: To be able to add or delete lines, rows, or headings, you must be in Unprotected mode. See "Using the Report Templates."



BRANCH INCLUSION REPORT

SANFORD-BROWN COLLEGE
5900 Mercury Drive
Dearborn, MI 48126
ACICS ID Code: 00030135

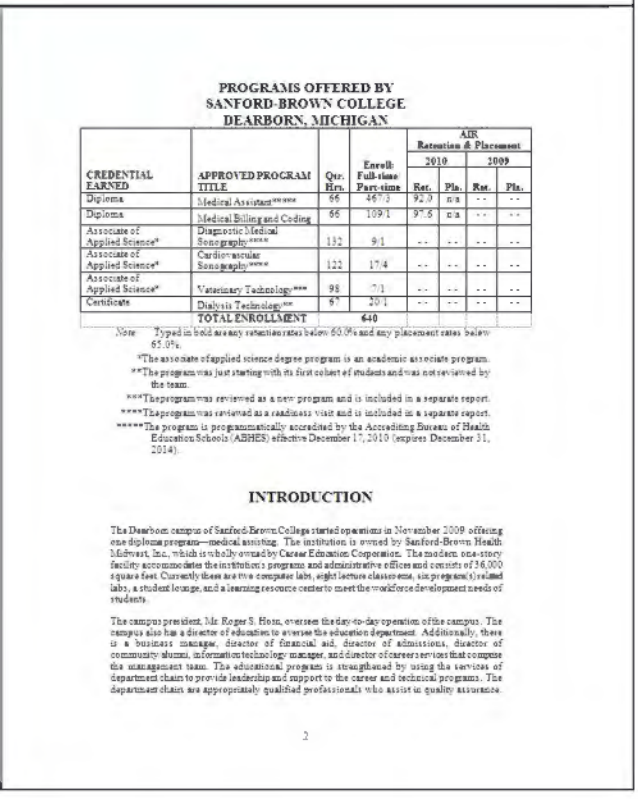
LE CORDON BLEU COLLEGE OF CULINARY ARTS
521 East Green Street
Pasadena, CA 91101
ACICS ID Code: 00019019

Mr. Roger S. Hoen (rhoen@sbdearborn.com)

Dates of Visit (June 16-17, 2011)

Lonnie Echternacht	Chair - Mission, Organization, Administration, and Educational Facilities	Professor Emeritus of Business and Marketing Education, University of Missouri-Columbia	Columbia, MO
Judith Anderson-Kotts	Relations with Students	Senior Director of Regulatory Affairs, Alta Colleges, Inc. (Westwood Colleges, Inc.)	Longmont, CO
R. Thomas Mosley	Educational Activities and Library	Retired Director, Alabama State Department of Education	Boaz, AL
Ricardo Estevez	Medical Assistant and Medical Billing and Coding Specialist	Regional Director of Career Services, Education Affiliates	Dallas, TX
Elizabeth Fein	Publications	Senior Accreditation Coordinator, ACICS	Washington, DC

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS



PROGRAMS OFFERED BY
SANFORD-BROWN COLLEGE
DEARBORN, MICHIGAN

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full-time Part-time	AIR Retention & Placement			
				2010		2009	
				Ret.	Pla.	Ret.	Pla.
Diploma	Medical Assistant*****	66	46/3	92.9	n/a	--	--
Diploma	Medical Billing and Coding	66	109/1	97.5	n/a	--	--
Associate of Applied Science*	Diagnostic Medical Sonography*****	132	9/1	--	--	--	--
Associate of Applied Science*	Cardiovascular Sonography*****	122	17/4	--	--	--	--
Associate of Applied Science*	Veterinary Technology***	98	7/1	--	--	--	--
Certificate	Dialysis Technology**	67	20/1	--	--	--	--
	TOTAL ENROLLMENT		640				

Note: Typed in bold are any retention rates below 60.0% and any placement rates below 65.0%.

*The associate of applied science degree program is an academic associate program.

**The program was just starting with its first cohort of students and was not reviewed by the team.

***The program was reviewed as a new program and is included in a separate report.

****The program was reviewed as a readiness visit and is included in a separate report.

*****The program is programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES) effective December 17, 2010 (expires December 31, 2014).

INTRODUCTION

The Dearborn campus of Sanford-Brown College started operations in November 2009 offering one diploma program—medical assisting. The institution is owned by Sanford-Brown Health Midwest, Inc., which is wholly-owned by Career Education Corporation. The modern, one-story facility accommodates the institution's programs and administrative offices and consists of 36,000 square feet. Currently there are two computer labs, eight lecture classrooms, six program(s)-related labs, a student lounge, and a learning resource center to meet the workforce development needs of students.

The campus president, Mr. Roger S. Hoen, oversees the day-to-day operation of the campus. The campus also has a director of education to oversee the education department. Additionally, there is a business manager, director of financial aid, director of admissions, director of community-alumni, information technology manager, and director of career services that compose the management team. The educational program is straightened by using the services of department chairs to provide leadership and support to the career and technical programs. The department chairs are appropriately qualified professionals who assist in quality assurance.

2

Report Editing Directions 2012- Chairs

FORMATTING INSTRUCTIONS

- When opening each report unprotect the document.
- Delete the criteria from the left side.
- Convert the table to text.
- Remove all empty 'If No' fields.
- Remove all sub-sections of the report that deal with credentials not reviewed.
- Merge all sections of the report into one document and page break at the end of each section of the report.
- Format all text fields to be flush with 'If No,' (paragraph, indentation, left, .48). This should have formatted correctly when converted to text.

EDITING INSTRUCTIONS

- After all formatting is complete and before editing the report for content, re-protect the document.
- Review all sections of the report for grammar and consistency of information and writing. All sections should be written using the ACICS Report Writing Guidelines.
- Where information is repeated (qualifications of staff and faculty, citations, etc.) assure that the information is consistent. In addition write, 'As previously stated' prior to all information that is repeated. A summary of the information or citation can be used when a thorough explanation has already been stated.

PAGE TWO GUIDELINES

- Enter program information using the credential awarded, ACICS credential, and title of the program.
- Delete the 'notes' section.
- Use asterisks as needed, delete directions for unused asterisks.

CITATIONS

- The section number should be written in **bold**. The first sentence should be a statement of the area of non-compliance. Use the Accreditation Criteria to find language for the first sentence of the citation. A very detailed description of the issue should follow.
- Cross check each citation to the summary page and list page numbers after each citation on the summary page.
- For citations that appear multiple times in the report repeat the citation and check for consistency and accuracy.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-511): The program administrator does not have sufficient time and resources to administer the diploma program in Medical Office Assistant. A review of Mr. Donatelo's signed data sheet and the class schedule indicates that 90% of his time is allocated to instruction and 10% to the administration of the program. Mr. Donatelo is currently teaching MED 110, Basic Medical Procedures; MED 115, Medical Equipment; MED 220, Advanced Medical Procedures; and MED 230, Advanced Patient Care, totaling 25 hours of instruction per week. Mr. Donatelo's signed job description did not have any reference to administrative duties when the team arrived on-site; however, the job description has been amended and re-signed to include some administrative duties. In addition, students also indicated that they are unaware of the administrator of the program and if a faculty member cannot answer their specific concern, they are left without a resolution. The administration noted that a communication will be provided to all students in the program informing them of Mr. Donatelo's appointment as the program administrator; however, no documentation was presented to the team. As a result, the program does not have the needed community involvement, instructional resources, nor the focus on faculty development and student achievement that would help ensure its success.

PROCESS

- Chairs are given 5 business days to edit each report. After the report has been formatted and edited for content it is to be emailed to the ACICS staff member with a copy (cc) to visitreports@acics.org.
- Do not hesitate to reach out to staff if questions occur while editing.
- During the travel cycle, staff will be reaching out to chairs with feedback on report editing.

SAMPLE INTRODUCTION SECTIONS

INTRODUCTION

The team found it difficult to track the genesis of what is currently The Bryman School of Arizona campus using the materials provided and discussions with campus administration. The school was in the process of a change of ownership at the time of the visit, and the change of ownership visit was completed during the new grant visit. The current statement of ownership, included on page 4 of the catalog published September 24, 2012, two days before the start of the visit, reads as follows:

> The Bryman School of Arizona, Phoenix, Arizona, is owned and controlled by High-Tech Institute, Inc. (HTI), which is a wholly owned subsidiary of High-Tech Institute Holdings, Inc. (HTIH), which is in turn a wholly owned subsidiary of Education Training Corporation (ETC). ETC is a wholly owned subsidiary of FCC Holding, Inc. (FCC).

The campus currently conducts operations in a single-story building located in northwest Phoenix, just off Interstate Highway 17.

As shown in the table on the preceding page, the school currently has a total of 457 students enrolled in six diploma and six academic associate's degree programs in allied health areas. Approximately 71% of the enrollment (323/457) is in diploma programs and 29% (134/457) in the associate's degree programs. All students are classified as full-time; 80% are enrolled as "day" students, 20% are "evening." As reported in the table on the preceding page, more than 50% of the enrollment is in the two Medical Assistant programs and the two Practical Technologist in Radiology programs; 31.5% (144/457 students) is enrolled in the Medical programs and 23% (107/457 students) is enrolled in the Radiology programs. The two Medical Assistant programs are programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES) .

The Campus Effectiveness Plan (CEP), updated after end of the 2012 CAR period on June 30, reports that approximately 77% of the student population is female, 23% male. This male/female ratio is consistent with other campuses offering a relatively high concentration of allied health programs. Based on information self-reported by students at the end of July, the ethnic composition was roughly 40% White, 38% Hispanic, 9% American Indian, 6% African American, 2% Asian, and 5% Other.

INTRODUCTION

The ITT Technical Institute in Bessemer, Alabama, is one of a network of co-educational, non-denominational private postsecondary educational institutions owned and operated by ITT Educational Services, Inc., (ITT/ESI) a Delaware corporation, headquartered in Carmel, Indiana. According to its web site, ITT Technical Institute currently has "over 130 campuses in 38 states in the United States."

ITT Technical Institute opened in Birmingham in April 1994 and began offering an associate of applied science degree program of study in Electronics Engineering Technology in June 1994. Campus operations were moved to the current location in Bessemer, AL, in April 2005.

As shown in the table on the preceding page, at the time of the visit, the campus had a total enrollment of 521 students enrolled in 14 different academic associate's degree programs and 8 bachelor's degree programs. Approximately 78% of those enrolled are full-time students, 22% are part-time; 78% of the students are classified as evening students, 22% as day students. The campus started seven new associate's level programs and three new bachelor's level programs in September 2011 and started an associate's level Nursing program in June 2012.

The Campus Effectiveness Plan (CEP) updated in September 2012, reports that approximately 69% of the current student population is male, 31% female. This male/female ratio is consistent with other campuses offering a relatively high concentration of technical programs. Based on information self-reported by current students, the ethnic composition is roughly 32% African-American or Black, non-Hispanic; 28% Caucasian or White, non-Hispanic; and 2% Hispanic. However, about 38% of the students did not disclose ethnicity.

The campus had two programs that did meet student achievement requirements for retention during the 2011 CAR period and three programs that did not meet the placement rate requirement for the period. Following is a listing of the programs and the retention and placement rates reported on the 2011 CAR:

Retention Rate Below 62% for 2011 CAR
Associate's degree in Computer & Electronics Engineering Technology = 59.8%
Associate's degree in Criminal Justice = 60.1%

Placement Rate Below 58% for 2011 CAR
Associate's degree in Computer Drafting and Design = 57.1%
Bachelor's degree in Information Systems Security = 30.8%
Bachelor's degree in Project Management = 33.3%

The CEP included an appropriate Program Improvement Plan for each of the programs.

Finally, the team was informed that 112 Bessemer campus students were enrolled in 23 different ITT online courses at the time of the visit. All of the courses except for two are general education courses. Additionally, 71 students are enrolled in 20 different hybrid online courses.

INTRODUCTION

There are currently over 35 private career colleges and schools operating at campuses bearing the Sanford-Brown name across the United States. Sanford-Brown College is owned by SBE Health South, Inc., which is wholly owned by Career Education Corporation (CEC) located in Schaumburg, Illinois. The first administration and staff members started at the Sanford-Brown Phoenix campus in July 2009, and the first students started taking classes in October 2009.

As shown in the table above, the Sanford-Brown Phoenix campus currently has 401 students enrolled in four diploma and two academic associate's degree programs. Also, as reported above, both the diploma Medical Assistant and diploma Pharmacy Technician programs are programmatically accredited; and these two programs have just over 81% % (327/401) of the current total enrollment—Medical Assistant (69%, 278/401) and Pharmacy Technician (12%, 49/401). The CEP indicates that approximately 84% of the 2011 CAR student population was female and 16% was male.

Further, as reported above, the retention rates reported on the 2011 CAR for the following three diploma programs fell below the student achievement standard required by the Council: Medical Assistant (54.7%), Medical Billing and Coding (20%), and Pharmacy Technician (56.8%). The campus was notified by ACICS that it needed to include a Program Improvement Plan (PIP) for the Medical Assistant program in the CEP, and complied with the requirement. There were only five graduates from the Medical Billing and Coding program; thus, the campus is not required to include a PIP for that program. There is no documentation that the campus was notified by ACICS that it did not meet the retention achievement standard for the Pharmacy Technician program; thus, there was no PIP included in the CEP when the team first reviewed it. However, during the visit, the campus developed an appropriate PIP for the Pharmacy Technician program.

Also, the team feels it is important for readers to know that campus administration informed the team there have been a total of 494 graduates to date from the six degree programs offered during the 2012 CAR period. Of that total, there have been 380 graduates from the Medical Assistant program.

SAMPLE

INTRODUCTION

Emerging Technologies Institute (ETI) was founded in 1999 and continues today to be wholly owned by Emerging Technologies Institute, Inc., a registered business school, incorporated under the laws of the State of New York. The two co-founders each have 50% ownership of the corporation. The current ETI executive director/CEO, Mr. Lyonel Coriolan, is one of the co-founders and has been mainly responsible for leading and overseeing the development and operations of ETI's education programs and activities from the beginning. The corporation operates one campus in Queens County in the New York City area. As a state-licensed school, ETI meets the standards required by Article 101 of the New York State Education Law and Part 126 of the Regulations of the State Commissioner of Education.

ETI started offering classes in a facility located in the Rego Park area of Queens in March 2001 and moved to its current location in the Forest Hills area of Queens in March 2011. As reported on the previous page, the institute currently offers only one program. The program is designed and offered to provide advanced computer skills training to be used by individuals working in a business entity or government agency as well as to prepare graduates to sit for several vendor certifications. The program enrolls a total 29 students; all of them on a part-time basis. All of the students are employed on a full-time basis by Verizon Wireless and attend class sessions either on four evenings or weekends. About half of the students come to classes Monday-Thursday evenings, and the other half come to classes during four sessions on weekends, a session meeting in the morning and afternoon on both Saturdays and Sundays.

As noted in Section 6 Facilities of the report, ETI currently conducts its educational and administrative activities on the second floor of an office building that is accessible only by climbing a set of 25 stairs. There is no elevator or other option for physical access to the second floor, and ETI cannot and does not accommodate or serve individuals who are unable to climb stairs. The team was informed that since the building was originally occupied in 1978, prior to the American with Disabilities Act, the space on the second floor was grandfathered to be occupied and used in its current state. ETI administration provided the team with two reports from visits by a representative from the New York State Education Department, Bureau of Proprietary School Supervision, stating the space was visited, reviewed, and found to be acceptable and in compliance with state applicable regulations.

Reflective of the team's finding ETI operations, activities, and its one educational program to be functioning efficiently and effectively, readers of the report that follows will find a number of positive comments about ETI, its operations and its administration, staff, and faculty. Given the team found ETI to be in compliance with all areas of the *Accreditation Criteria*, as reported in the SUMMARY section at the end of the report, is further evidence of the team's feeling about the competence of the institute's administration, staff, and faculty as well as its operations overall.

The team recognizes this is unusual for an initial grant visit, and feels it is important to note this is likely related to the unique, distinctive, and unusual features of the ETI's operations. The fact there is only one program being offered, the total enrollment of 29 is relatively low, and the entire enrollment is the result of an agreement with Verizon are all factors making it much easier for ETI to monitor all areas of operations and ensure they are in compliance with the *Criteria*. Additionally, based on the quality of the records and other materials prepared for the evaluation visit, it seems clear to the team that the institution benefited greatly from its participation in the ACICS Accreditation Workshop and additional advice and counsel provided by staff and others familiar with the *Accreditation Criteria* while preparing for the visit.

Finally, ETI administration informed the team they are looking to expand their operations and increase enrollment if institute is granted accreditation by ACICS and is qualified by the U.S. Department of Education regulations to participate in Title IV, Student Financial Aid programs. They are aware and recognize this expansion of activities and enrollment will likely create a very different organization, requiring additional faculty, staff, equipment, and physical space. The expansion of activities and staff will present ETI administration with additional challenges in many different areas of operations.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Section	Summary
1.	**Sections 2-1-809, 3-1-111, 3-1-512**	Improvement plans are not included in the Institutional Effectiveness Plan (IEP) for two programs whose placement rates are below the achievement standards required by the Conncil (**pages 33 & 37**).
2.	**Appendix H – Institutional Readiness (b)**	The institution does not have a plan to implement distance education instruction (**page 48**).
3.	**Section 3-1-111 & Appendix H**	The IEP does not meet Council standards (**pages 4 & 5**). The institution does not have a written plan for the implementation of the distance education program that is integrated into the IEP (**page 48**).
4.	**Section 3-1-303(a)**	Placement data reported for two programs in the 2011 Campus Accountability Report (CAR) could not be verified (**pages 35 & 39**).
5.	**Section 3-1-303(f)**	Some student records are not appropriately protected from possible loss (**page 9**).
6.	**Section 3-1-421 & Appendix D**	There is not a Satisfactory Academic Progress (SAP) policy that complies with Appendix D (**page 12**).
7.	**Section 3-1-422**	There is no evidence of compliance with Appendix D (**page 13**).
8.	**Section 3-1-441(c) & Appendix H**	There is not evidence to document that there is an individual assigned to provide employment assistance to students at the main campus in Tuzla nor is their satisfactory documentation that such activity is occurring (**pages 15 & 50**).
9.	**Section 3-1-511 & Appendix H**	There is currently no one with academic

Comment [PW1]: Or campus – this should be revised accordingly

Comment [PW2]: Be sure that the page numbers match that in the full report.

Comment [PW3]: Verify both Criteria section and summary statements during final preparation to ensure accuracy.

		or experiential background related to distance education assigned to provide administration for distance education activities at the institution (**page 4**)7.
10.	**Section 3-1-513(a) and Glossary**	The descriptions and outlines of curricula published in the institution`s catalog do not state objectives specific to each program curriculum (**pages 29, 33, 37 & 42**). There is not a detailed syllabus on file that meets the Council's expectations as outlined in the Glossary for some of the conrses in the Bachelor's in Graphic and Media Design program (**pages 30**).
11.	**Section 3-1-513(b)**	Prerequisites are not appropriately assigned in some conrses in the Graphic and Media Design program (**page 30**).
12.	**Section 3-1-516 (a)(ii)**	An appropriate number of contact hours is not scheduled to justify the number of semester credits granted for some courses currently being offered in the Master of International and European Law program (**page 18**).
13.	**Section 3-1-543**	There is not satisfactory documentation of implementation of facnlty development plans for faculty members (**pages 19 & 49**).
14.	**Sections 3-1-701, 3-6-800, & Appendix C**	The catalog does not meet Council standards in a number of areas (**page 24**). The catalog does not have a separate section for the gradnate programs (**page 25**).
15.	**Section 3-1-704**	Published performance information related to student achievement could not be verified (**page 25**).
16.	**Section 3-6-301**	There is not a qualified designated committee assigned responsibility for developing, modifying, and maintaining each of the graduate programs (**pages 40**

		& 45).
17.	**Section 3-6-502**	Less than 50% of the graduate level courses currently being offered in the Master of Bnsiness Administration program are being taught by faculty possessing terminal degrees (**page 41**).

REVALUATION VISIT

ABC INSTITUTE OF BUSINESS & MEDICAL CAREERS
1854 Jupiter Brothers Boulevard
Billings, Montana
ACICS ID Code: 00021776
ABCBUSINESS@ABC.EDU

Main Campus
2247 North Mason Street
South Collins, Montana
ACICS ID Code: 00012345

Mr. Angel Hernandez, Campus President (ahernandez@abc.edu)

November 21--22, 2011

Mr. Edgar Krissler	Chair	Former Director (Retired) Krissler Business Institute	Newburgh, NY
Ms. Tanya Cummings	Educational Activities Specialist Library Specialist	Director of Regulatory Operations Career Education Corporation	Houston, TX
Dr. Alvin Morrow	Student Relations Specialist	Former Academic Dean (Retired) Florida Metropolitan University	Winter Park, FL
Dr. William McPherson	Administrative Assistant Specialist	Professor Indiana University of Pennsylvania	Indiana, PA
Ms. Kimberly Mears	Pharmacy Technician Specialist Paralegal Specialist	Pharmacy Technician/Paralegal University Medical Center	Las Vegas, NV
Mr. Jared Chrudimsky	Massage Therapy Specialist	Interim Massage Therapy Director Salter College	Holden, MA
Ms. Sandra Moaney-Wright	Medical Assisting Specialist Medical Billing and Coding Specialist	CEO Moaney-Wright & Associates LLC	Atlanta, GA
Ms. Sarah Giannakopoulos	Publications Specialist ACICS Liaison	Senior Accreditation Coordinator ACICS	Washington, DC

PROGRAMS OFFERED BY
ABC INSTITUTE OF BUSINESS & MEDICAL CAREERS
BILLLINGS, MONTANA

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full-time/ Part-time	AIR Retention & Placement			
				2011 Ret.	2011 Pla.	2010 Ret.	2010 Pla.
Occupational Associate's Degree*	Business Administration & Accounting	95	26/5	60.00	NA	NA	NA
Occupational Associate's Degree	Medical Assistant	96	69/0	66.01	88.89	68.18	83.33
Occupational Associate's Degree*	Pharmacy Technician	93	27/0	78.05	0	70.59	NA
Occupational Associate's Degree*	Medical Billing & Coding	92	25/5	85.71	88.24	71.05	**62.50**
Occupational Associate's Degree*	Paralegal	99	10/0	66.67	NA	NA	NA
Occupational Associate's Degree	Therapeutic Massage	92	33/5	76.47	100	75.00	100
Diploma	Medical Assistant	70	4/5	**53.85**	100	84.62	100
Diploma	Therapeutic Massage	69	3/0	**50.00**	66.67	80.00	100
Diploma**	Medical Billing & Coding	69	0	NA	NA	NA	NA
Certificate*	Administrative Assistant	52	3/0	**59.09**	100	60.61	77.78
	TOTAL ENROLLMENT		**200/20**				

Notes: Typed in bold are any retention rates below 60.0% and any placement rates below 65.0%.

* Program reviewed for the first time.

** The Medical Billing & Coding diploma program was approved July 5, 2006 along with the Medical Billing & Coding degree program. Students have been enrolled in the diploma program. The institution plans to enroll students in the immediate future. Some students enroll the diploma program and then transfer to the degree program.

INTRODUCTION

ABC Institute of Business & Medical Careers (ABC) was founded in 1980 under the name of Medical Careers Training Center and was located in South Collins, Montana. The institution has been owned and operated by The Hernandez Company, Inc. since 1990. Originally, the institution awarded diplomas in the field of Medical Assisting. In 1995, ABC expanded to include Business programs and award occupational associate's degrees, diplomas, and certificates. The expansion was accompanied by a name change to the ABC Institute of Business & Medical Careers. In the spring of 2005, ABC opened this branch campus in Billings, Montana. In December of 2010 the Billings campus relocated to a new facility offering over 25,000 square feet of space with updated student service and classroom areas. Students originate in the Billings metropolitan area and surrounding rural areas. The student population is currently 80% female and 20% male. The majority of the students are between the ages of 18 and 42 and 90% of the student population receives financial assistance. Available financial assistance consists of Title IV, agency, and VA/GI Bill benefits. Although the predominant ethnic backgrounds are Caucasian and Hispanic, the Asian, African-American, and Native American communities are represented. At present, 40% of students attend morning/afternoon classes and 60% attend evening classes.

MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The institution's mission is published on page 2 of the 2011 catalog, volume 25-3.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☒ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No

(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒ Yes ☐ No
(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
The student learning outcomes used by the campus consist of GPA analysis, pre- and post-tests, entrance assessments, and professional licensure examinations. The outcomes are assessed by Mr. Jose Hernandez, regional dean of academic services. The goal for extern-to-hire placement rate is 35-50%. Without exceptional student learning outcomes, the employer satisfaction with extern students would not be at a level at which a job would be offered upon completion of the externship. Currently the extern-to-hire rate at the Billings campus is 32%. The campus has a goal of 40%.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus accountability reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The management team has implemented multiple techniques to improve retention and placement. Currently, the campus is focusing on an "out and about" strategy to meet its retention goal of 75%. The campus director and management team are spending more time in the student lounge and hallways where the students tend to congregate. By providing visibility, the campus administration is demonstrating its caring attitude. To meet the 90% placement goal, the campus is focusing on a one-on-one placement initiative, providing personal attention placing one student at a time.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
The campus director, Mr. Angel Hernandez, is responsible for the implementation of the CEP. Prior to the opening of this campus in 2005, Mr. Hernandez was regional operations manager for Northwest Management and worked in admissions for Billings Aero Tech for over seven years. He holds a bachelor's degree in Biology and Health Sciences and he brings a wealth of experience in the assisted living world to round out his daily management skills. Mr. Hernandez is assisted by a CEP committee composed of the associate campus director, the evening academic director, the undergraduate program coordinator, the admissions coordinator, and the registrar.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:
The campus director is committed to involve as broad a constituency as possible in the review and work of the CEP so it can be used as the major tool for guiding the operational areas of the campus and continuously improving the educational programs and student outcomes.

ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
As previously noted, the on-site administrator is Mr. Angel Hernandez. Mr. Hernandez has been campus director since 2005. Prior to the opening of this campus in 2005, Mr. Hernandez was regional operations manager for Northwest Management and worked in admissions for Billings Aero Tech for over seven years. He holds a bachelor's degree in Biology and Health Sciences and he brings a wealth of experience in the assisted living world to round out his daily management skills.

GENERAL COMMENTS:
The organizational structure is appropriate for the campus.

ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?

☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?

As previously noted, Mr. Angel Hernandez is campus director. Prior to coming to ABC, Mr. Hernandez served as the dean of academic and student affairs at the Puerto Rico School of Fine Arts, with responsibility for the entire operation other than grounds and human resources. Mr. Hernandez is a doctoral candidate at the University of Ponce, has a master's degree in Education Administration and Supervision, and a bachelor's degree in Seconday Education, both from Pontifical Catholic University in Ponce, Puerto Rico.

3.04 Does the campus list degrees of staff members in the catalog?

☐ Yes ☒ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

(b) Admissions.

☒ Yes ☐ No

(c) Curriculum.

☒ Yes ☐ No

(d) Accreditation and licensure.

☒ Yes ☐ No

(e) Guidance.

☒ Yes ☐ No

(f) Instructional resources.

☒ Yes ☐ No

(g) Supplies and equipment.

☒ Yes ☐ No

(h) The school plant.

☒ Yes ☐ No

(i) Faculty and staff.

☒ Yes ☐ No

(j) Student activities.

☒ Yes ☐ No

(k) Student personnel.

☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

GENERAL COMMENTS:
The administrative functions of the campus are coordinated and operating to effectively serve the campus's educational mission. The campus director has become involved and engaged in pulling together and leading the management team and others to achieve the campus's mission and objectives.

RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 50 files during the evaluation.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☒ Yes ☐ No

If Yes, are these parties supervised by and familiar with the campus?
☒ Yes ☐ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Angel Hernandez, campus director, oversees student recruitment. Mr. Hernandez is assisted and supported by Mr. Kevin McNeil, the regional director of admissions at the corporate level. Campus admissions representatives, Ms. Perliter Rice and Mr. Jose Bell, report to Mr. Hernandez. Mr. Hernandez holds a bachelor's degree in Biology and Health Sciences from New Hampshire State University. He has been campus director since October 2005. Prior to this current position, he served in various managerial positions in private business and as an admissions director and representative at Billings Aero Tech. Mr. Hernandez is active in community service, specifically as a member of the local chamber of commerce, and has professional development in team building and management training.

4.10 Describe the process for the recruitment of new students.
The process for recruiting new students begins with a visit to the admissions office. When meeting new students, the admissions representatives help the potential students explore their interests and choose a suitable course of study. Students are toured around campus and introduced to faculty, staff, and other students. They are also given all the written application materials to complete if interested in enrolling. Students who are intested, return for a second visit and begin the formal enrollment process. They pay their application fee, take an assessment test, complete an enrollment agreement, and visit the financial aid office to determine if they are eligible for federal financial aid. As a final step, the campus sends out a letter of acceptance and invites the new students to attend an upcoming orientation.

Are these recruiting practices ethical and compatible with the educational objectives of the campus?
☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.
☒ Yes ☐ No

(b) Services.
☒ Yes ☐ No

(c) Tuition.
☒ Yes ☐ No

(d) Terms.
☒ Yes ☐ No

(e) Operating policies.
☒ Yes ☐ No

4.12 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☒ Yes ☐ No

If *Yes*, is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?
☒ Yes ☐ No

4.13 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.14 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.17 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.18 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.20 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No(*Skip to Question 4.22)*

FOR ALL PROGRAMS

4.23 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The campus publishes its standards of Satisfactory Academic Progress (SAP) policy on pages 7-10 of the 2010-2011 catalog.

4.24 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☐ Yes ☒ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:
The campus does not use incomplete grades.

4.25 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.26 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.27 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.28 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.29 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.30 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.31 Are students allowed to remain on financial aid during the probationary period?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes*, is the student informed of this policy?
☒ Yes ☐ No

4.32 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.33 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☒ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.34 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☒ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment)

4.35 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☒ Yes ☐ No ☐ Not Applicable (there is no such student)

4.36 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.37 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Angel Hernandez, campus director, is also responsible for the administration of SAP. He is assisted and supported by Mr. Jose Valdes, dean of academic services at the corporate level; Mr. Jack Mago and Ms. Angela Hyslop, program lead instructors; Ms. Kim White, campus student retention specialist; Ms. Kathryn Krissler, campus financial aid counselor; and Ms. Jami Zenner, campus registrar. As previously noted, prior to Mr. Hernandez's current position, he served in various managerial positions in private business and as an admissions director and representative at Billings Aero Tech. Mr. Hernandez is active in community service, specifically as a member of the local chamber of commerce, and has professional development in team building and management training.

4.38 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.39 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☐ Grants.
(c)☐ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.41.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.40 Does the campus fully disclose the terms, conditions, and application procedures regarding campus scholarship and grant programs in its catalog?
☒ Yes ☐ No ☐ Not Applicable (campus offers loans only)

4.41 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.42 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No

(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?
☒ Yes ☐ No ☐ Not Applicable

4.44 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.45 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.46 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.47 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.48 Does the campus offer financial aid?
☒ Yes ☐ No *(Skip to Question 4.55.)*

4.49 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Kathryn Krissler, financial aid counselor, is responsible for administering student financial aid. Ms. Krissler holds an associate's degree from Winona Area Technical School. Prior to her current position, she worked in mangerial positions and, at one point, worked for the campus for a year. Ms. Krissler's professional development includes business and leadership workshops. Recently, Ms. Krissler attended the Montana Association of Student Financial Aid Administrators (MASFAA) conference in South Collins, Montana.

4.50 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

☒ Yes ☐ No

4.51 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.52 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.53 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms. Krissler is a member of MASFAA and, as stated above, attends its annual conference. She keeps abreast with the latest changes in financial aid through MASFAA as well as through weekly training conferences with the corporate financial aid regional director, Ms. Jackie Bynoe.

4.54 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.55 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☒ Yes ☐ No *(Skip to Question 4.56.)*

If *Yes*, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?
☒ Yes ☐ No

If *Yes*, is the size of the discount based on the financial benefit that the campus receives from the payment of cash earlier than would be required under the normal tuition payment schedule?
☒ Yes ☐ No ☐ Not Applicable

4.56 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
Student services include the following:

- Student orientation to enable students to meet key faculty and staff;
- Tutoring for those students needing additional academic support;
- Academic counseling for students throughout their programs of study; and
- Student support services such as the Wyoming Assistance Services (211), local child care, and bus schedules.

4.57 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4.58 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

At the time of the visit, the campus had just hired Ms. Denise Duval as the a new career services director. Ms. Duval is scheduled to begin her training following the team visit. In the interim, Ms. Melissa Whitten, associate director of career services from the ABC Ft. Collins campus, has been rotating on weekly basis with Ms. Ann Cross, regional career services director at the corporate office, to cover the Billings campus. Ms. Duval holds a bachelor's degree from Colorado State University and has experience as a sales manager for two firms and as an account manager for another.

4.59 Does the campus offer employment assistance to all students?

☒ Yes ☐ No ☐ Not Applicable
(campus enrolls only international students on a student visa)

4.60 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes ☒ No

4.61 Is the beginning enrollment on the most current Campus Accountability Report (CAR) the same as the ending enrollment reported on the previous year's CAR?

☐ Yes ☒ No ☐ Not Applicable (new additional location or initial grant)

If *No*, insert the section number in parentheses and explain:

(Section 3-1-303(a)): The beginning enrollment on the 2011 CAR does not match the ending enrollment on the 2010 CAR. The ending enrollment reported on the 2010 CAR is 1,071 while the beginning enrollment reported on the 2011 CAR is 887. Consequently, the team is unable to verify the 2011 AIR. It should be noted that the difference could significantly lower the campus's 2011 CAR retention rate.

4.62 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

☒ Yes ☐ No ☐ Not Applicable

4.63 Are students who receive financial aid counseled concerning their student loan repayment obligations?

☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.64 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

During their initial and subsequent interviews with the financial aid officer, students are counseled on student loan obligations. Students view an on-line program and are fully informed about the repayment obligations before signing any financial aid agreements. Upon enrollment, students are further counseled about loan repayment obligations and must sign a form indicating tbat they have received the counseling. The form is placed in the student's financial aid file. When students withdraw, the financial aid officer sends letters and makes

calls to students to alert them about their loan obligations. Graduates must have exit interviews and on-line advising before graduation.

The student advocate/default prevention specialist presents information on financial aid obligations in the Psychology of Success classes, usually during the first quarter for most students, and in the Career Marketing classes for students who are close to graduation. Students are informed to keep the Direct Lending authority advised of their current addresses, phone numbers, and other relevant demographic information. They are also given a review of their rights and responsibilities toward the repayment of their loans. For students who withdraw, the student advocate, default prevention specialist works with them to help manage their debt.

4.65 Describe the extracurricular activities of the campus (if applicable).
The campus offers activities such as holiday parties, graduation get togethers, and informal potlucks to encourage students to bond with one another. The campus also emphasizes student involvement in the community to include participation in health fairs, supporting the Special Olympics, and visiting nursing homes. In addition, the campus offers students an opportunity to join, if qualified, Alpha Beta Kappa, the national honor society recognizing exceptional scholastic achievement.

GENERAL COMMENTS:
The team commends the campus for its program to provide a free refresher course for any graduate who wants to come back for further study in a course already taken. This opportunity may be helpful as students move from one career path to another. In addition, the team commends the campus for placing the photographs and stories of past graduates on campus walls. The messages under each picture are models for future graduates who aspire to similar success. Lastly, the team commends the campus for its low default rate of 6.9%, nearly 2% below the national average. The work of the student advocate/default prevention specialist is making a positive impact on students to repay their loan obligations.

EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Diane McPherson is the vice president of education. She holds a bachelor's in Business Administration, 19 credits in management and 23 years experience in higher education.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Programs are managed by either lead instructors who report to the dean of academic affairs or subject matter specialists who report directly to the lead instructors. Lead instructors and subject matter specialists are responsible for managing their program's curriculum, faculty, and students. Additionally, they are members of the campus's curriculum committee.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☐ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus has any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (Skip to question 5.10)

5.10 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?
Students are able to demonstrate proficiency to receive credit for previous experience and can transfer credit into their programs. Additionally, the campus offers tutorial assistance to those students in need.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum revision occurs at both the campus level and corporate level. The campus has two forums in which to evaluate and revise the curriculum: at faculty meetings or at curriculum meetings. All curriculum changes stemming from the campus level must be documented via the curriculum update form. Additionally, feedback is received from the advisory board regarding curriculum revision.

5.14 Does the faculty participate in this process?
☒ Yes ☐ No

5.15 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.16 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.19*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☒ No ☐ Not Applicable (no faculty members hold foreign credentials)

If *No,* insert the section number in parentheses and explain:
(Section 3-1-541): Foreign transcripts have not been translated in English and evaluated by a member of NACES or AICE for the following faculty members:
- Dr. Jamal Avid - bachelor of science degree in Biology from the University of Punjab, India;
- Ms. Firehiwot Dado – master's degree in Education Administration from the Cambridge University, England;
- Mr. Geoffrey Mutai – master of architecture from University of Monterrey, Mexico; and
- Ms. Annette John – doctor of medicine degree from Universidad Latinoamericana, Ecuador.

5.24 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes,* how is this documented?
The campus exhibited a binder entitled Faculty In-Service which contained sign-in sheets, agendas, and handouts from the 2011 in-service session.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

5.28 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
☒ Yes ☐ No

5.29 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.30 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
In December 2010, the campus relocated to a former Circuit City facility in a mall type environment located at 1854 Jupiter Range Boulevard in Billings, Wyoming. The facility is 17,000 square feet and provides updated student service and classroom areas. An expanded massage clinic as well as a spacious student lounge, computer and medical labs, and modern classrooms accentuate the facility. The campus provides adequate parking and is well illuminated. The facility presents a businesslike atmosphere and is conducive to an educational environment.

6.02 Does the campus utilize any additional space locations?
☒ Yes ☐ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment.
☒ Yes ☐ No
(b) Instructional tools.
☒ Yes ☐ No

(c) Machinery.
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team used the ABC Institute of Business & Medical Careers catalog 10, volume V, dated September 25, 2011, during the on-site evaluation.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required

to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☒ Yes ☐ No

(m) A definition of the unit of credit.

☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☒ Yes ☐ No

(p) The transfer of credit policy.

☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.

☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships offered.

☒ Yes ☐ No ☐ Not Applicable (no scholarships offered)

(s) The refund policy.

☒ Yes ☐ No

(t) A statement describing the student services offered.

☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

☒ Yes ☐ No

If *Yes,* does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

☒ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?

☐ Yes ☒ No *(Skip to Question 7.07.)*

7.07 Does the catalog contain an addendum/supplement?

☒ Yes ☐ No *(Skip to Question 7.08.)*

If *Yes*, is it appropriate?
☒ Yes ☐ No

7.08 Is the catalog available online?
☐ Yes ☒ No *(Skip to Question 7.09.)*

7.09 Does the campus utilize a multiple-school catalog?
☒ Yes ☐ No *(Skip to Question 7.10.)*

If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes ☐ No

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises online and in local print media sources along with direct mailings.

Are the advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No *(Skip to Question 7.14.)*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 Does the campus routinely provide reliable information to the public on their performance, including student achievement?
☒ Yes ☐ No ☐ Not Applicable (*Campus is being reviewed prior to the effective date of October 1, 2011*)

If *Yes*, where is this information published and how frequently is this information being updated?
The information is published on the campus website for all consumers as well as used in the enrollment and admissions processes for incoming students. The information is updated yearly.

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Library acquisitions and maintenance is a joint effort of all the campuses. Each faculty member is encouraged to review the existing library contents in relation to their area of study and forward suggestions to the appropriate lead instructor or subject specialist.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $25, 000.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The campus has spent approximately $9,900 to date of its annual budget. This money has been allocated to online subscriptions, journals and program-specific reference texts.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
☒ Yes ☐ No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
☒ Yes ☐ No

8.31 Is there a current inventory of instructional resources, including online resources?
☒ Yes ☐ No

8.32 Are the resources organized for easy access and usage?
☒ Yes ☐ No

8.33 Is it evident that faculty encourages the use of the library?
☒ Yes ☐ No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?
☒ Yes ☐ No

CERTIFICATE IN ADMINISTRATIVE ASSISTANT

OCCUPATIONAL ASSOCIATE'S DEGREE IN BUSINESS AND ACCOUNTING

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jack Mago is the lead business instructor. Mr. Mago has been with the organization since 2005. He holds a bachelor's degree in Journalism with a minor in Business Administration from the University of Wisconsin-Eau Claire. Mr. Mago has experience related to marketing, banking, human resources, and facility operations. He has been a marketing assistant, operations manager, and circulation director. Mr. Mago possesses the appropriate background, experience, and education to function in his role of lead business instructor.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 List the community resources and how they are utilized to enrich the program(s).
Students go on field trips, have guest speakers, and benefit from an advisory board.

9.07 Are these resources sufficient?

☒ Yes ☐ No

9.08 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is far enough along in the program)

9.11 Does the program use independent studies?
☐ Yes ☒ No *(Skip to Question 9.13.)*

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

The structure of the curriculum provides students with employable skills in accounting and business.

9.14 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course?
☒ Yes ☐ No

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

During discussions with students and reviewing transcripts, the team determined that courses are available when students need them for their program of study.

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Annual Institutional Report/Campus Accountability Report submitted to the Council?

☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:
Certificate in Administrative Assistant – 5
Occupational Associate's degree in Business and Accounting - 15

How many calls to employers or graduates were successful?

The following numbers of calls, by program, were successful:
Certificate in Administrative Assistant – 5
Occupational Associate's degree in Business and Accounting - 15

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the AIR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.19 Was documentation on file to verify graduates classified on the AIR/CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.20 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

The campus is a relatively new structure which has provided teachers with very current instructional equipment and facilities that aid in the delivery of their instruction.

9.21 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d)Appropriate modes of instructional delivery.
☒ Yes ☐ No

(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.22 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.23 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.24 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

The small class size allows for individualized attention. During interviews with students, they promoted small class size as one the greatest benefits of going to school on this campus.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.25 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.28 What is the current student/teacher ratio?
The current student/teacher ratio is 7:1.

9.29 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.31 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

Each program prepares students for entry-level positions in many business environments.

9.32 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.33 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

DIPLOMA IN MEDICAL ASSISTING

OCCUPATIONAL ASSOCIATE'S DEGREE IN MEDICAL ASSISTING

OCCUPATIONAL ASSOCIATE'S DEGREE IN MEDICAL BILLING AND CODING SPECIALIST

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Angela Hyslop is the allied health programs lead instructor. Ms. Hyslop holds a diploma in Medical Assisting from the Institute of Business and Medical Careers and has more than 20 years of experience as a medical assistant. Ms. Hyslop worked in phlebotomy at United Blood Services. She also has worked as a medical assistant at Billings Medical Specialists and the Urology Care Clinic before joining ABC as an instructor.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-511): Ms. Hyslop, while qualified to administer the Medical Assistant programs, does not possess appropriate academic or experiential qualifications to lead the Medical Billing and Coding Specialist program. Ms. Hyslop has no applicable experience in the area of billing

and coding and does not currently have any curriculum assistance from someone with such background.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 List the community resources and how they are utilized to enrich the program(s).
Community resources include field trips, externships, school newsletters, and occasional guest speakers within the field of allied health. These resources allow the students to see and hear "real life" experiences in the field of allied health and how it will affect them as they enter into their chosen careers.

9.07 Are these resources sufficient?
☒ Yes ☐ No

9.08 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is far enough along in the program)

The team observed and interviewed staff working in the ABC summer day camp program. The camp area was divided into two sections based on age group. Twenty children, four through seven years of age; and thirty children, eight through twelve years of age are divided appropriately in large well-equipped classrooms on the campus. The summer camp program is offered free to registered students at the campus from 8:00 a.m. to 4:00 p.m. Monday through Thursday. This service is provided as the result of a grant proposal that was written by a faculty member and was awarded to the campus. Work study students and child professionals work with the campers in engaging activities and accompany them on fun field trips. ABC is commended for this viable service to their students and the children involved.

9.11 Does the program use independent studies?

☐ Yes ☒ No *(Skip to Question 9.13.)*

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course?
☒ Yes ☐ No

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Annual Institutional Report/Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Diploma in Medical Assisting - 1
Occupational Associate's Degree in Medical Assisting - 2
Occupational Associate's Degree in Medical Billing and Coding - 3

How many calls to employers or graduates were successful?
The following number of calls by programs was successful:
Diploma in Medical Assisting - 1
Occupational Associate's Degree in Medical Assisting - 2
Occupational Associate's Degree in Medical Billing and Coding - 3

How many of the calls where contact were made with employers or graduates confirmed the employment of the graduate as reported on the AIR/CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls confirmed the employment of the graduates as reported on the 2011 CAR.

9.19 Was documentation on file to verify graduates classified on the AIR/CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.20 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No

(c) Resources.
☒ Yes ☐ No

(d) Personnel.
☒ Yes ☐ No

9.21 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
☒ Yes ☐ No

(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No

(d)Appropriate modes of instructional delivery.
☒ Yes ☐ No

(e) The use of appropriate assessment strategies.
☒ Yes ☐No

(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.22 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.23 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.24 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.25 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.28 What is the current student/teacher ratio?
The current student/teacher ratio is 8:1 in the Medical Assisting programs and 12:1 in the Medical Billing and Coding program.

9.29 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.31 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.32 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.33 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S DEGREE IN PHARMACY TECHNICIAN

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☒ Yes ☐ No

If *Yes*, describe how the program(s) provide students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The program offers practice certification exams as well as an excellent curriculum.

If *Yes,* What is the pass rate for the past two years of graduates for these programs? (If pass rates are unavailable, please explain.)
The pass rate is 100% (1 student). Students have to obtain national certification in order to obtain state licensure before being placed on externship.

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms Angela Hyslop is the allied health program lead instructor. Ms. Hyslop holds a diploma in Medical Assisting from the Institute of Business and Medical Careers. Ms. Hyslop is supported by Ms. Bobbie Walters, Pharmacy Technician subject matter expert. Ms. Walters has pharmacy experience, as well as certification from the Pharmacy Technician Certification Board (PTCB), a Wyoming pharmacy license, and an occupational associate's degree in Medical Assisting. During the visit, the job description of Ms. Bobbie Walters was amended to include her duties as subject matter expert for the Pharmacy Technician program.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 List the community resources and how they are utilized to enrich the program(s).
There have been several guest speakers brought in from hospital pharmacies to lecture about the real-life aspects of being a pharmacy technician and what to expect when graduation arrives. One of the adjunct instructors is a pharmacist and brings daily experiences to the classroom for open discussion and critical thinking on a continual basis. Although there haven't been any students to progress to the externship status thus far, the externship coordinator and the program director have already started working together to insure the students will have suitable training and evaluation from local hospital, retail, and distribution pharmacies.

9.07 Are these resources sufficient?
☒ Yes ☐ No

9.08 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is far enough along in the program)

9.11 Does the program use independent studies?
☐ Yes ☒ No *(Skip to Question 9.13.)*

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course?
☒ Yes ☐ No

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Annual Institutional Report/Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the AIR/CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.20 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No

(d) Personnel.
☒ Yes ☐ No

9.21 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d)Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.22 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.23 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.24 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.25 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.28 What is the current student/teacher ratio?
The current student/teacher ratio is 6:1.

9.29 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.31 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.32 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.33 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The State of Montana requires state registration and national (PTCB) certification. The campus has included the price for the certification exam and the registration fee in the price of the tuition. While the team was onsite, a laminar flow hood was purchased for the pharmacy lab and evidence was provided showing that the campus is providing students with institutional pharmacy experience. During the visit, the job description of Ms. Bobbie Walters was amended to include her duties as subject matter expert for the Pharmacy Technician program.

OCCUPATIONAL ASSOCIATE'S DEGREE IN PARALEGAL STUDIES

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jack Mago is the program lead instructor for the Paralegal Studies program. Mr. Mago has a bachelor's degree in Journalism (Communications) and a minor in Business Administration from the University of Wisconsin-Eau Claire. Although Mr. Mago does not have paralegal

experience, he is supported by Ms. Carol Gilliam, subject matter expert for the Paralegal Studies program. Ms. Gilliam holds a bachelor's degree from the University of Colorado and a juris doctor degree from the University of Denver.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 List the community resources and how they are utilized to enrich the program(s).
Students go on field trips, have guest speakers, and benefit from an advisory board.

9.07 Are these resources sufficient?
☒ Yes ☐ No

9.08 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is far enough along in the program)

9.11 Does the program use independent studies?
☐ Yes ☒ No *(Skip to Question 9.13.)*

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course?
☒ Yes ☐ No

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Annual Institutional Report/Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the AIR/CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.20 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.21 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d)Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.22 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.23 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.24 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.25 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.28 What is the current student/teacher ratio?
The current student/teacher ratio is 4:1.

9.29 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.31 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☒ Yes ☐ No

9.32 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.33 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S DEGREE IN THERAPEUTIC MASSAGE
DIPLOMA IN THERAPEUTIC MASSAGE

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☒ Yes ☐ No

If *Yes*, describe how the program(s) provide students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.
The program provides students with a massage education consisting of a variety of experiences through ample lecture and lab time in many types of massage modalities. Students also receive clinical experience working with the public.

If *Yes,* What is the pass rate for the past two years of graduates for these programs? (If pass rates are unavailable, please explain.)
The pass rates for graduates of the degree program are as follows:
2009 - 71% (7 sat for the examination, 5 passed);
2010 - 49% (35 sat for the examination, 17 passed).

The pass rates for the diploma program are as follows:
2008 - 54% (318 sat for the examination, 173 passed);
2009 - 80% (115 sat for the examination, 92 passed).
Rates for 2010 have not been released to the campus.

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Angela Hyslop is the lead allied health instructor. Ms. Hyslop received her Medical Assistant diploma from the Institute of Business and Medical Careers in South Collins, CO. Ms. Hyslop is supported by the massage therapy subject expert, Mr. Adam Lanning. Mr. Lanning has ample experience in the field. Mr. Lanning has a certificate in Massage Therapy from the Healing Arts Institute in Ft. Collins, CO along with a current license to practice massage. Mr. Lanning also has ample experience working in the spa setting. The combined experience of these two individuals qualifies them jointly to oversee the program.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 List the community resources and how they are utilized to enrich the program(s).
The program uses many community resources to enrich the program. These include many chair massage events to places like Lowes and the Unitarian Universalist Church as well as field trips to a healing arts center, the Aspen Winds retirement home to massage the elderly, a quarry to pick hot stones, and the Genesis Spa to see a spa setting. There have also been guest speakers in the fields of tax law, reiki, acupuncture, and retirement planning. The most important community resource is the in-house massage clinic which allows students to work on clients from outside the campus. This provides students an opportunity to work with clients with a variety of body types and massage needs.

9.07 Are these resources sufficient?
☒ Yes ☐ No

9.08 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is far enough along in the program)

9.11 Does the program use independent studies?
☒ Yes ☐ No *(Skip to Question 9.13.)*

9.12 Are independent studies used appropriately, and is there a learning contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course?
☒ Yes ☐ No

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Annual Institutional Report/Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Occupational associate's degree in Therapeutic Massage – 5
Diploma in Therapeutic Massage - 2

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Occupational associate's degree in Therapeutic Massage – 4
Diploma in Therapeutic Massage - 2

How many of the calls where contact were made with employers or graduates confirmed the employment of the graduate as reported on the AIR/CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following number of calls confirmed employment:
Occupational associate's degree in Therapeutic Massage – 4
Diploma in Therapeutic Massage - 2

9.19 Was documentation on file to verify graduates classified on the AIR/CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.20 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.

☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.21 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d)Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.22 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.23 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.24 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.25 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.28 What is the current student/teacher ratio?
The current student/teacher ratio is 9:1.

9.29 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.31 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.32 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.33 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

SUMMARY

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

Citation # (in **bold**)	Summary Statement (followed by report page number)
Section 3-1-303(a)	The campus's 2011 Campus Accountability Report (CAR) could not be verified (page 17).
Section 3-1-511	The individual assigned to administer the Medical Billing and Coding Specialist does not have the academic or experiential qualifications (page 32).
Section 3-1-541	Foreign transcripts have not been translated in English by a member of NACES or AICS for some faculty members (page 21).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the campus's consideration *(These recommendations are not included in the report seen by the Council)*:

General:

- For security and communication, some glass should be installed in the classroom doors.

Pharmacy Technician:

- Visiting of various types of pharmacies other than the local hospitals.

Paralegal:

- The program should consider adding a mock courtroom for simulation purposes.

KRISSLER'S 10 CHAIRING TIPS

1. Upon receipt of the Visit Memo, email ACICS coordinator for campus director's email address. If Visit Memo is late, contact ACICS coordinator. Memo should be received at least 2 weeks before visit. (Sometimes Visit Memo is directed via email to campus director; consequently, email address is available.)

2. Approximately two weeks before visit or upon receipt of materials, whichever comes first, e-mail the campus director the approved ACICS welcome letter & e-mail the team evaluators a welcome message confirming pre-visit team meeting and asking for their arrival times. (Personalize)

3. Very Next Day telephone the campus director as promised in the ACICS letter.

   TELEPHONE CALL TO CAMPUS DIRECTOR

   Welcome & exchange pleasantries

   Request anything missing in materials and request they be forwarded to entire team. If limited time remaining until visit, ask to have missing materials delivered to the team hotel no later than 3:00 p.m. the day before the visit or electronically sent or both.

   Entire team needs Self-Study & Update Report,
   Program specialists need academic credit analysis,
   Chair needs enrollment by programs and CEP update.

   Ask if update report reflects the enrollment expected on the visit. ***(Very Important)***

   Review the team room---request unencumbered power outlets for each team member, at least one computer, & printer with Microsoft Word installed and operable. Internet access in team room if possible, but not required.

   Review arrival protocol: Team will proceed to team room to drop off their stuff, and then be provided a brief tour of the facility followed by the entrance interview or visa versa (If big team, the team should be split in two for the tour.) Inform campus director, he/she may want director of education and key staff to participate in entrance interview.

   If needed, request externship visitations be planned first day nearby campus, evening faculty come in a little early if they can, & transcripts by program of students in their final term. Most recent ***two CAR's & backup data and placement data by program for program specialists to verify via phone calls.*** *(Not all allied health evaluators incorporate externship visits into their evaluations.) Independent Study contracts and community resources documentation should be in team room.*

   Inform campus director that you will e-mail confirmation of receipt of materials and should you need anything, you will request at that time. Thank director, and emphasize that these items will make the visit less stressful for the institution's staff.

4. Prepare pre-visit meeting agenda. Most important item is to review with each evaluator his/her assignments. (See model agenda.) (Bring hard copy(s) to meeting.)

5. Double check number of evaluators and number of vehicles & drivers (New coordinators may not account for luggage.) Be sure vehicles are large enough to include luggage & evaluators after Exit Interview to the airport. If seasoned coordinator, this is unnecessary.)

6. Pre-visit team meeting—Review all items on agenda. If new evaluators, provide them a copy of agenda after meeting. Otherwise, just use agenda as a reference. Most important, be sure you have reviewed assignments and emphasize how many reports each program specialist is to evaluate. This is done in conjunction with the ACICS coordinator. (The fewer reports, the better for everybody.)

7. Before departing for campus, count the evaluators in all vehicles.
(Be sure not to leave anybody at the hotel.) Have directions from hotel to institution prepared as backup to GPS. On final day of visit, be sure everybody has checked out of hotel and has baggage with them—some evaluators mistakenly check their luggage at hotel.)

8. After entrance interview, do not permit evaluators to leave the team room until lunch menu is completed. Schedule team meeting during lunch to review morning findings. Monitor evaluators who do not leave team room. If an evaluator tends to stay in the room, have a little talk. (We do not need to visit the campus if we do not leave the team room.)

   At lunch, review findings so far. Stress the negative answers and insist that evaluators make placement calls before 4:00 p.m. on first day of the visit. If new evaluators or evaluators who have not been on a visit for a long time, and those who cannot communicate in English; pay extra attention to their findings. You do not want negative responses without prior knowledge during the read-through. You also do want questions unanswered or the wrong questions answered. Assist team as much as possible.

9. Read-through—Pay particular attention to appropriate questions for degree level sections 5, 8, & 9. Allow time after the read-through to get electronic version of reports on your flash drive. *(Most coordinators now do this for the chair. ---It's a beautiful thing!)* Be sure to backup to your hard drive and e-mail to yourself before traveling. In the team room, emphasize team and institution evaluations are on-line and should be completed at time of forwarding expenses. During Exit Interview, be sure to thank team if you have not already done so.

10. If new evaluators are on team, coordinate business portal training with ACICS coordinator before Exit Interview.

Additional Location (Formerly Branch Inclusion)—Sometimes institutions do not send a Self-Study, just an update report because the Self-Study is called a Additional Location Application. Pay attention or you will be without a Self-Study.

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-86

ACICS TEAM CHAIR APPLICATION

We appreciate your interest in volunteering to serve as a team Chair for the Accrediting Council for Independent Colleges and Schools (ACICS). Team Chair is a vital role in the accreditation process and is extremely important to the work of the Council. Your application and any visit evaluations will be reviewed by the Chair Selection Committee and you will be duly notified via email of the committee's decision. *A decision will be made within one month of receipt of the complete application.*

About ACICS

Founded in 1912, the Accrediting Council for Independent Colleges and Schools (ACICS) is one of the most respected and longest established national accreditor of academic institutions in the United States. It is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).

The scope of ACICS recognition by the Secretary of Education is defined as accreditation of private postsecondary institutions offering certificates or diplomas, and postsecondary institutions offering associate, bachelor's, or master's degrees in programs designed to educate students for professional, technical, or occupational careers, including those that offer those programs via distance education.

ACICS currently accredits more than 800 institutions throughout the United States and more than a dozen foreign countries enrolling approximately 700,000 students. ACICS is a not-for-profit organization incorporated in the Commonwealth of Virginia with offices maintained in the District of Columbia.

ACICS Mission Statement

The mission of the Accrediting Council for Independent Colleges and Schools is to advance educational excellence at independent, nonpublic career schools, colleges, and organizations in the United States and abroad. This is achieved through a deliberate and thorough accreditation process of quality assurance and enhancement as well as ethical business and educational practices.

Types of Visits that Require a Team Chair

New Grant:

Institutions whose grant of accreditation will expire within a year, must reapply for reaccreditation with the agency, by October 31 of the year preceding expiration. This application includes a self-study narrative in which the institution responds to all applicable areas of the *Accreditation Criteria* as it relates to its operations, administration, and educational delivery and effectiveness.

Initial Grant:

Initial applicants, who have successfully completed the first phase of the initial application, will be invited to submit a self-study narrative and other documents that also relates to operations, administrations, and educational delivery and effectiveness in preparation for the Initial Grant visit.

ACICS TEAM CHAIR APPLICATION

Branch Inclusion:

A new branch which has been verified and approved by the Council, must undergo a branch inclusion one year following this verification of educational activities. A Branch Application – Part II must be submitted to the Council and used during the onsite Branch Inclusion visit.

The On-site Evaluation Team

The new grant, initial grant, or branch inclusion visit is scheduled by the ACICS staff coordinator who selects team members for the onsite evaluation. Team members are procured from a pool of more than 900 approved institutional specialists and program experts. The team will generally consist of the following individuals:

- **Team Chair:**
- **Relations with Students Specialist**
- **Educational Activities/Library Specialist**
- **Program Specialist**
- **ACICS Staff coordinator**

The onsite evaluation team serves three primary purposes:

- Validation of institutional self-study as submitted to ACICS as part of the reevaluation application.
- Evaluation of what the institution practices relative to the ACICS *Accreditation Criteria.*
- Preparation of a team report for the Council's review and decision-making.

Chair Responsibilities

In order to serve as a Chair, one must be willing to do the following:

- Function as part of a team, taking the lead in directing the activities of the on-site evaluation and on much of the contact and discussion with the school, before and during the visit;
- Establish and maintain a practical knowledge of the *Accreditation Criteria*;
- Conduct interviews with school personnel and review documents on-site in order to assess compliance with the stated objectives of the school and the *Accreditation Criteria*;
- Evaluate and report on areas relating to mission, administration, organization, institutional effectiveness, and educational facilities;
- Write clear, cohesive, and comprehensive team observations, findings of noncompliance, and suggestions for continual development;
- Exercise the utmost professionalism in interactions with school representatives throughout the on-site evaluation process;
- Be able to manage the onsite evaluation process in the absence of the ACICS staff representative, in the case of an emergency;
-

ACICS TEAM CHAIR APPLICATION

- Be capable of assisting the ACICS staff representative with providing transportation and other support to the team; and

- Travel by means of air, train, automobile, and shuttle bus to various destinations throughout the United States, its territories, and abroad.

Chair Qualifications and Requirements

Chair qualifications will be assessed using the rubric below. In addition to ACICS experience, education level and management experience, applicants are required to:

- Submit a completed and signed ACICS Chair Application
- Submit a current resume
- Submit a personal statement (approximately 250 words) on why you want to become an ACICS Chair *(see PERSONAL STATEMENT clause)*
- Submit a writing sample on a specified situation (*see WRITING SAMPLE clause)*
- Provide two (2) letters of reference *(see REFERENCES clause)*
- Attend an ACICS Chair Training Workshop

Points required for consideration:			5		
		points awarded:	1	2	3
1	OR	Years as an ACICS Evaluator	1-3 years	4-5 years	5+ years
		# of visits for ACICS	10-30 visits	30-50 visits	50+ visits
2		Years of Management experience at private or public post secondary institutions	1-3 years	4-5 years	5+ years
3		Highest degree held	Bachelor	Master	Doctorate

Selection Process

The Chair Selection Committee will review applications as they are received. Upon selection, applicants will be notified and invited to attend a chair training workshop. **Chair training is offered once a year and is generally scheduled on the third Friday in November.**

REFERENCES

Please provide two (2) letters of reference from individuals who have known you for at least two (2) years and who are involved in postsecondary education. If possible, one of the letters should be from an individual with experience in educational assessment or accreditation. The reference letters should be limited to no more than a single page in length. Reference letters should be sent to evaluatormanager@acics.org or mailed to ACICS Attention: Evaluator Manager, 1st Street NE – Suite 980, Washington DC 20002.

ACICS TEAM CHAIR APPLICATION

WRITING SAMPLE

Please provide a writing sample on the excerpt below: *Who is the chief on-site administrator and what are this person's qualifications?*

Campus President: Mandel Nelson
Date of hire: June 6, 2010
Education: DBA in Strategy, Boston College; master's degree in Education Administration; and bachelor of science in Economics
Experience: Director, IBM in development (1986 – 1996); president of consulting firm (1999 – 2005); adjunct professor at Boston College (2004 – present); no experience in career education.

PERSONAL STATEMENT

Please provide an essay (approximately 250 words) which speaks to your qualifications and why you have chosen to apply to be an ACICS team chair.

Contact Perliter Walters-Gilliam (202)336-6769 or pwgilliam@acics.org if you have any questions regarding the completion of these documents.

ACICS TEAM CHAIR APPLICATION

ACICS TEAM CHAIR APPLICATION

Name:					
Title:					
Institution / Employer:					
Address:					
City:		State:		Zip:	
Work Phone:		Home Phone:			
Cell Phone:		Fax:			
Email:					

List years of management experience in private or public post-secondary education.

Institution	Title	Years

List educational degree(s) held ***(minimum of a Baccalaureate is required)***.

Institution	Degree Awarded	Date

Number of years you have served as an ACICS evaluator	
Number of visits conducted for ACICS as an evaluator *(approx.)*	

ACICS TEAM CHAIR APPLICATION

PERSONAL STATEMENT

Please provide an essay (approximately 250 words) which discusses your qualifications and why you have chosen to apply to be an ACICS team chair.

I understand that my participation as an ACICS team Chair is voluntary and some compensation for my services is provided. Also, I understand that the Accrediting Council for Independent Colleges and Schools (ACICS) will reimburse me for expenses that fall within their published travel reimbursement policy incurred during the on-site evaluation.

Signature _____ Date _____

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-87

ACICS Team Chair Professional Development
July 24th – 25th, 2014

July 24th Welcome (4pm – 6pm)
Formal Welcome
Introductions
Event Objectives
Feedback: Group Expectations

Banquet (6:30pm – 8:30pm)

July 25th Full-Day Business Session (8am – 4pm)

BREAKFAST: 8:00am– 8:30am

1. Campus Effectiveness Planning: 8:30am - 10:00am
Lead Facilitators: *Ms. Perliter Walters-Gilliam & Dr. Tom Duff*
- ✓ Discussion of Assignment (group activity)
- ✓ Review/Discussion of Applicable Criteria
- ✓ Recommendations for:
  - Criteria Revision
  - Guidance for Chairs

BREAK - 10:00am - 10:15am

2. Report Preparation: 10:15am - 11:30am
Lead Facilitators: *Mr. Ian Harazduk & Drs. Andrea Olson and Joyce Caton*
- ✓ Sample Report
- ✓ Chairs' Editorial Rights
- ✓ ACICS Expectations on Quality

3. Facilitating Collaboration to Ensure Quality in Evaluation: 11:30am - 12:30pm
"Table Talk"

LUNCH- 12:30pm - 1:00pm

4. Consistency in Criteria Interpretation: 1:00pm - 2:15pm
Collective Group Discussion
- ✓ Specific areas of inconsistency
- ✓ Discussion of Concerns

BREAK - 2:15pm - 2:30pm

5. Communication Expectations: 2:30pm - 3:30pm
Lead Facilitators: *Ms. Perliter Walters-Gilliam & Chairs*
- ✓ Why it's important
- ✓ With your staff coordinator
- ✓ With the Institutions
- ✓ With the team members
  - Before the visit
  - During the visit
  - After the visit

CONCLUDING COMMENTS - 3:30pm - 4:00pm

Chair Professional Development 2014
Sign In Sheet

Name	Signature
Alvin Joseph Marrow	(b)(6)
Andrea Olson	
Barry Shollenberger	
Billy S. Ferrell	
Burton S. Kaliski	
Constance S. Adelman	
Darlene A. Minore	
David M. Luce	
Dennis E. Wenger	
Dianna D. Murphy	
Elizabeth Guinan	
Fawzi Ben Messaoud	
George W. Fakhoury	
Harpal Singh Dhillon	
Jan M. Gordon	
John J. Smith	
John Mago	
Joyce J. Caton	
Joyce Strout	

Name	(b)(6)
Judee Timm	
Judith Anderson-Kotts	
Karan Krna	
Kathryn Sellers	
Kim Peck	
Lisa Bynoe	
Lonnie Echternacht	
Mercedes N. Alafriz	
Micaela Sieracki	
Michele Frances Ernst	
Michelle Edwards	
Pamela K. Bennett	
Paul Lacroix	
Richard Lee Lynch	
Richard Travis Murphree	
Robert Palmatier	
Rogena Kyles	
Ronald Thomas Mosley	
Sandra Yelverton	
Scot Ober	
Stephen V. Calabro	
Susan Mago	

Name	Signature
Tami Erickson	(b)(6)
Terry Campbell	
Thomas B. Duff	
Virgine Thomes-Cotter	
William E. Worth	
William J. Kakish	
William McPherson	
William P. Fox	
William Winger	
Wyman Dickey	

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(B) CEP Review Checklist & Sample CEP

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(C) Sample Introduction Sections

TAB IV

(A) Sample Communication to the Campus

(B) Sample Communication to the Team

(C) Sample Pre-Visit Agenda

TAB V

(A) Chair Evaluation Form

(B) Chair Tips

(C) Chair Training Presentation 2013

TAB VI

Current *Accreditation Criteria*

ACICS TEAM CHAIR PROFESSIONAL DEVELOPMENT 2014

Facilitating Collaboration & Effectiveness in Team Leadership

ACICS TEAM CHAIR PROFESSIONAL DEVELOPMENT 2014

Facilitating Collaboration & Effectiveness in Team Leadership

EVENT KICK OFF & WELCOME

Welcome Remarks – Dr. Al Gray, ACICS President & CEO

Introductions – Ms. Perliter Walters-Gilliam, Sr. Manager, Quality Enhancement

Event Objectives – Dr. Joseph Gurubatham, Sr. Vice President

Open Discussion – Group Expectations

INTRODUCTIONS

You have traveled to at LEAST five of the seven continents

You have been chased by a wild animal

You have been in the presence of royalty

You have won a contest as a child (hot dog eating, cannonballing counts)

You are a karaoke god(dess)!

You were (are?) a star athlete (any sport, including walking)

You have visited 25 countries

You have visited 15 countries

You have been to all 50 states

You have been left behind on a visit (airport, hotel, school)

You can knit the mess out of a sweater

You have been sky diving and/or bungee jumping

You have not led a team visit in the last five years

EXPECTATIONS OF THE CHAIR ROLE

Qualitative Skills

Facilitation and engagement

Strong leadership skills

Communication

Organizational skills

Interpersonal skills

Knowledge

1. *Accreditation Criteria*
2. Institutional Effectiveness & Management
3. Peer review process

EVENT OBJECTIVES

To communicate ACICS expectations for the role in a number of key areas

To facilitate an open dialogue between ACICS and the team chair role

To provide team leaders with an opportunity to share experiences and ideas

CHAIR EFFECTIVENESS PLAN

Communicates with all stakeholders in a timely manner – before, during, and after the evaluation visit.

Conducts oneself in a professional, yet personable, manner.

Conveys guidance and support to team that is consistent with the *Accreditation Criteria*.

Collaborates with ACICS staff to facilitate a successful review.

Completes an accurate and professional report that is reflective of campus operations.

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TAB VI

Current *Accreditation Criteria*

ACICS TEAM CHAIR PROFESSIONAL DEVELOPMENT 2014

Facilitating Collaboration & Effectiveness in Team Leadership

AGENDA

Campus Effectiveness Planning

Facilitators: Ms. Perliter Walters Gilliam & Dr. Thomas Duff

Report Preparation

Facilitators: Mr. Ian Harazduk & Drs. Andrea Olson and Joyce Caton

Facilitating Collaboration between ACICS Staff & Team Leads

"Table Talk"

Consistency in Criteria Interpretation

Collective Group Discussion

Communication Expectations

Facilitators: Ms. Perliter Walters-Gilliam & Chairs

CAMPUS EFFECTIVENESS PLANNING

Assignment Review & Discussion

- Review of Responses (20 minutes)
- General Feedback

Discussion of Proposed Criteria Changes (Criteria review & Appendix)

CEP Review Challenges – chairs

- Baseline data/levels
- Student Learning Outcomes – what are appropriate outcomes
- Periodic Progress Reports

BREAK

CHAIR REPORT RESOURCES

Report Writing & Editing Guide 2014

Chair Instructions (Formerly Preparing Report Pages 1-2, Merging the Report Sections, Deleting the Criteria Column)

Sample Report

BEST PRACTICES OF EDITING

Review the entire report in detail for consistency in content, formatting, grammar, and any areas of non-compliance.

Ensure that the name of the programs listed on Page 2 match the name listed in Section 9 and that all programs are accounted for.

Ensure that all citations are sufficiently detailed and provide required names, dates, and other vital information (important to check this during read-through)

And others…

MOST COMMON ERRORS OF EDITING

Inconsistency throughout the report (ex: use of campus v. institution, the name of the campus, repeated information)

Appropriately answering each part of all narrative questions

Removing headers from the report/leaving direction within the report

Send reports to visitreports@acics.org and ACICS staff

And others…

CHAIRS' EDITORIAL RIGHTS

Ensure consistency: change formatting, grammar, sentence structure, placement of information

The read-through serves as the avenue to ensure that all content within the report is accurate and agreed upon

Significant change in edit should be discussed with staff member and specialist (including changes to citations)

EXPECTATIONS OF QUALITY

Follow the newly produced guidelines and sample report

- Inform ACICS if there is an issue with the template or guidelines

Be attentive and instructive during the read-through

- The time to catch errors and redirect evaluator behavior

Complete the report in a timely manner – communicate with your staff member

- A thorough review is better than an on-time review

The report is the record of the review – It must be clear, comprehensive and correct

STAFF/CHAIR COLLABORATION

STAFF/CHAIR COLLABORATION IDEAS

CHALLENGE	IDEAS

LET'S EAT!

ACHIEVING CONSISTENCY

Interpretation of Criteria

Evaluation

- New Grant Visits
  Initial Grant Visits

TAKE 15!

COMMUNICATION EXPECTATIONS

COMMUNICATION EXPECTATIONS

Contact campus director prior to visit

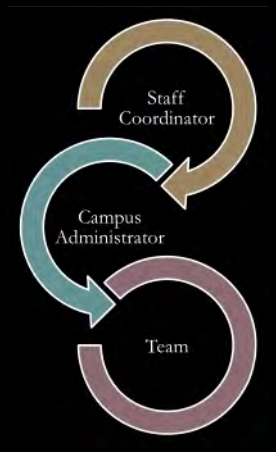
Facilitate the pre-visit meeting

Set a collaborative tone during discussions

Communicate clearly and set realistic deadlines

Use Genesis and coordinator as a resource during discussions

EXPECTATIONS



Throughout the process

Before & During the Visit

Before & During the Visit

COMMUNICATION WITH CAMPUS

Before the Visit

Required: email and follow up phone call (See Tab IV(A))

Dialogue should be with on-site administrator – not corporate representative

Discussion should focus on institutional preparation for the review

During the Visit

Introductions

Giving the campus an opportunity to discuss/question concerns

Sufficiently briefing campus on issues

Discouraging one-on-one

COMMUNICATION WITH TEAM

Team email (after team memo or one week before visit)

The **required** pre-visit meeting

Team briefings throughout the visit

Working closely with team members needing assistance/guidance

TONE: Cooperation and Respect

COMMUNICATION WITH STAFF

Prior to the Visit

- If information received from campus contradicts visit memo
- If you have not received the visit memo within 3 weeks of the visit
- If you have any concerns about the visit

During the Visit

- To ensure that team members have the resources they need
- To have a unified front when meeting with the administration
- To discuss observed areas of concern and/or areas of deficiency

After the Visit

- To discuss issues with the report (missing documentation/information)
- To submit the report staff must be copied on communications
- To revise and submit report if necessary

Partnership is essential for evaluation success!

GENERAL EXPECTATIONS

- Communicate with team, staff, and campus
- Provide leadership to the team during its review
- Guide the evaluation with objectivity and fairness
- Work with the campus to ensure compliance while supporting improvement

CONCLUDING COMMENTS

THANK YOU!

INSTITUTIONAL EFFECTIVENESS PLAN

GALLIPOLIS CAREER COLLEGE
Gallipolis, Ohio

May 25, 1994

Revised September 24, 2012

GALLIPOLIS CAREER COLLEGE

I. Introduction

A. General Statement
B. Statement of Institutional Mission/Objectives

II. Program and Student Characteristics

A. Program Characteristics
B. Student Demographics

III. Student Learning Outcomes

A. Curriculum Development
B. Outcome Assessments
C. Outcome Assessments Analyzed

IV. Retention Activities

A. Retention Rates
B. Retention Goals
C. Reasons for Variance
D. Plans for Improvement
E. Personnel
F. Implementation Dates
G. Special Characteristics/Demographics

V. Placement Activities

A. Placement Rates
B. Placement Goals
C. Reasons for Variance
D. Plans for Improvement
E. Personnel
F. Special Characteristics/Demographics

VI. Employer/Graduate Satisfaction Levels

A. Means of Determination of Graduate Surveys
B. Survey Results from Graduate Surveys
C. Means of Determination of Employer Surveys
D. Survey Results from Employer Surveys
E. Immediate/Long Range Plans

VII. Evidence of Plan's Effectiveness

I. INTRODUCTION

A. General Statement

The success of Gallipolis Career College in realizing its mission and objectives can be measured by analyzing three data groups: skills and knowledge obtained by students; retention and placement rates; and employer/graduate satisfaction. This plan was developed to assist the school in collecting and analyzing this data to better fulfill its stated mission.

The IEP is implemented and monitored by Wesley R. Young, Director of Gallipolis Career College who oversees the current committee consisting of the following individuals:

Robert L. Shirey II	President
Robert Shirey III	Director of Admissions
Christina Shockey	Financial Aid Administrator
Joy Staten	Faculty Member
Dennis DesJarlais	Faculty Member
Kathy Davis	Placement Director

B. Statement of Gallipolis Career College Mission and Objectives

The mission was developed as a result of 20 years experience serving, testing and consulting actions in business trends that have relationship to recruiting, teaching, and placement procedures.

The mission of the college is to provide its students with contemporary skills and training to meet today's challenging needs in business, industry, and government and to fulfill the personal needs of the students as well.

To fulfill the mission, the administration of the college directs its efforts toward creating a quality educational environment by making available opportunities for academic, professional, and social growth.

Programs at the college represent specialized, occupationally specific courses of study designed to allow graduates quick and relevant entry into career employment opportunities.

These programs of study are continually under review by the administration, faculty, students, and the college's advisory committee(s). Appropriate updates are made to reflect trends and issues in employment markets. Local employers are surveyed in writing, by telephone, and in person to assess employment needs and requirements. This enables the college to realistically assess the focus of its educational efforts.

Objectives

- Provide quality education through a well-planned and well-executed curriculum that allows a student to pursue his/her chosen career options.

- Train students with modern, practical, and relevant equipment and materials.

- Maintain a well-qualified and experienced educational staff to deliver quality educational assistance to all students.

- Provide services to assist students in obtaining employment in their career field.

II. Program and Student Characteristics

A. Program Characteristics---Gallipolis Career College offers six (6) different occupational associate degrees and four (4) diploma programs.

The occupational associate degrees are comprised of twenty-six individual courses and 104 quarter credit hours. All of these degree programs offer 13 technical courses (50%), either 5 or 6 general education courses (19% or 23%), and either 7 or 8 basic courses (27% to 31%). All of the degree programs were revised to reflect recommendations made by the Ohio Board of Regents when we sought authorization from them in 2008. Approvals were also received from the Ohio State Board of Career Colleges and Schools and ACICS.

The associate degree programs are as listed with course objectives:

1. Accounting---designed to afford graduates employment opportunities as accounting clerks, junior accountants, bookkeepers, and junior assistants. With experience, the graduate may qualify for positions as auditor, senior accountant, and finance officer. Graduates will complete ten different accounting courses ranging from basic accounting principles to advanced intermediate accounting. An accounting career offers the graduates interesting and important work with numerous opportunities for advancement

2. Business Administration---designed to provide graduates with the knowledge, understanding, and skills required for entry-level management and supervisory positions. The graduate learns many aspects of a normal business such as: human resource management, marketing and advertising, sales and retail management, principles of supervision, and investments. Graduates will find employment in banking, human resource management, retailing, and supervision. In addition, graduates may start their own business if desired.

3. Executive Office Administration---designed to provide graduates with typing and word processing skills combined with a comprehensive knowledge of software applications. Several business management classes are also afforded the graduates.

Graduates will find employment as executive-level office administrators in business, government, and professional fields.

4. Medical Office Administration---designed to provide graduates with a wide variety of general office subjects and specialized coursework as well such as: medical transcription, medical terminology, medical insurance coding, and computerized medical management. Graduates will find employment ranging from work in a small private medical office to a department of a large medical center.

5. Computer Applications Technology---designed to provide graduates with the skills to work with current software and hardware. They also will learn how to function in an efficient manner as an operator of a wide variety of software as well as ascertain a basic knowledge of accounting. Graduates will be able to work in a small or large computer department or office setting.

6. Technical Support Specialist---designed to provide graduates with training in troubleshooting operations, systems analysis and design, advanced networking, pc maintenance, and help desk operations. Graduates will possess the technical skills to serve as technicians, help desk, and support staff for a large or small organization.

The diploma programs are comprised of either 60 or 48 quarter credit hours. The programs breakdown to include: 60% technical courses, 25% basic courses, and 15% general courses.

The four diploma programs with course and employment objectives are:

1. Medical Administrative Assistant-----designed to train students for entry-level medical administrative assistant position. Graduates will receive not only the basic skills for a professional administrative assistant but also specialized course training in the medical field. Graduates can find employment in a small medical office or in a department of a large medical center.

2. Junior Accounting---designed to provide a specialized education for various positions in the field of accounting or office administration. The graduate will take five different accounting courses ranging from basic accounting principles to the usage of QuickBooks. Graduates of this program can find employment as junior accountants or bookkeepers.

3. Software Applications---designed to provide graduates with the knowledge in basic software applications as well as basic office skills. Graduates can find employment as a data entry operator, word processor, or computer clerical worker.

4. Administrative Assistant---designed to provide graduates with a thorough education in basic administrative office skills such as: typing, word processing, filing, and how to manage a small office. Graduates can find employment as typists, word processors, or office clerk.

B. Student Demographics---Gallipolis Career College trains mostly nontraditional students. The student population demographics which has been updated as of June 2013 is comprised of 77.6% females and 22.4% males. We have 5.1% black students, .4% hispanic students, 0% biracial and 94.5% caucasians with 85.6% of our students being over the age of 22. Ohio students comprise 82.6% of the student body with the remaining 17.4% living in West Virginia. They have been raised in the immediate area and tend to come from families that are not usually self-supporting. They have little if any family support when they start school and do not possess much self-confidence. Many of the females are living in single parent households and have childcare problems which affect their attendance and their financial situation. For many of our students, they are the first person from their families to attend a postsecondary institution. They do possess either a high school diploma or GED certificate but have been out of school for an average of ten years. A high percentage of our students qualify for the maximum amount of the Pell Grant. The students interested in attending a postsecondary institution within the proximity of their home have basically two choices; either Gallipolis Career College or the University of Rio Grande. So, we are an important entity in this region of the Appalachian foothills and offer the area a small college atmosphere as opposed to a university setting. It is also important to point out that the vast majority of our students enroll in an associate degree program as opposed to a diploma program. Presently, over 95% are in an associate degree program.

III. STUDENT LEARNING OUTCOMES

A. Description of Curriculum Development

All programs of study at Gallipolis Career College are designed to provide students with occupationally specific skills that will allow effective transition into the job market. In an effort to assure that our programs provide effective training, GCC utilizes up-to-date equipment, texts, and other relevant materials. Faculty members have appropriate degrees for courses taught and, if possible, practical experience in their field.

Faculty and administration work closely with members of the business community to make certain curriculum objectives and content are in harmony with community needs. Our placement officer who is in contact with local and/or regional employers on an ongoing basis often makes suggestions for improvement.

Additional suggestions for curriculum development and/or improvement come from our advisory committee; the advisory committee is composed of individuals

drawn from the ranks of business leaders, local educators, and GCC graduates. Their advice and objectivity are vital components of our efforts to continually maintain and upgrade our programs of study. When needed, we supplement this information with employer and graduate surveys to determine the necessity of a particular change or addition to a program of study.

In 2007, Gallipolis Career College decided to complete an application to have its associate degree programs authorized by the Ohio Board of Regents. This process began in June 2007 and the application was finally completed and emailed along with supporting documentation to the Ohio Board of Regents in February 2008. The application consisted of twenty-one sections dealing with every aspect of the College.

One of the main reasons for applying for the OBR authorization was continued eligibility for our students to participate in the Ohio College Opportunity Grant. Governor Ted Strickland demanded that any student wishing to receive the OCOG must attend a school whose programs were authorized by the OBR. Governor Strickland made this declaration shortly after taking office in January 2007. In addition, having our college credits transfer to public educational institutions was a motivation.

Authorization by the Ohio Board of Regents was received in February 2009 after site visits, application reviews, and program reviews by a multitude of professional educators. Our authorization also included the requirement of annual progress reports to be sent to the OBR for their review. Our first progress report was approved in June 2009. Our next report is due in April 2010. Program authorization was submitted and approved pending an on site visit scheduled in July 2012.

In addition to curriculum changes, GCC also upgraded faculty requirements to include master's degrees to teach general education subjects. Increased professional growth is also being provided for current faculty members. We also named department heads for our accounting, business administration, executive office administration, medical office administration, computer applications technology, and technical support curriculums. Joy Staten is our department head for executive office administration; Ann Berent is our department head for medical office administration; Christina Shockey is our department head for both the computer applications technology and technical support specialist programs. Dennis Des Jarlais is our department head for accounting and Wesley Young is our department head for business administration.

In spite of the aforementioned promises made by Governor Strickland, our sector was left out of the OCOG budget for the biennium of 2010-2011. We also have not seen any progress in transferability of credits. However, we will continue proceeding with the OBR's progress reports and other requirements in hopes of receiving the promised benefits in the future. The OCOG has been reinstated for 2011-2012 and continues to be available at this time.

B. Description of Outcome Assessments Used

Almost twenty years ago, Gallipolis Career College initiated its original *Institutional Effectiveness Plan.* The *Institutional Effectiveness Plan* is essentially a student tracking system that allows the college to monitor and assess a student's progress from the time he/she enters school until one year after graduation and placement. This tracking process consists of the following collection and measurement devices:

1. Gallipolis Career College began using the Accuplacer Placement Test in place of the previous English/Math Placement Test in June 2009. The change was made to accommodate the recommendation made by the Ohio Board of Regents in their report to us. The test is administered by the Admissions Department and is done online in the school's library. The test results are known immediately to the applicant. The Accuplacer test is given to the applicant prior to scheduling for classes. The test is broken down into three separate sections: arithmetic, sentence skills, and reading comprehension. The successful cut-off scores for each test are: 31 for arithmetic, 53 for sentence skills, and 51 for reading comprehension. If an applicant fails the arithmetic section then he/she must take developmental math. If an applicant fails either sentence skills or reading comprehension then he/she must take developmental English. Of the 105 applicants who have taken the Accuplacer Placement Test in the last 12 months (2012-2013), 55% have successfully passed all three sections; 67% have passed the arithmetic, 83% have passed the sentence skills, and 82% have passed the reading comprehension. The average grade was 42.9 on the arithmetic, 71.1 on the sentence skills, and 71.5 on the reading comprehension.

   In addition, the college uses a Wonderlic Scholastic Level Exam that all students must take and pass with a minimum score of 16. This test is approved by the Department of Education as a valid pretest of student learning abilities. Failure to achieve the minimum score will result in the student being denied admission to the college

.2. Satisfactory Academic Progress – Each quarter, the Director of Education computes a student's academic progress towards the completion of their program. Both course completion percentage and quarterly and cumulative grade point averages are computed on each student's attendance card. The results (a list of those on probation or termination) are then shared with the administrative staff so that all concerned are aware of any students who might be on academic probation or have been academically terminated. This information is also used by the education office to counsel students who have not been making satisfactory progress. All individuals who have not made satisfactory progress are sent letters by the Director of Education outlining why they are on probation or have been terminated. Those who are on probation also

receive a form on which they state why they failed to make SAP and what steps they have taken to rectify the situation.

Beginning with the Winter Quarter 2008, we have concentrated more on students who are experiencing academic difficulties. Individuals who are having academic difficulties are signing agreements with the Director of Education making them aware of the academic help available to them. Those same students are also doing individual agreements with their instructors to schedule tutoring and other help when necessary. We can encourage them to take advantage of the help offered but it can be difficult to get them to actually utilize it. We will continue to do academic counseling with them at the mid-quarter as a follow-up to see if they have actually taken advantage of the help offered.

The Director of Education analyzes the results of the satisfactory academic progress evaluation to see if an inordinate amount of students are not making satisfactory progress. Presently for Summer Quarter 2013, we have 7 students who are on Academic Probation which represents 5.3% of our current enrollment of 132 students. The cumulative grade point averages are also evaluated to see if grade point averages are being maintained a level of "B" or higher. If averages are maintained at that level then we can be certain learning is taking place in the classroom.

At the beginning of summer quarter 2013 the current Director of Education, Wesley R. Young, is meeting each student on academic probation one – to – one to help them get back on track with their education.

3. MOUS Certifications – The College utilizes this tool in both the Advanced Word Processing course and the Spreadsheets II course which are currently in our Executive Office Administration, Medical Office Administration, Accounting, Business Administration, Computerized Applications Technology, and Technical Support Specialist curriculums. The tests are administered by our Director of Computer Operations, Shawn Caldwell. Students who have successfully passed one or both of the tests receive a certificate from Microsoft indicating they are a Microsoft Office User Specialist. These tests are packaged with the students' textbooks so that the cost can be minimized for them. Kathy Davis analyzes the results to aid us in knowing what students might be lacking and how to change course content if necessary. She has reported that for the 2012-2013 academic year that 72% of those attempting the MOUS tests have successfully passed and received certificates. We do not require that students in the aforementioned curriculums take and pass the test as a requirement of graduation. It is used for their benefit as another achievement to include on their resume if desired.

4. Career Portfolios – All graduates are required to complete a portfolio as part of their Professional Development course. These portfolios are then

utilized when the student graduates to assist them in obtaining their desired career. These portfolios are a valuable tool that prospective employers can review when the graduate goes for an interview. It will summarize and list what skills and competencies they have obtained while attending Gallipolis Career College Presently, Ann Berent who teaches the Professional Development class has the responsibility to see it is completed. Upon completion of their program, Kathy Davis, Placement Director, will review and offer suggestions for improvement.

5. Practicums – We have students participating in this program while they are enrolled in the Executive Office Administration, Medical Office Administration, Computer Applications Technology, and Technical Support Specialist programs. In the EOA program, if a student is eligible, they will participate while taking the Office Management II class. In the MOA program, if eligible, they will participate in a practicum while taking the Medical Office Procedures class. In both the CAT and TSS programs, eligible students will participate in a practicum while taking the Integrated Office Applications class. All of the referenced classes are considered capstone classes in those curriculums and the student is close to being job ready. It is a good indicator, thru supervisory evaluations, of a student's readiness for their career field. It has been a very successful program to date with very good evaluations and student approval as well.

C. How Outcome Assessment is Analyzed

Gallipolis Career College is continually seeking ways to improve its curriculum and enhance its graduates' opportunities for a career. We take the placement and retention rate averages from the Summary of Key Operating Statistics from the ACICS website and compare ourselves to similar institutions. From the most recent data available from ACICS, the average retention rate for Ohio schools was 66% and 67% was the average placement rate for Ohio schools. Being located in an economically depressed area, we believe that our placement rate should be just a percentage point or two below that average. The October 2009 unemployment rates in the 3 Ohio counties we presently serve were: 14.5% for Meigs County, 10.7% for Jackson County, and 9.6% for Gallia County. We accomplished a 69.6% placement rate so we are very pleased with our outcome with placement. We were most pleased with our retention efforts. We were at 72.0% for the 2008-2009 academic year and continue to do well for the first half of the 2009-2010 academic year. That rate of 72.0% is above our state average and reason to believe our retention efforts have made a significant difference. The efforts we implemented which are discussed later in this plan were very successful and we will continue to maintain our efforts. For the first half of the current academic year, 2009-2010, we are close to a 90% retention rate so we are very encouraged by that information.

As for our educational outcomes, our students continue to average a grade point average above 3.0 which is equivalent to the letter grade of "B". The average GPA was 3.06 in 2007-2008 and the average GPA was

3.06 in 2008-2009. This consistency indicates we have quality students who perform on a consistent basis. We feel this is a good indication that learning is taking place and that students are becoming prepared for the world of work upon graduation. This data is collected by utilizing the grade point averages of all students for each quarter and analyzing the average compared to a standard grading scale.

We have met several times over the past year to discuss how to improve our educational offerings. We have met with our Advisory Board and ascertained some information from them as far as what skills are needed to satisfy their employee needs. We have found that all students need additional computer skills. We decided to incorporate a Windows Applications course into the Accounting, Business Administration and Medical Office Administration programs effective Spring Quarter 2009.

We have updated and expanded our library. We are associated with the Samuel L. Bossard Memorial Library and have a signed agreement with them to assure our library offerings are sufficient to support our students and the programs in which they are enrolled. We are linked to the Learning Express Library and Ohio Public Learning Library. These are additional ways to help our student.

Also, beginning Winter Quarter 2008, we formed a committee to review student requests for independent studies. Students needing or desiring an independent study class (one which is not on the current schedule) must complete an Independent Study Request Form that will be reviewed by the committee for either approval or denial. We have also developed a meaningful contract for independent study students to sign along with their instructor that will better define the objectives and requirements of the independent study class.

IV RETENTION ACTIVITIES

A. Retention Rates:

The following table shows actual retention rates at Gallipolis Career College for the last nine years based on the ACICS Annual Institutional Report.

YEAR	RETENTION
2001	73%
2002	79%
2003	75%
2004	70%
2005	64%
2006	55.9%
2007	68%
2008	67%
2009	72%
2010	73%
2011	73.5%
2012	54.4%

B. Retention Goals:

YEAR	RETENTION GOAL
2011	70%

C. Reasons for Variance in Retention Rates:

1. Students have no support group at home
2. Students are not motivated enough to complete their education
3. Students lives are easily disrupted and goals changed
4. Students have transportation problems
5. Students have childcare problems

D. Plans for Improvement of Retention Rates:

Immediate Plans

The institution has a Retention Effectiveness Committee to study and oversee all retention strategies and efforts. The committee, in conjunction with the IEP Committee, decided to set some goals for the 2006-2007 academic year. The retention rates had dropped steadily for four years but rebounded significantly to 68% for the 2006-2007 academic year through the utilization of the following measures.

- Have the Director of Education review the book *Making Your Mark* during the new student orientation and more thoroughly during the first few weeks of

each quarter. The Director of Education will talk to all new students for an hour about the importance of the book and will go over the most essential parts of it. This book deals with time management, study skills, and a myriad of subject matters designed to empower the new students with the start for success. *Making Your Mark* has sold over 750,000 copies and is used at hundreds of postsecondary institutions. The Retention Committee is of the opinion that the book will help the retention effort of the College.

- Have two attendance drawings every quarter instead of the current one. This will give more recognition to those who are attending classes faithfully and be an encouragement to others. Winners of the drawing receive a certificate and a nominal prize such as a school sweatshirt or t-shirt.
- Have two drawings each quarter for the sticker contest. The sticker contest consists of drawing a student's name from a jar containing every student's name. If the student is present and their name is drawn then they win a nominal prize if their car is displaying the Gallipolis Career College window sticker. This is another idea on how to keep the students coming to class.
- Have a student suggestion box. The students do evaluate the school, their program, and their instructor each quarter but this gives them another opportunity to express their feelings if they are too shy to come forward and speak directly to administration.
- Have more staff interaction with students during breaks and when the students arrive in the morning and arrive in the evening. This will give the staff more opportunities to speak with the students and possibly attune them to any potential problems the students might be experiencing that could potentially cause them to withdraw.
- Have motivational speakers come into the school to speak with students
- Have instructors continue to call students who were absent from class to see if they can be any help and to keep the students current on assignments due.
- Move new student orientation to the first week of the quarter instead of during the break. It is also being done twice; both day and night so all students have the opportunity to attend. This is being implemented to improve attendance because it is an important part of the student's enrollment and transition process.
- Continue to monitor attendance daily if possible and at least twice each week. The Director of Education can do this by accessing the school's database and look at individual's attendance cards.
- Continue to do weekly Education Activity Reports generated by the education office and given to the President's Office. Attendance letters sent, attendance calls made, and student withdrawals are just several components of this report.
- Do retention reports semi-quarterly and address them at the faculty meetings
- Give the instructors a monetary incentive to keep students in their class
- Expand and update our library.

All of the suggested activities have been implemented and we have seen a tremendous improvement in the retention rate since we experienced a downturn in 2006. We will continue those efforts and monitor the rate. For the first quarter of our 2009-2010 school year, we had a 85.2% retention rate and followed that up with an 91.6% retention rate for our second quarter. These retention reports

are located in the Director of Education's office and are broken down by individual instructor rates on the reports.

In addition to continuing the efforts outlined above, our IEP Committee decided to address the transportation issue which contributes to our withdrawal rate. We have decided to speak about carpooling at the beginning of each quarter to encourage students to provide rides for each other. Since we are strictly a commuting campus, transportation is vitally important. Presently, we have "Need a ride" and "Lend a ride" sign up sheets posted in the school. However, that effort has not been the entire solution to the transportation problem so we are going to stress the importance of carpooling. Our initial plan is to have our instructors mention carpooling during the first week of the quarter and then have the students become familiar with each other and where they live to ascertain whether carpooling is feasible or not. In addition, we will broach the subject during our new student orientation held the first week of the quarter. It is our feeling that trying to encourage carpooling will alleviate the problem.

E. Personnel Involved in Improving Retention Efforts:

The following individuals have been named to the Retention Effectiveness Committee (academic/experiential credentials included):

Robert L. Shirey, Gallipolis Career College President. Mr. Shirey has been involved in career education for over 30 years. His primary expertise is in the area of admissions; however he has served in all areas of the industry. He is a member of the Board of Directors of the Ohio Association of Career Colleges and Schools and also serves on the Job Service Employers Council for the Ohio Bureau of Employment Services. He also serves as public relations committee chair for the latter. Mr. Shirey is also involved in the local community thru membership in the Gallia County Chamber of Commerce, Meigs County Chamber of Commerce, and the Gallipolis Retail Merchants Association.

Joy Staten, M. Ed., Instructor/Coordinator Secretarial Studies. Ms. Staten has been with the institution since 1993. Prior to coming to the postsecondary sector she was a teacher in various public school systems in Ohio. Ms. Staten is a member of The International Association of Administrative Assistants.

Wesley R. Young, Director of Education. Mr. Young has been involved in proprietary schools since 2001. He has been with Gallipolis Career College since 2001. He has attended numerous continuing education workshops including ACICS Retention Workshops.

Bo Shirey, Director of Admissions. Bo is a 2005 graduate of Ohio University and has been with GCC for almost five years. He brings new and fresh ideas to the committee from the admissions' perspective.

F. Projected Implementation Dates:

All of the above suggested retention goals will be implemented immediately and will be monitored on a quarterly basis to see how the suggestions are affecting retention. Wesley R. Young will oversee the entire process and will make adjustments and/or changes as necessary.

G. Special Characteristics of Program Offerings/Demographic Make-up

The only characteristic of program offerings that seems to affect retention currently would be the lack of student success skills training. This, of course, is being corrected by the continued usage of the *Making Your Mark* presentations with new students each quarter.

In terms of demographics, recent updates in welfare reform laws have impacted and will continue to impact retention at the institution. The new law as it is being implemented in Ohio will give less credit for attending school (i.e. JOBS Program) and place a much greater emphasis on work regardless of the relationship between the training students are receiving and the welfare placement site. Many single parent students already balancing school and children will find it difficult to maintain a nearly full-time mandatory work schedule as well. If a choice has to be made between keeping welfare benefits (e. g. Medicaid Card) and staying in school, many, unfortunately, will choose the former. The tri-county area the institution serves maintains an average unemployment rate of 11.6% according to October 2009 statistics. This area also has over 25 percent of the families living below federal poverty guidelines. Appalachian Ohio has traditionally been beset with high unemployment. Many of the students the institution serves are first-generation college students who have little background in the cultural and economic advantages a college education offers; thus, the choice for many to stay in school and complete a diploma or degree has become increasingly difficult.

V. PLACEMENT ACTIVITIES

A. Placement Rates:

The following table shows actual placement rates at Gallipolis Career College for the last nine years based on the ACICS Annual Institutional Report.

YEAR	PLACEMENT
2001	76.9%
2002	78.3%
2003	53.6%
2004	68.6%
2005	73.3%
2006	75.9%
2007	71.4%
2008	79.3%
2009	69.6%
2010	63.6%
2011	63.6%
2012	73.5%

B. Placement Goals:

YEAR	PLACEMENT GOAL
2014	74.0%

C. Reasons for Variance in Placement Rates:

Placement rates have been fairly stable for the past several academic years. Efforts to increase placement rates are continuing in the form of telephone calls to employers, letters to prospective employers, pre-placement activities, including but not limited to: Professional Development class which is concentrating on resume writing and interviewing skills, and employment counseling where students are given an opportunity to discuss their plans/goals regarding employment. A much greater emphasis is being placed on students' attitude toward the world of work. This is a necessary component of our placement efforts as opposed to total emphasis on the technical skills needed on the job. Student portfolios are required in the Professional Development class. This has afforded the students an opportunity to have their skills and competencies showcased and ready to present to the Placement Director and during subsequent employer interviews.

D. Plans for Improvement of Placement Rates:

Immediate Plans

The institution will continue to assist graduates in a manner that is consistent and professional. The Placement office will employ the following methods based on their success rate:

- Scanning local classified for openings and notifying students seeking placement assistance of details in an effort to set up interviews.
- Mailing letters to employers covered in the scope of our academic programs; thus, previewing opportunities for graduates and prospective graduates alike.
- Consolidating graduates' resumes in an electronic format that allows for instant access by the Placement office, as certain employers prefer that we fax copies to save time.
- Making follow-up telephone calls on any job leads received from area employers.
- Reporting placement activities weekly to both the President and the Director of Education so that placement activities can be monitored closely.
- Keeping in contact with those students expressing no desire to work or to use their degree or diploma for employment purposes. We still must include them in our AIR as "not working" so we cannot ignore them. Situations and lifestyles change and we must know when they do.
- Continuing to utilize our Advisory Committee for suggestions on improvements to curriculum and services.
- Kathy Davis, Placement Director, will strive to make more on-site visits to local employers.

E. Personnel Involved with Improving Placement Rates

Kathy Davis, Placement Director. Kathy has been overseeing the placement efforts of GCC for almost ten years. She is the 2005 recipient of Placement Director of the Year as presented at its annual meeting by the Ohio Association of Career Colleges and Schools.

Joy Staten, Instructor and Externship Developer. Joy who is also on the Retention Committee helps the placement effort by developing externship sites for ready-to-graduate students. Many times the externships lead to permanent jobs upon graduation.

F. Special Characteristics/Demographics

The tri-county area that we mostly serve has had high unemployment rates which were reported at an average of 11.6% for October 2009 and high levels of poverty. Wages paid are less than what can be commanded only an hour away. But, the area we serve has inhabitants who are grounded in their roots and desire to remain near family and where they feel most comfortable. Sometimes this hampers our efforts because better jobs and opportunities exist but relocation and/or travel would be required and that is not feasible for most of our graduates.

VI. EMPLOYER/GRADUATE SATISFACTION

A. Means of Determining Graduate Satisfaction

Graduates and employers of Gallipolis Career College graduates are sent a survey to complete twice each year which indicates their satisfaction with the training/education received. This survey is administered through the Education and Placement offices. The primary purpose of this survey is to determine if graduates have received the skills necessary to perform competently in career fields for which they were trained. Results of this survey are utilized by the Education office to determine if curriculum content, textbooks, equipment, software, and instructional methods are fulfilling the objectives of the institutional mission. The survey consists of five questions: rate the instruction received, rate

the course relevance to your career field, rate the advisement you received, rate the administrative services, rate the placement services provided, and what suggestions you have to make improve the effectiveness of Gallipolis Career College. The questions have a rating scale of 1 (excellent) to 5 (poor). The results of the survey are tabulated and will be discussed and analyzed by the administration of the college.

B. Survey Results From Graduate Surveys

The results for the 2012 to 2013 graduate surveys were 1.4, which is an improvement from the prior report. The results of the 2008 and 2009 surveys received back from our graduates totaled 162 points out of 104 questions answered which gave us an average score of 1.56 which is about the midpoint of between "excellent" and "good". In comparison, this is consistent with the previous average from 2007 of 1.49. There is no particular area that stands out and the rate of return on the surveys has greatly improved from previous years. We will work to improve upon that by being more diligent and emphasizing the importance of the survey to our graduates. However, we are quite pleased that the graduates think we are doing a good to excellent job.

C. Means of Determining Employer Satisfaction

Twice each year, we survey the employers of our graduates. The purpose of the survey is to measure the employers' satisfaction of our graduates. We ask each question to be answered on a scale of 1 to 5 with 1 being excellent and 5 being poor. These questions deal with the graduate's training and preparedness for the employers' areas of business. We also ask for any proposed curriculum changes they would make in the training of our currently enrolled students. The actual six questions about the graduate's skills are: rating the graduate's training in relation to their performance, rating the graduate's exposure to relevant technology and techniques, rating their communication skills, rating their human relations skills, rating their problem solving skills, and rating their customer service skills. We utilize the feedback from these surveys in our retention and IEP meetings when discussing curriculum changes and the general satisfaction of the employers of our graduates.

D. Survey Results From Employer Surveys

The results from the 2012 to 2013 surveys were 2.03. The results from the 2008 and 2009 surveys were slightly lower than the previous year's results of 1.49. The most recent surveys totaled 144 points out of 84 questions answered for an average of 1.71. We also received more surveys back than we did the previous year which is encouraging and gives us a broader range to analyze. We will continue to survey the employers of our graduates and strive for an even greater response. The bottom line though is that we are doing a very good job according to the employers of our graduates and that is great news for us.

Immediate Plans

Employer Satisfaction Surveys will continue to be mailed and tabulated at six-month intervals. The survey will maintain its present format. School personnel will continue to make more personal face-to-face visits with the employers to improve feedback and increase the number of survey responses. We will strive for improvement in our survey results. With the changes made to our curriculums, we anticipate graduating more qualified students who will produce better results in their career positon.

Graduate Satisfaction Surveys will continue to be mailed and tabulated at six-month intervals. The survey will maintain its present format. School personnel will make follow-up phone calls with the graduates to improve feedback and increase the number of survey responses. We are happy with the feedback we have received with the number of responses. Any improvement from the previous year is viewed as a positive and we accomplished that.

Long Range Plans

At present the only long range plans for the surveys will be their continued use in conjunction with the *Institutional Effectiveness Plan.*

VII. Evidence of the Plan's Effectiveness

We believe that over the past twenty years Gallipolis Career College has served both its students and community well. We have over 300 of our graduates working in the immediate area. We are proud of our motto "Careers Close to Home". Our graduates have been placed at a rate of around 71% in their field or a related field of study which is very good for the area we serve. We make a strong effort to listen to our employers and graduates and make changes when warranted. Our current students cannot be forgotten either when evaluating our plan, and they have given us an average approval rating of 92.5% for the 2011-2012 academic year on their mid-quarter evaluations of our school and programs. Our retention rate has improved tremendously and our retention efforts continue to improve. Our graduates and employers of our graduates have given us positive feedback with a rating between good and excellent. We are not going to be complacent and dwell on the present but will be continue to seek ways to improve in our future endeavors. However, we believe that the statistics do not lie and we are doing a good job and meeting the needs of our students and community.

Campus Effectiveness Plan (CEP) Review

Institutional Effectiveness

3-1-110 – INSTITUTIONAL EFFECTIVENESS
An important indication of the overall effectiveness of an ACICS-accredited institution is the degree to which it meets its own predetermined educational outcomes. Each campus of an ACICS-accredited institution, consistent with its mission, shall develop and implement a Campus Effectiveness Plan that identifies how it plans to assess and continuously improve its educational programs and processes, and that addresses its ability to meet the educational and occupational objectives of its programs. In this document, each campus should attempt to incorporate short-term objectives to be accomplished in order to achieve the mission of the institution as it applies to the campus and its future goals.

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

3-1-111. *Campus and Institutional Effectiveness Plans.* Each campus shall have on file a Campus Effectiveness Plan (CEP). A main and its additional locations may share aspects of a CEP, such as the mission, but each main and additional location is expected to have its own plan for effectiveness that describes the characteristics of the programs offered and of the student population, describes what types of data will be used for assessment, identifies outcomes, and states how continuous improvement will be made to improve or enhance outcomes at the campus. A distributed enterprise institution must also submit a consolidated Institutional Effectiveness Plan (IEP) containing information and data on the institution as a whole. The IEP of a distributed enterprise institution is due on or before September 15 annually.

For the Campus Effectiveness Plan, the following six elements, at a minimum, will be evaluated for institutional
effectiveness:

1. student retention rates;
2. student placement rates;
3. level of graduate satisfaction;
4. level of employer satisfaction;
5. student learning outcomes; and
6. graduation rates [when available].

In compiling the data needed to assess the six elements, each campus shall identify and describe how the data were collected, the rationale for using each type of data, a summary and analysis of the data collected, and an explanation of how the data have been used to improve educational processes. Baseline data must be identified for each of the five elements.

For example, the data needed to demonstrate student learning outcomes includes baseline data and data to support that student learning has occurred. Examples of data may include, but are not limited to, course grades, GPA, CGPA, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☐ Yes ☐ No ☐ Not Applicable

If *No*, insert the section number in parentheses and explain:

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☐ Yes ☐ No
(b) The characteristics of the student population.
☐ Yes ☐ No
(c) The types of data that will be used for assessment.
☐ Yes ☐ No
(d) Specific goals to improve the educational processes.
☐ Yes ☐ No
(e) Expected outcomes of the plans.
☐ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☐ Yes ☐ No
(b) Student placement.
☐ Yes ☐ No ☐ Not Applicable (new additional location only)

examinations, and other measures of skill and competency attainment. Placement data should not be used exclusively to validate student learning outcomes.

(c) Level of graduate satisfaction.
☐ Yes ☐ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☐ Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
☐ Yes ☐ No

If *No* for any applicable item, insert the section number in parentheses and explain:

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

Are they appropriate?

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☐ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☐ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☐ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☐ Yes ☐ No ☐ Not Applicable

If *No* for any applicable item, insert the section number in parentheses and explain:

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

If *No,* insert the section number in parentheses and explain:

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☐ Yes ☐ No ☐ Not Applicable (new additional location only)

If *No,* insert the section number in parentheses and explain:

1.15 Describe the specific activities that the campus will undertake to meet these goals.

3-1-112. *Implementation and Monitoring of Campus and Institutional Effectiveness Plans.* Distributed enterprise institutions and all campuses shall document that the specific activities listed in the plan are carried out and that periodic progress reports are completed to ensure that the plan's activities are implemented. Appropriate individuals should be assigned responsibility for implementing and monitoring the Campus and Institutional Effectiveness Plans.

1.16 What documentation should be reviewed to determine the following?
(a) That the CEP has been implemented.
☐ Yes ☐ No

(b) That specific activities listed in the plan have been completed.
☐ Yes ☐ No

(c) That periodic progress reports have been completed.
☐ Yes ☐ No

3-1-113. *Evaluation of Campus and Institutional Effectiveness Plans.* Distributed enterprise institutions and all campuses shall evaluate the plan, its goals, and activities at least annually. Evaluation requires the determination of initial baseline rates and a measurement of results after planned activities have occurred. Distributed enterprise institutions and all campuses shall maintain documentation of historical outcomes and show evidence of how this documentation is used to achieve expected goals. Distributed enterprise institutions and all campuses should adjust their goals accordingly as a result of an evaluation of the Institutional and Campus Effectiveness Plans.

1.17 What documentation would you expect to see to show that the CEP is evaluated at least annually?
☐ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

CAMPUS EFFECTIVENESS PLAN (CEP) CHECKLIST

Section 3-1-110

_____1. The CEP is developed, implemented, and congruent with the campus mission.
_____2. The CEP identifies ways to assess and continuously improve educational programs and processes.
_____3. Short-term objectives are included in the plan.
_____4. If the campus is an additional location, does the additional location have its own CEP, separate from the main campus CEP?

Section 3-1-111

_____1. The CEP describes the characteristics of the programs offered.
_____2. The CEP describes the student population.
_____3. The CEP states how continuous improvement will be made to improve or enhance these outcomes: (These six outcomes must be in the CEP. The campus may choose to add outcomes. e.g. Default rates.)

___ Student retention rates
___ Student placement rates
___ Level of graduate satisfaction
___ Level of employer satisfaction
___ Student learning outcomes (more than one)
___ Graduation rates (when available)

_____4. The CEP describes the types of data, **including baseline data**, used for assessment.
_____5. The CEP describes how the data were collected.
_____6. The CEP describes the rationale for using the data.
_____7. The CEP provides a summary and analysis of the data collected.
_____8. The CEP describes how the data were used to improve educational processes.
_____9. The CEP describes how baseline and comparative data were used to demonstrate that student learning have occurred.
_____ 10. The CEP identifies placement and retention rate goals for the following year and identifies the rates for the past three CAR years (if applicable)
_____ 11. The CEP identifies the specific activities that will be undertaken to meet the goals set for each element for the next year.

Section 3-1-112

_____1. The CEP documents that the specific activities identified in the plan are carried out and **that periodic progress reports** are completed.
_____2. Periodic reports of CEP progress are completed to ensure that the plan's activities have been implemented.
_____3. The campus has identified individuals assigned with the responsibility for implementing and monitoring the CEP.

Section 3-1-113

_____1. The campus evaluates the plan, its goals, and activities at least annually.
_____2. The annual evaluation requires the determination of initial baseline rates and a measurement of results after planned activities have occurred.
_____3. The campus has documentation of historical outcomes (for the prior three years is sufficient).
_____4. The CEP shows evidence of how this historical data is used to achieve expected goals.
_____5. The campus has adjusted its goals as a result of the evaluation of the CEP.

CAMPUS EFFECTIVENESS PLAN

CENTRAL COLLEGE

2013-2014

DRAFT

Effective dates: July 1, 2013 - June 30, 2014
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The appendixes are not included in this sample CEP report.

Appendixes:

a. Minutes of the CEP Committee Meetings
b. Five-Year Strategic Retention Plan
c. Placement Improvement Plan for the diploma in Accounting
d. Five-Year Strategic Placement Plan
e. Student Satisfaction Questionnaire
f. Graduate Satisfaction Plan
g. Employment Ad for Financial Aid Director Position
h. Acceptance Letter and Data Sheet for Financial Aid Director
i. Employer Satisfaction E-Mail
j. Employer Satisfaction Telephone Script
k. Accounting 2010 Pre/Posttest
l. Accounting 4150 Pre/Posttest
m. Accounting 2010 Pre/Posttest Results
n. Revised Accounting 2010 Syllabus

INTRODUCTION

Mission and Objectives

The mission of Central College is to provide a quality, career-focused postsecondary education to prepare students of diverse backgrounds, interests, and abilities to achieve their professional and academic goals. To achieve this mission, we are dedicated to these objectives:

- Develop intellectual, analytical, and critical-thinking skills in our students.
- Provide students with personalized, in-depth, and career-focused skills to achieve success on the job by providing up-to-date equipment, appropriate learning materials and supplies, and dedicated and trained faculty with relevant work experience.
- Provide students and staff a caring environment that stresses accountability and high ethical standards.
- Assist graduates in securing full-time positions in their field of study.
- Serve the community by providing employers a pool of high-quality, competent, and productive employees who have both the technical training and personal skills to be successful on the job.

History of the College

Central College was founded in 1958 in Omaha, Nebraska, by Ms. Rachael Staub, a lifelong postsecondary educator. The college opened its doors in January 1958 and enrolled 58 students in diploma and associate's degree programs in Medical Assisting. Upon Ms. Staub's death in 1973, the college was purchased by Career College Centers, Inc., a Nebraska corporation that now operates 13 career colleges in five states. The campus was first accredited by ACICS in 1976 and has been continuously accredited since then.

The Campus Effectiveness Team

The Campus Effectiveness Plan (CEP) Committee comprises the campus director, director of education, director of financial aid, director of admissions, and director of career services. The team meets at least twice a year. The winter meeting is devoted to drafting the next year's CEP. The draft plan is then shared with the campus advisory committee and revised as needed. Each subsequent CEP committee meeting is devoted to analyzing the data and the implementation of plans up to that point and making whatever adjustments are deemed desirable. Minutes of the three CEP committee meetings held last year are included in Appendix A.

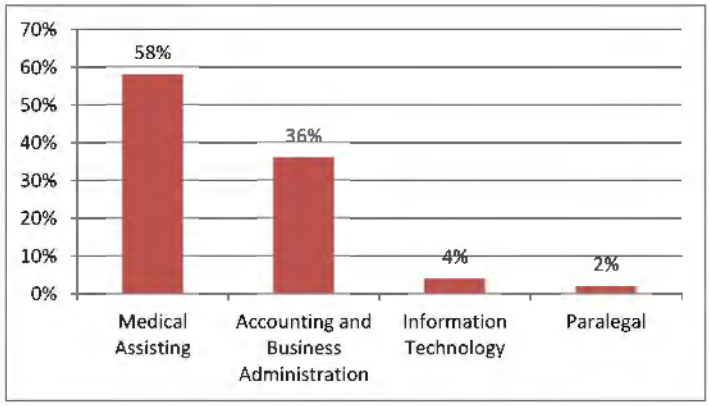
STUDENT DEMOGRAPHICS

Current student demographics are shown in Table 1, and program enrollments are shown in Figure 1.

Table 1. STUDENT DEMOGRAPHICS

	No.	No.	%
Status	Day	305	64
	Evening	174	36
		479	**100**
	Full-time	401	84
	Part-time	78	16
		479	**100**
Sex	Female	162	33
	Male	317	66
		479	**100**
Ethnicity	Caucasian or White, non-Hispanic	282	59
	African-American or Black, non-Hispanic	81	17
	Hispanic	67	14
	Asian or Pacific Islanders	10	2
	American Indian or Alaskan Native	5	1
	Undisclosed	34	7
		479	**100**
Age	<18	0	0
	18-21	139	29
	22-29	220	46
	30-39	96	20
	40>	24	5
		479	**100**

Figure 1. PROGRAM ENROLLMENTS



As shown, the majority of the current student population are full-time day students, and most are male. Three-fourths of the students are between the ages of 18 and 29. Medical Assisting students comprise nearly three-fifths of the campus population. These results have been consistent over the past three years.

PROGRAM CHARACTERISTICS

Central College offers three bachelor's degrees, four associate's degrees, and three diploma programs. The characteristics of each program are given below.

Associate of Applied Science Degree in Medical Assisting

Many campuses use the catalog copy to describe the characteristics of each credential offered.

The objectives of the associate of science degree in Medical Assisting are to prepare students to work as allied healthcare professionals in both front- and back-office operations. Medical assistants are employed in physicians' offices, medical clinics, hospitals, laboratories, and other health agencies. The goals of this program are to prepare graduates to:

- Identify, demonstrate, and use OSHA principles, Universal Standard Precautions, and aseptic techniques.
- Demonstrate appropriate computer technology and medical administrative skills.
- Perform and analyze clinical procedures and chart patient data.
- Interpret and use medical terminology correctly.
- Prepare and maintain patient examination areas.
- Apply basic pharmacology, including dosage calculations, drug interactions, and medications administration.
- Apply legal, ethical, and caring medical standards of practice.
- Demonstrate appropriate written, oral, math, and critical-thinking skills.
- Exhibit social responsibility and respect for the diverse cultures of a global society.

Bachelor of Science Degree in Accounting

. . . *[Similar narrative for each credential offered.]*

RETENTION

Central College is committed to providing a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for which they were trained. Providing this learning environment and support system requires student persistence—that is, remaining enrolled and graduating. Achieving effective retention results requires the commitment of the entire college community—students, faculty, and administration.

Type of data used.

The campus measures retention using the ACICS Campus Accountability Report (CAR) formula:

Retention Percentage Rate = (A – B) / A, where A = the Beginning Enrollment plus Reentries plus New Starts and B = Withdrawals.

Rationale for using the type of data.

Method of collecting the data.

Baseline rate.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2012 CAR submitted to ACICS. The baseline rate is the previous year's performance. The goals are to (a) maintain or improve retention from the previous year, and (b) equal or outperform the ACICS average. Thus, the 2012 retention goal was at least 75 percent, and the 2013 retention goal is at least 80 percent.

Retention Results

Overall retention results are shown in Table 2.

Summary of data collected.

Table 2. OVERALL RETENTION RATES

	2010	2011	2012
Campus	71%	75%	80%
ACICS	75%	73%	73%

Analysis of data collected.

Overall, the campus achieved its goals by improving retention by 5 percent from the previous year and by outperforming the ACICS average by 7 percent.

Programmatic retention for the most recent reporting year is shown in Table 3. The goal is for no program to underperform the overall retention goal by more than 5 percent. Programs that underperform the overall goal will be analyzed further.

Summary of data collected.

Table 3. PROGRAMMATIC RETENTION RATES

Credential	No.	2012 Retention %	% Difference From Overall Goal (75%)
Business Administration—Associate's Degree	56	89	+14
Business Administration—Bachelor's Degree	48	85	+10
Medical Assisting—Diploma	145	80	+5
Accounting—Bachelor's Degree	31	79	+4
Medical Assisting—Associate's Degree	132	78	+3
Accounting—Associate's Degree	21	77	+2
Information Technology—Bachelor's Degree	19	76	+1
Paralegal—Diploma	9	67	-8
Paralegal—Associate's Degree	2	65	-10
Accounting—Diploma	16	64	-11
Total	479	80	--

Identifies the number of students in each program—as an aid in interpreting the data.

Analysis of data collected.

The results show the following:

1. Seven of the ten programs (comprising 94 percent of the student population) achieved retention rates not lower than -5 percent of the overall goal of 75 percent. In fact, two programs (the bachelor's and associate degrees in Business Administration) achieved retention rates significantly higher than +5 percent of the overall goal. Thus, no further retention analysis of these seven programs is merited.

2. Three programs (the diploma in Accounting and the associate degree and diploma in Paralegal, comprising 6 percent of the student population) achieved retention rates significantly lower than 5 percent of the overall goal.

Retention Action Plan

Description of how the data are being used to improve educational processes.

Based on these findings, the following new initiatives will be undertaken beginning next quarter:

1. All sections of Accounting I will be taught by an experienced full-time accounting instructor with substantial industry experience. It is expected that the teaching and industry experiences this instructor will bring to the class will enhance student involvement and retention.
2. All paralegal classes will be required to schedule at least two guest speakers or field trips directly relevant to the paralegal profession. Again, the goal is to enhance student involvement and retention.

Interim retention results for all programs will be an agenda item at our November 2 CEP Committee meeting. In addition to these short-term plans specific to the retention data analyzed, the campus has developed an overall Five-Year Strategic Retention Plan, shown in Appendix B, which is designed to enable the campus to meet its retention goals. This plan is reviewed at least annually and at all CEP Committee meetings, with revisions made as needed.

PLACEMENT

The mission of Central College is to prepare students of diverse backgrounds, interests, and abilities for direct entry into the job market or to enhance their chances of advancement. Because most of our programs are terminal in nature and designed to lead to employment rather than continuing education, successful placement lies at the heart of our mission.

Type of data used.

The campus measures placement using the ACICS CAR formula:

Placement Percentage Rate = (PF + PR / (G – U), where PF = Placed in Field, PR = Placed in Related Field, G = Graduates and Completers, and U = Unavailable for Placement.

Rationale for using that type of data.

Method of collecting the data.

Baseline rate.

This measure is used to ensure uniformity and to enable the campus to compare performance over time and with other ACICS institutions. Data was collected from the 2012 CAR submitted to ACICS. The baseline rate is the previous year's performance. The goals are to (a) maintain or improve placement from the previous year and (b) equal or outperform the ACICS placement average. Thus, the 2012 placement goal was at least 79 percent, and the 2013 placement goal is at least 83 percent.

Placement Results

Overall placement results are shown in Table 4.

Summary of data collected.

Table 4. OVERALL PLACEMENT RATES

	2010	2011	2012
Campus	71%	79%	83%
ACICS	74%	71%	71%

Analysis of data collected.

Overall, the campus achieved its goals by improving placement by 4 percent from the previous year and by significantly outperforming the ACICS average by 12 percent.

Programmatic placement for the most recent reporting year is shown in Table 5. The goal is for no program to underperform the overall placement goal by more than 5 percent. Programs that underperform the overall rate by more than 5 percent will be analyzed further.

Table 5. PROGRAMMATIC PLACEMENT RATES

Summary of data collected.

Data arranged from high to low—as an aid in interpreting the data.

Always, the number of respondents is identified.

Credential	No. of Graduates	2012 Placement %	% Difference From Overall Goal (79%)
Information Technology—Bachelor's Degree	3	100	+21
Medical Assisting—Associate's Degree	61	94	+15
Medical Assisting—Diploma	102	84	+5
Business Administration—Bachelor's Degree	12	83	+4
Business Administration—Associate's Degree	22	77	-2
Accounting—Bachelor's Degree	7	71	-8
Paralegal—Diploma	4	50	-29
Accounting—Associate's Degree	10	60	-19
Accounting—Diploma	11	55	-24
Paralegal—Associate's Degree	0	--	--
Total	**232**	**83**	**--**

Analysis of data collected.

The results show the following:

1. Five of the nine programs (comprising 86 percent of the student population) achieved placement rates not lower than -5 percent of the overall goal of 79 percent. In fact, two programs (the bachelor's degree in Information Technology and the associate's degree in Medical Assisting) achieved placement rates significantly higher than +5 percent of the overall goal. Thus, no further retention analysis of these five programs is merited.
2. Although the Paralegal diploma graduates were placed 29 percent below the campus goal, the small number of graduates do not merit further analysis. For example, if just one more graduate had been placed, the program's placement rate would have been 75 percent—which is within the -5 percent of the overall placement goal.
3. All three Accounting programs performed below the average rate, with the associate-degree and diploma programs performing significantly below average.

Extenuating circumstances for not reaching a goal.

Placements in the Accounting programs were adversely impacted by the closing last year of Allied Financial, the fifth largest employer in the city and a major hirer of Central College graduates.

Placement Action Plan

Description of how the data are being used to improve educational processes.

Based on these findings, the following new initiatives will be undertaken beginning next quarter:

1. The business department chair, who oversees both the Business Administration and Accounting programs, and the career services director have been charged with developing an action plan to improve placement in these two areas, with a report due at our November 2 CEP Committee meeting.
2. The career services director has been charged with attending each monthly meeting of the Omaha Chamber of Commerce. If she is unable to attend a meeting, a member of her staff will attend. The objective is to network more closely with potential employers.

Programs not meeting the ACICS threshold level for retention or placement are required to include an Improvement Plan in the CEP.

The institution's complete Placement Improvement Plan for the Accounting diploma program is shown in Appendix C. It presents and analyzes the data collected and all the new strategies we are implementing, along with the individual responsible, all activities implemented in a one-year period, and the expected outcomes.

Interim placement results for all programs will be an agenda item at our November 2 CEP Committee meeting. In addition to these short-term plans specific to the placement data analyzed, the campus has developed an overall Five-Year Strategic Placement Plan, shown in Appendix D, which is designed to enable the campus to meet its placement goals. This plan is reviewed at least annually and at all CEP Committee meetings, with revisions made as needed.

STUDENT SATISFACTION

Although an assessment of on-campus student satisfaction is not a required element of the CEP, campuses are encouraged to include additional information that is relevant to improving their overall effectiveness.

Student satisfaction is assessed once a year. The form measures student satisfaction with all aspects of the administration and educational activities, as well as miscellaneous factors (see Appendix E), since these aspects are considered crucial to the campus being able to achieve its mission. The form is completed online using Survey Monkey during a regular class period. The survey is administered anonymously by a member of the administrative staff, with the instructor absent from the classroom.

Type of data used, rationale for using that type of data, method of collecting the data, and baseline rate.

Using a five-point scale, where 1 = Extremely Dissatisfied and 5 = Extremely Satisfied, the baseline rate and goal is to achieve an overall average score of at least 4 ("Somewhat Satisfied"). Any area achieving a score of less than 4 requires corrective steps by the appropriate department. The miscellaneous factors are analyzed separately.

The results are shown in Table 6.

Summary of data collected.

Table 6. OVERALL STUDENT SATISFACTION

	2011 (N = 402)	2012 (N = 431)
Administration		
Admissions	4.3	4.2
Financial Aid	4.0	4.1
Academic Affairs	4.6	4.5
Career Services	3.8	3.9
Administration Average	**4.2**	**4.2**
Instruction		
Program Curriculum	4.5	4.7
Instructors	4.8	4.7
Labs and Equipment	3.7	4.2
Library	4.3	4.3
Instruction Average	**4.3**	**4.5**
Overall Average	**4.3**	**4.3**

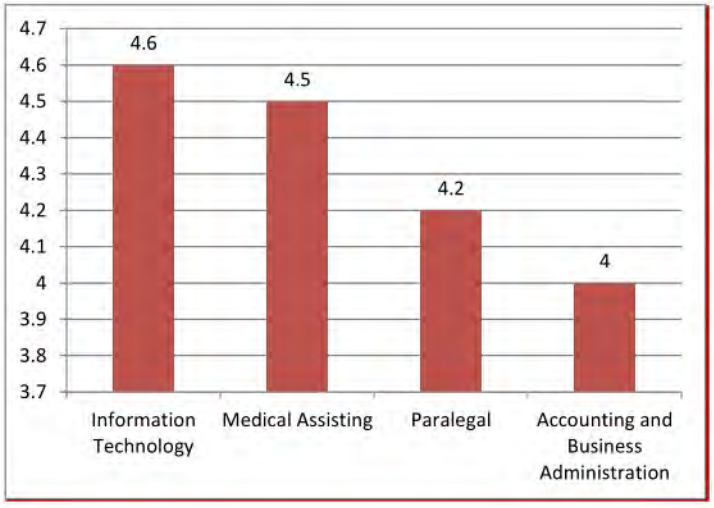
Analysis of data collected.

Overall, student satisfaction remained unchanged from the previous year, with an average rating of 4.3 for both years. The only area below the 4.0 threshold was the 3.9 rating for career services. This is most likely due to the low interaction of most current students with the department. Students don't take their required Career Success course until their last quarter of attendance. Thus, no further action is warranted. This course is taught by the director of career services.

Programmatic graduate satisfaction rates (with a scale of 5 = Extremely Satisfied and 1 = Extremely dissatisfied) are shown in Figure 2.

Figure 2. PROGRAMMATIC STUDENT SATISFACTION

Summary of data collected.



Analysis of data collected.

The results show all programs receiving a rating of at least 4.0, so no further action is warranted regarding programmatic student satisfaction.

GRADUATE SATISFACTION

Campuses are required to measure graduate satisfaction *after* placement.

Type of data used.

Rationale for using that type of data.

As part of its graduate exit interview, Central College requires graduates to complete a graduate satisfaction questionnaire, which is used by the administration to monitor and improve all aspects of campus operations. However, because ACICS requires the measurement of graduate satisfaction *after placement,* the campus e-mails students a different graduate satisfaction 90 days following graduation. The form measures graduate satisfaction with all aspects of the administration and educational activities, as well as miscellaneous factors (see Appendix F), since these aspects are considered crucial to the campus being able to achieve its mission.

Method of collecting the data and baseline rate.

The form is completed online, using Survey Monkey. If a response has not been received in two weeks, a follow-up phone call is made to the graduate, urging him or her to complete the questionnaire as a means of improving campus operations for future students. If necessary, a second follow-up phone call is made two weeks later. Using a five-point scale, where 1 = Extremely Dissatisfied and 5 = Extremely Satisfied, the baseline rate and goal is to achieve an overall average score of at least 4 ("Somewhat Satisfied"). Any area achieving a score of less than 4 requires corrective steps by the appropriate department. The miscellaneous factors are analyzed separately.

In 2012, of the 193 graduates placed, completed questionnaires were received from 147 graduates, for a response rate of 76 percent. Overall graduate-satisfaction results are shown in Table 7.

Summary of data collected.

Table 7. OVERALL GRADUATE SATISFACTION

	2011	2012
Administration		
Admissions	4.6	4.7
Financial Aid	4.1	3.7
Academic Affairs	4.6	4.5
Career Services	4.1	4.0
Administration Average	**4.4**	**4.2**
Instruction		
Program Curriculum	4.6	4.8
Instructors	4.8	4.8
Labs and Equipment	3.5	4.6
Library	4.2	4.1
Instruction Average	**4.3**	**4.6**
Overall Average	**4.4**	**4.4**

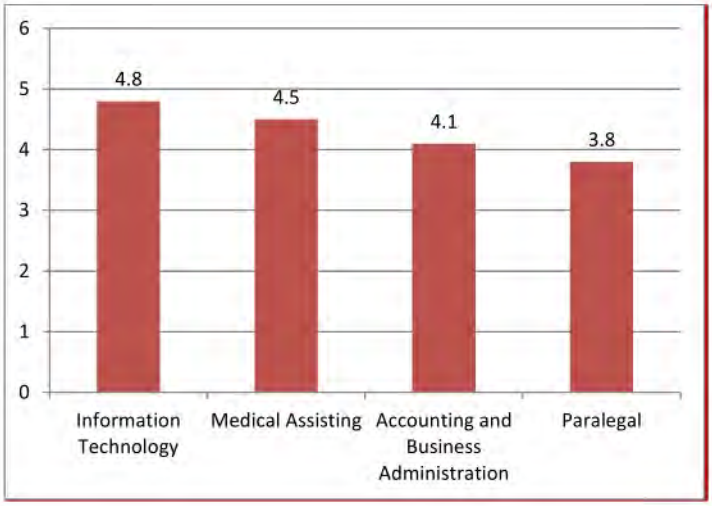
Analysis of data collected.

Overall, graduate satisfaction remained unchanged from the previous year, with an average rating of 4.4 for both years. The lowered rating for the financial aid department (3.7) likely resulted from the fact that in December 2012, the financial aid director was terminated for ineffective performance. The higher rating for labs and equipment likely stemmed from the purchase of all new computers for the labs and library in April 2012 and from the addition of a new medical lab in September 2012.

Programmatic graduate satisfaction rates are shown in Figure 3.

Figure 3. PROGRAMMATIC GRADUATE SATISFACTION

Summary of data collected.



Analysis of data collected.

The results show the only program receiving a rating below 4.0 was the Paralegal program, which had only three graduates. One of the three graduates rated the quality of instruction as a 2. Further investigation revealed she had a major disagreement with one instructor's grading during her final quarter. Since that instructor consistently receives positive reviews during both student satisfaction surveys and faculty observation reports, no further action is warranted regarding programmatic graduate satisfaction rates.

Graduate Satisfaction Action Plan

Description of how the data are being used to improve educational processes.

In January, the campus named Ms. Hilda Schwartz, the assistant financial aid director, as the acting financial aid director and paid for her to attend two state financial aid workshops. In February, we placed print and online advertisements for a new financial aid director (see Appendix G). As of the date of the creation of the CEP, the campus director has interviewed three candidates in person and two additional candidates by telephone. He expects to make an offer to one of these five candidates by April 1.

Periodic updates to the CEP document that the plan is being monitored and implemented.

Update: Mr. Harold Fleming accepted the position of financial aid director and began working on April 5. His letter of acceptance of the position and his ACICS data sheet are shown in Appendix H. Mr. Fleming has more than two years of experience as a financial aid director at another ACICS-accredited institution and is a member of the Nebraska Association of Student Financial Aid Administrators (NASFAA).

EMPLOYER SATISFACTION

One of our ultimate goals is to provide a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for

which they were trained. We therefore survey employers 60 days after a graduate placement to determine whether our graduates are meeting their expectations. The feedback we receive is critical for program assessment and is also a major agenda item at our advisory committee meetings.

Type of data used.
Rationale for using each type.
Method of collecting the data.

We use a simple six-question form to encourage participation. The areas measured incorporate the most important skills needed for employment. The form is completed online, using Survey Monkey. If a response has not been received in two weeks, a follow-up phone call is made to the employer, urging him or her to complete the questionnaire as a means of improving the employment skills of future hirees. If necessary, a second follow-up phone call is made two weeks later.

Baseline rates.

Using a five-point scale, where 1 = Extremely Dissatisfied and 5 = Extremely Satisfied, the baseline rate and goal is to achieve an overall average score of at least 4 ("Somewhat Satisfied"). Any area achieving a score of less than 4 requires corrective steps by the appropriate department. A free-response question, "What recommendations do you have to improve the quality of our graduates for employment at your firm?" is analyzed separately.

Identifies the number of questionnaires sent and the number received—as an aid in interpreting the data.

In 2012, of the 193 employers who were sent the e-mail requesting participation, completed questionnaires were received from 65 employers, for a response rate of 34 percent. Overall employer-satisfaction results are shown in Table 8.

Table 8. OVERALL EMPLOYER SATISFACTION

Summary of data collected.

	Rating
This employee's program of study at Central College was up-to-date and current with the needs of the local labor market.	4.8
This employee possessed the writing, speaking, and math skills needed by our firm.	4.2
This employee possessed the entry-level technical skills needed by our firm.	4.6
This employee possessed the entry-level human relations skills needed by our firm.	4.5
Overall, I am satisfied with the education that this employee received at Central College.	4.7
I would gladly hire additional Central College graduates of this program.	4.7
Average	**4.6**

Comment [SO1]: I simply sorted from high to low here.

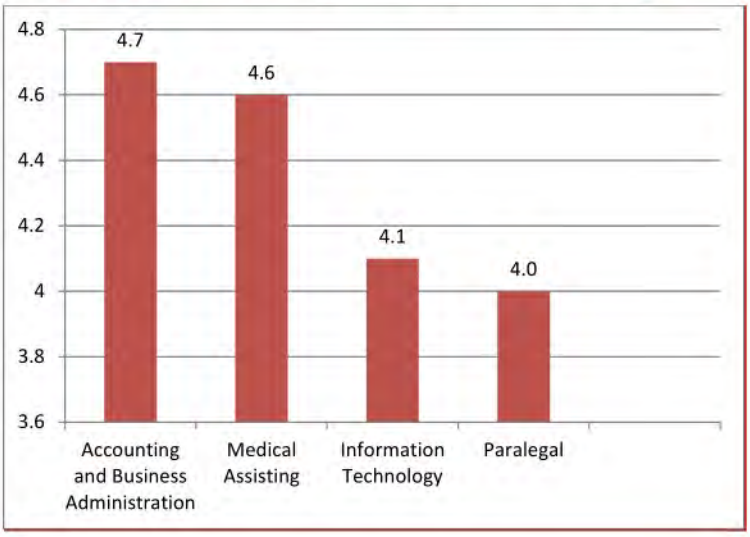
Analysis of data collected.

All measures of employer satisfaction exceeded the threshold rating. Employers were especially satisfied with the employees' curriculum and education and would gladly hire additional graduates.

Programmatic employer satisfaction rates are shown in Figure 3.

Summary of data collected.

Figure 3. PROGRAMMATIC EMPLOYER SATISFACTION RATES



Analysis of data collected.

The results show all program areas hit or exceeded the threshold rating. Employers were especially satisfied with our Accounting and Business Administration graduates. The 4.6 satisfaction rating for Medical Assisting graduates may not be a valid measure inasmuch as only 20 percent of the employers of these graduates completed the survey.

Employer Satisfaction Action Plan

Discussion of new process to increase validity of data received.

The campus has been experiencing increasing difficulty in getting employers to respond to the employer satisfaction survey. Many companies, especially the larger corporations and hospitals, have company policies that restrict the type of information they're able to divulge. Yet, valid data from a representative sample of employers is needed for effective program development and also for continuing accreditation.

The campus administration has adopted the following process to use for gathering employer satisfaction data, beginning with the June graduation class.

1. Just prior to e-mailing the employer instructions for accessing the online questionnaire, the career services director will telephone the placed graduate and request that the graduate personally e-mail his or her immediate supervisor and give written permission to complete the survey and urge him or her to do so. The suggested content of the employee's e-mail is provided in Appendix I. It stresses the college's desire for continuous improvement based on employer feedback and the accreditation requirement to secure this data.
2. If the questionnaire has not been completed in two weeks, the career services director will personally call the employer, remind him of the employee's written permission, and attempt to secure responses from the six questions over the phone. The employer will also be asked if he or she has any additional comments or recommendations to make.

3. To ensure the integrity of the process and to provide documentation, the call will be recorded. The employer will be told that the call is being recorded but that neither his or her name nor the company's name will be communicated during the interview. The script for this interview (see Appendix J) ensures the confidentiality of the data.

The career services director will report on the success of this new process at the November 2 CEP Committee meeting, and revisions will be made if necessary.

STUDENT LEARNING OUTCOMES

Central College is well aware that an important criterion, perhaps the most important criterion, of the college's success in fulfilling its mission is documenting academic accomplishment—the competencies students gain through their college experience that equip them to be successful on the job. Collecting, analyzing, and using such evidence is a process of continuous improvement for the campus.

To document student learning outcomes, Central College assesses general education achievement, cumulative GPAs for all students, and an additional measure of learning outcomes specific to each program.

General Education Achievement

Type of data used.
Rationale for using each type.

Our required general education courses provide our students with a foundation for effective participation in work, life, and future learning. Central College uses the Collegiate Assessment of Academic Proficiency (CAAP) to measure achievement in general education. According to the ACT Web site, CAAP "is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes." According to ACT, CAAP can be specifically used to "satisfy accreditation and accountability reporting requirements."

Method of collecting the data.
Baseline rates.

Every student enrolled in an associate's or bachelor's degree program is required to take four of the CAAP tests (Writing Skills, Reading, Mathematics, and Critical Thinking) prior to graduation. Each of the four tests requires 40 minutes, and the college pays for the testing. Associate-degree students take the test after completing 22.5 quarter hours of general education courses. Bachelor's-degree students take the tests only once. Thus, only bachelor's students who did not receive their associate degree from Central are required to take the tests.

The 2012 results reported in Table 9 are based on performance in general education of the 93 associate-degree graduates reported on the 2012 CAR. Any local score that falls below one standard deviation from the national two-year sophomore score requires further action from the campus.

Summary of data collected.

Table 9. CAAP PERFORMANCE

Test	Central Mean	National Mean	National SD
Writing Skills	59.6	62.3	4.7
Reading	60.2	60.4	5.5
Mathematics	54.1	56.1	3.6
Critical Thinking	57.4	60.7	5.3

Analysis of data collected.

Central College students performed within one standard deviation of the national average of two-year sophomore students on all four tests. They performed slightly below the national averages on each test, which is not surprising considering the students we serve. No further action is required in terms of general education achievement.

GPA Results

Type of data used.

Rationale for using each type.

Method of collecting the data.

Baseline rates.

As one method of documenting student learning outcomes, the campus analyzes overall GPAs, inasmuch as GPA achievement provides a uniform and comparable measure of student achievement across programs and across time. GPA is calculated on the traditional 4.0 scale and is collected from CampusVue. The baseline rate is the related GPA mean from the previous year. Any difference in GPA of 0.2 or more is investigated further.

The GPA achievement of all majors is shown in Table 10.

Summary of data collected.

Table 10. GPA ATTAINMENT

Credentials arranged from high to low according to 2012 GPA.

Credential	No.	2012 GPA	No.	2011 GPA	Difference
Paralegal—Associate's Degree	2	4.00	2	3.75	-.25
Paralegal—Diploma	9	3.78	8	3.74	-.04
Information Technology—Bachelor's Degree	19	3.76	18	3.97	-.21
Business Administration—Associate's Degree	56	3.62	59	3.27	+.35
Business Administration—Bachelor's Degree	48	3.20	43	3.27	-.07
Accounting—Bachelor's Degree	31	3.15	30	3.21	-06
Medical Assisting—Associate's Degree	132	3.05	135	3.12	-.07
Accounting—Associate's Degree	21	2.94	20	2.97	-.03
Accounting—Diploma	16	2.78	15	2.76	+.02
Medical Assisting—Diploma	145	2.32	153	2.30	+.02
Total	**479**	**2.96**	**483**	**2.92**	**+.04**

Comment [SO2]: High-to-low order.

Analysis of data collected.

Overall, GPAs did not change significantly, with only a +.04-point difference between the two years. For most majors, the results show only trivial differences in GPA achievement from the previous year, so no specific changes are warranted for these programs. The change of -.25 in the Paralegal associate degree program can be attributed to the small number of students (N = 2) in the program, which can result in major changes with a change of just one grade from one course.

The results from three programs, however, warrant further investigation:

1. Business Administration majors in the associate's degree program increased their GPA by .35 points.

2. Students majoring in Information Technology decreased their GPA by .21 points.
3. Disregarding the Paralegal associate degree program results, there was a 1.46-point difference in the 2012 GPA of Medical Assisting diploma students and the Paralegal diploma students.

To explore these findings further and propose specific actions for improvement, ad hoc committee assignments have been made as shown in Table 11.

Table 11. GPA ACTION PLAN

Description of how the data are being used to improve educational processes.

Charge	Person Responsible	Reporting Date
Determine why Business Administration majors in the associate degree program increased their GPA mean by .35 points. Perhaps identify best practices that can then be used in other programs.	Business department chair	November 2 CEP Committee meeting
Determine why students majoring in Information Technology decreased their GPA mean by .21 points. Suggest possible solutions.	CIS department chair	November 2 CEP Committee meeting
Determine why there was a 1.46-point difference in the 2012 GPAs of Medical Assisting diploma students and Paralegal diploma students.	Academic dean	November 2 CEP Committee meeting

Additional Measures of Student Learning Outcomes

Additional measures of student learning outcomes, specific to each program of study, were conducted as discussed below.

Accounting Programs: Pretest/Posttest Results

The campus offers three accounting credentials. The three credentials, along with their most advanced accounting courses, are these:

- Bachelor's degree in Accounting: ACC 4150: Accounting Capstone
- Associate's degree in Accounting: ACC 2010: Accounting III
- Diploma in Accounting Assistant: ACC 2010: Accounting III

Type of data used.

The campus uses a pretest/posttest procedure in each of the three programs to document student learning outcomes. The same test is used for the associate's degree and the diploma, since Accounting III is the most advanced accounting course in both programs and is a required course in both programs.

Rationale for using each type.

The pretest/posttest procedure was used (a) because all students enter the course at the same level of knowledge, thus helping to ensure that changes in pretest/posttest performance are the result of knowledge gained in the course, and (b) item analysis would enable the campus to modify course content as deemed desirable. The most advanced accounting course was selected because it incorporates skills and knowledge acquired in all previous accounting courses.

Method of collecting the data.

An ad hoc committee consisting of three full-time accounting instructors reviewed the syllabus course objectives for Accounting III and developed test items in proportion to the weights deemed appropriate for each course objective, as shown in Table 12.

Table 12. ACCOUNTING TEST DEVELOPMENT

Course Objective	Weight	No. of Quest.
Use the figures on comparative statements for vertical and horizontal analysis.	30%	15
Understand how relationships between items on the financial statements are used to measure profitability, financial strength, and liquidity.	30%	15
Maintain all records for the operation of a partnership and corporation, including end-of-period financial statements.	20%	10
Account for common, preferred, and treasury stock and bonds.	10%	5
Understand departmental and manufacturing accounting procedures.	10%	5
Total	100%	50

The instructor team adapted items from the textbook publisher's test bank to create two objective versions of the pretest and two objective versions of the posttest—each to be used in alternate quarters. All four tests assess parallel competencies. Using the test bank software, the order of the questions is randomized for each test administration. An example of the current pretest and posttest is included in Appendix K.

The pretest is administered on the third day of class each quarter, and the posttest is administered on the last day of class (before exam week). Students are told that the results do not factor into their course grades but that they should take the test seriously because it provides helpful information to improve course content. Their names are on the tests to help ensure that they take the tests seriously.

Baseline rates.

Expected improvement between pretest and posttest scores is at least one-third. The pretest results are used as the baseline data. Identical procedures are used for pretest/posttest development for ACC 4150: Accounting Capstone. An example of the current pretest and posttest for ACC 4150 is included in Appendix L.

Five sections of Accounting III enrolling a total of 61 students were taught in 2012. The complete pretest/posttest results are shown in Appendix M and are summarized below. The percentage of change was calculated by subtracting the pretest percentage from the posttest percentage and dividing the result by the pretest percentage (thus, 83% - 61% = 22%; 22%/61% = 36% improvement from the pretest to the posttest). The data in Table 13 are from the 54 students for whom both pretest and posttest results were available for comparison.

Summary of data collected.

Table 13. PRETEST/POSTTEST RESULTS

Course Objective	Weight	Wtd. %: Pretest	Wtd. %: Posttest	% Change
Use the figures on comparative statements for vertical and horizontal analysis.	30%	41%	78%	+90%
Understand how relationships between items on the financial statements are used to measure profitability, financial strength, and liquidity.	30%	44%	73%	+66%

Maintain all records for the operation of a partnership and corporation including end-of-period financial statements.	20%	64%	86%	+34%
Account for common, preferred, and treasury stock and bonds.	10%	61%	83%	+36%
Understand departmental and manufacturing accounting procedures.	10%	60%	67%	+12%
Total	**100%**	**54%**	**77%**	**+43%**

Analysis of data collected.

An analysis of the results shows that students increased their knowledge on all objectives, averaging a 43-percent increase. Students increased at least by one-third on four of the five course objectives. They achieved the most on the two objectives that require students to analyze accounting data, which were weighted heaviest (60 percent total). Thus, no changes are warranted for the first four course objectives.

Accounting Action Plan

Description of how the data are being used to improve educational processes.

In analyzing why students achieved only a 12-percent improvement on the last course objective, a review of test results showed that most of the incorrect responses concerned departmental accounting procedures. Thus, the business administration department chair charged the three accounting instructors who developed the tests to (a) review the test questions themselves to ensure they are clear and appropriate, and (b) if necessary, propose a syllabus revision to improve test results. The report-submission deadline is November 2.

Update: The accounting instructors recommended revising the course syllabus (see Appendix N). Previously, the course outline provided 2 hours of instruction on departmental accounting and 2 hours of instruction on manufacturing accounting. The revised outline provides 3 hours on departmental accounting and 1 hour on manufacturing accounting.

. . . *[Similar narrative for bachelor-degree students.]*

Medical Assisting Programs: CMA Certification

Because the associate-degree and diploma programs in Medical Assisting at Central College are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), graduates of the college's Medical Assisting programs are eligible to sit for the Certified Medical Assistant (CMA) exam. The college offers a CMA review course and pays the $125 application fee to sit for the exam.

Type of data used.
Rationale for using each type.
Method of collecting the data.

As its second method of documenting student learning outcomes for the MA programs, the campus uses CMA certification exam results, inasmuch as the CMA exam is an externally validated measure of competence in the medical assisting field. The computerized exam comprises 200 multiple-choice questions and is administered monthly at a Prometric Test Center. Students are allowed 160 minutes to complete the four-part exam. Unofficial pass/fail results are available immediately, with official results mailed later. The passing score is 70 percent or higher. The campus (and potential employers) can access the American Association of Medical Assistants Web site (http://www.aama-ntl.org/employers/verify.aspx) to verify CMA certification of graduates.

Baseline rates.

The campus analyzes data from the most recent two years of results, with the baseline rates being that (a) at least 75 percent of the MA graduates take the exam within three months of grad-

uation, and (b) at least 75 percent of those taking the exam pass it on their first attempt. The most recent results are presented in Table 14.

Summary of data collected.

Table 14. CMA EXAM RESULTS

Factor	2012	2011
Number of MA grads	82	86
Number taking the exam	74	68
Percentage taking the exam	90%	79%
Number passing the exam	69	61
Percentage passing the exam	93%	90%

Analysis of data collected.

Both goals were met. In 2012, 90 percent of the Medical Assisting graduates took the CMA exam, and of those, 93 percent passed the exam. The only significant difference between the 2010 and 2012 data is that 11 percent more of the graduates took the exam this year than last year. Thus, the program is meeting its goals and no further action is required.

Business Administration Programs: Capstone Courses

Similar discussion of:

1. *The type of data used to document student learning outcomes for Business Administration majors*
2. *The rationale for using this type of data*
3. *The method of collecting the data*
4. *Baseline data*
5. *A summary and analysis of data collected*
6. *A discussion of how the data are being used to improve the educational processes*

. . .

GRADUATION RATES

Type of data used.

Rationale for using each type.

Method of collecting the data.

Baseline rates.

As required by ACICS, Central College tracks the percentage of students who complete their program of study in the amount of time identified in the catalog. The data is extracted from CampusVue. The college has set a baseline rate of at least 60 percent of the graduates of each program finishing on time. The college experienced the rates of on-time graduation for 2012 shown in Table 15.

Summary of data collected.

Table 15. ON-TIME GRADUATION RATES

Credential	No. of Graduates	Program Length in Months	On-Time Graduation %
Business Administration—Bachelor's Degree	12	48	83
Medical Assisting—Associate's Degree	61	24	78
Information Technology—Bachelor's Degree	3	48	76
Business Administration—Associate's Degree	22	24	75
Medical Assisting—Diploma	102	15	63
Accounting—Associate's Degree	10	24	61
Paralegal—Diploma	4	15	61
Accounting—Bachelor's Degree	7	48	60
Accounting—Diploma	11	15	58
Paralegal—Associate's Degree	0	24	NA
Total	**232**	--	**69**

Analysis of data collected.

Overall, the college achieved its baseline goal, with 69 percent of our graduates completing their program on time. However, the Accounting diploma graduates achieved only a 58 percent on-time completion rate.

On-Time Graduation Action Plan

As noted under the Retention Action plan, all sections of Accounting I will be taught by an experienced full-time accounting instructor with substantial industry experience. It is expected that the teaching and industry experiences this instructor will bring to the class will help student achievement for students enrolled in this program.

Additionally, the business program chair has been charged with instituting five additional scheduled tutoring hours each week, and any student in any accounting course whose current class average is 73 percent or lower will be encouraged personally and by campus e-mail to seek help from these faculty tutors.

Update: The business program chair has set up the following additional tutoring hours, with an experienced accounting instructor available for assistance:

Monday:	2:30-4:00 p.m.	Room 103
Tuesday:	8:00-10:00 a.m.	Room 213
Wednesday:	4:30-6:00 p.m.	Library

These hours were announced in each accounting class and were also communicated to all Central College students, inasmuch as students in other majors also enroll in accounting courses. In addition, the tutoring hours are included in each accounting course syllabus.

DISTANCE EDUCATION

Includes the rationale, resources, course/program objectives, content, and student assessment.

Central College offers all of its general education courses online to provide students with an alternative, convenient mode to complete these requirements. General education courses may be completed completely on-ground at the campus, completely online on the Internet, or partially

on-ground and partially online (hybrid courses), at the discretion of the institution. Course objectives, content, and assessment are typically the same, regardless of the mode of delivery. In January 2012, Central also began offering the entire associate's degree in Business Administration online. As the college gains more experience with offering entire curriculums online, it is expected to expand the online offerings.

In addition to having access to all campus administrative resources (including the library's full-text online databases), online students have 24-hour Help Desk assistance to resolve any connection or technological issues. The college uses the ANGEL Web-learning management system that enables educators to manage course materials and to communicate with students. With ANGEL, students can take surveys, quizzes, and tests; send and receive course mail; post messages to threaded discussions and chat rooms; and upload assignments using online drop boxes. They can check their progress and grades at any time during a course and can create groups and teams for project or committee work.

Prior to taking their first online course, students must complete a three-hour noncredit online workshop that measures their motivation, discusses the time needed for online learning, introduces them to ANGEL, discusses successful strategies for success online, and describes the hardware and software students are required to have available at home.

IMPLEMENTING, MONITORING, AND EVALUATING THE CEP

The Campus Effectiveness Plan (CEP) Committee comprises the campus director (who chairs the committee), director of education, director of financial aid, director of admissions, and director of career services. The team meets at least twice a year (in May and November) and more often when needed. The minutes of the last two CEP committee meetings (see Appendix A) document that specific activities listed in the plan are being carried out and that periodic progress reports are completed. As noted in the meeting minutes, plans and goals are adjusted when necessary. The November CEP meeting is purposely scheduled following the campus submission of its CAR and is also used to initially plan the following year's CEP.

SUMMARY AND CONCLUSIONS

In addition to the college's long-term Strategic Plan, the following eleven short-term steps are being implemented specifically based on the data analyzed in this report. Table 16 will be revised during the year as further goals are met.

A recap of all the individual plans discussed in the CEP.

Table 16. SUMMARY OF SHORT-TERM IMPROVEMENT PLANS

Charge	Person Responsible	Status/Reporting Date
1. **Require all Accounting I to be taught by an experienced full-time accounting instructor with substantial industry experience.**	Business department chair	Implemented, effective Spring Quarter 2013.
2. **Require all paralegal classes to schedule at least two guest speakers or field trips directly relevant to the paralegal profession.**	Paralegal department chair	Implemented effective Spring Quarter 2013. Three paralegal courses were offered that quarter, and a total five guest speakers and two field trips were scheduled.
3. **Develop a placement action plan to improve placement in all Business Administration and Accounting programs.**	Business department chair	November 2 CEP Committee meeting
4. **Attend each monthly meeting of the local Chamber of Commerce. If she is unable to attend a meeting, a member of her staff will attend. The objective is to network more closely with potential employers.**	Career services director	The career services department chair attended the monthly meetings in January and plans to attend each monthly meeting.
5. **Hire a new qualified financial aid director.**	President	Mr. Harold Fleming was hired and began working on April 5, 2013.
6. **Implement a new process for gathering employer-satisfaction data.**	Career services director	November 2 CEP Committee meeting
7. **Determine why Business Administration majors in the associate degree program increased their GPA mean by .35 points.**	Business department chair	November 2 CEP Committee meeting
8. **Determine why students majoring in Information Technology decreased their GPA mean by .21 points. Suggest possible solutions.**	CIS department chair	November 2 CEP Committee meeting
9. **Determine why there was a 1.46-point difference in the 2012 GPAs of Medical Assisting diploma students and Paralegal diploma students.**	Academic dean	November 2 CEP Committee meeting
10. **Revise the Accounting III course syllabus to provide more instruction in departmental accounting**	Accounting instructors	Course revised and will be used for the first time in the Fall 2013 quarter.
11. **Increase the number of tutoring hours available to accounting students**	Business program chair	Implemented at midterm of the Winter 2013 quarter.

In summary, Central College uses its CEP as the primary short-term planning document to guide all aspects of campus operations. As items in the long-range Strategic Plan near implementation, they are incorporated into the CEP, thus promoting continuous improvement for the college.

DRAFT of Revised CEP *Criteria* (July 16, 2014)

3-1-110 Campus Effectiveness

(See Section 1-3-100 for campus classifications.)

An important indication of the overall effectiveness of an ACICS-accredited campus is the degree to which it meets the mission, objectives, and educational goals it has identified. Each ACICS-accredited main and branch campus, consistent with its mission and objectives, shall develop and implement a written Campus Effectiveness Plan (CEP). The CEP shall identify how a campus plans to assess and continuously improve its overall educational operations and how it plans to meet the educational and occupational objectives of its programs. The CEP shall also identify goals to be accomplished for the retention and placement rates of the campus and for each of its educational programs; the levels of satisfaction for current students, graduates after placement, and employers of graduates; and student learning outcomes. The goals identified for these six elements must be consistent with and supportive of the mission, objectives, and future goals of the campus.

The effectiveness plan for each campus shall be described in a written CEP document that complies with Appendix K, "Requirements for the Campus Effectiveness Plan (CEP)."

3-1-111. ***Implementing and Monitoring of Campus Effectiveness Plans.*** Each campus shall establish a Campus Effectiveness Committee (CECom) charged with developing, reviewing, revising, implementing, and monitoring the Campus Effectiveness Plan (CEP). The CECom shall consist of members representing the administration, staff, and faculty of the campus plus any other stakeholder groups deemed appropriate. The CECom will be actively involved in review of the CEP document and will make recommendations for revisions to the CEP to the on-site administrator of the campus.

Each campus shall document that periodic progress reports related to completion of activities and changes in data and information for each of the elements identified in the CEP are prepared and submitted to the CECom for review and analysis. A written report describing the effectiveness of activities and changes in data and information for elements must be prepared as documentation each time the CECom reviews periodic progress reports. The CECom report may be included within the CEP or included as an addendum to the plan. The CECom may revise the CEP at any time based on new data and information or when conditions warrant.

Each campus shall maintain documentation of collecting, reviewing, and analyzing periodic progress reports during the period of time covered by the CEP in addition to completing the activities related to an annual evaluation of the CEP described in Section 3-1-112, below. Further, a campus preparing for new-grant or an initial-grant evaluation visit must document that progress reports have been completed and reviewed prior to the full-team visit.

An agenda including the date of the meeting, a record of those attending, and minutes or summary notes shall be prepared to document each meeting of the CECom.

See Appendix K for specific guidelines and Council requirements for the written Campus Effectiveness Plan.

3-1-112. ***Annual Evaluation of Campus Effectiveness Plans.*** Each campus shall evaluate the CEP, its goals, and the effectiveness of activities completed at least annually. The findings of the annual evaluation and actions that will be taken based on the findings must be reported in a written Annual CEP Evaluation Report. The annual evaluation will involve comparison of outcomes with baseline rates and goals for each of the elements measured after completion of planned activities. Data for historical outcomes shall be maintained and included in the report to provide a basis for evaluating the achievement of goals for the various elements of operations and campus and program effectiveness over time. The Annual CEP Evaluation Report must identify the date it was prepared and the names of individuals involved in its preparation. The reports must be retained and available for review for at least five years from the date of completion.

See Appendix K for specific guidelines and Council requirements for the written Campus Effectiveness Plan.

DRAFT

Criteria Review

Current Criteria	Proposed Criteria
Section 3-1-110 – INSTITUTIONAL EFFECTIVENESS An important indication of the overall effectiveness of an ACICS-accredited institution is the degree to which it meets its own predetermined educational outcomes. Each campus of an ACICS-accredited institution, consistent with its mission, shall develop and implement a Campus Effectiveness Plan that identifies how it plans to assess and continuously improve its educational programs and processes, and that addresses its ability to meet the educational and occupational objectives of its programs. In this document, each campus should attempt to incorporate short- term objectives to be accomplished in order to achieve the mission of the institution as it applies to the campus and its future goals.	**Section 3-1-111 – INSTITUTIONAL EFFECTIVENESS** *(See Section 1-3-100 for campus classifications.)* An important indication of the overall effectiveness of an ACICS-accredited campus is the degree to which it meets the mission, objectives, and educational goals it has identified. Each ACICS-accredited main and branch campus, consistent with its mission and objectives, shall develop and implement a written Campus Effectiveness Plan (CEP). The CEP shall identify how a campus plans to assess and continuously improve its overall educational operations and how it plans to meet the educational and occupational objectives of its programs. The CEP shall also identify goals to be accomplished for the retention and placement rates of the campus and for each of its educational programs; the levels of satisfaction for current students, graduates after placement, and employers of graduates; and student learning outcomes. The goals identified for these six elements must be consistent with and supportive of the mission, objectives, and future goals of the campus. The effectiveness plan for each campus shall be described in a written CEP document that complies with Appendix K, "Requirements for the Campus Effectiveness Plan (CEP)."
3-1-111. ***Campus and Institutional Effectiveness Plans.*** Each campus shall have on file a Campus Effectiveness Plan (CEP). A main and its additional locations may share aspects of an CEP, such as the mission, but each main and additional location is expected to have its own plan for effectiveness that describes the characteristics of the programs offered and of the student population, describes what types of data will be used for assessment, identifies outcomes, and states how continuous improvement will be made to improve or enhance	**3-1-111. *Developing, Implementing and Monitoring of Campus Effectiveness Plans.*** Each campus shall establish a Campus Effectiveness Committee (CECom) charged with developing, reviewing, revising, implementing, and monitoring the Campus Effectiveness Plan (CEP). The CECom shall consist of members representing the administration, staff, and faculty of the campus plus any other stakeholder groups deemed appropriate. The CECom will be actively involved

outcomes at the campus. A centrally controlled institution must also submit a consolidated Institutional Effectiveness Plan (IEP) containing information and data on the institution as a whole. The IEP of a centrally controlled institution is due on or before September 15 annually.

For the Campus Effectiveness Plan, the following six elements, at a minimum, will be evaluated for institutional effectiveness:

1. student retention rates;
2. student placement rates;
3. level of graduate satisfaction;
4. level of employer satisfaction;
5. student learning outcomes; and
6. graduation rates [when available].

In compiling the data needed to assess the six elements, each campus shall identify and describe how the data were collected, the rationale for using each type of data, a summary and analysis of the data collected, and an explanation of how the data have been used to improve educational processes. Baseline data must be identified for each of the six elements.

For example, the data needed to demonstrate student learning outcomes includes baseline data and data to support that student learning has occurred. Examples of data may include, but are not limited to, course grades, GPA, CGPA, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations, and other measures of skill and competency attainment. Placement data should not be used exclusively to validate student learning outcomes.

Each campus shall publish annual placement and retention goals. In formulating these goals, the campus shall take into account the retention and placement rates from the previous three Campus Accountability Reports and the specific activities that will be undertaken to meet those goals. The activities must demonstrate the campus' ability to maintain or improve retention and placement outcomes each year.

Institutions are encouraged to include additional information in their plans which is relevant to in review of the CEP document and will make recommendations for revisions to the CEP to the on-site administrator of the campus.

Each campus shall document that periodic progress reports related to completion of activities and changes in data and information for each of the elements identified in the CEP are prepared and submitted to the CECom for review and analysis. A written report describing the effectiveness of activities and changes in data and information for elements must be prepared as documentation each time the CECom reviews periodic progress reports. The CECom report may be included within the CEP or included as an addendum to the plan. The CECom may revise the CEP at any time based on new data and information or when conditions warrant.

Each campus shall maintain documentation of collecting, reviewing, and analyzing periodic progress reports during the period of time covered by the CEP in addition to completing the activities related to an annual evaluation of the CEP described in Section 3-1-112, below. Further, a campus preparing for new-grant or an initial-grant evaluation visit must document that progress reports have been completed and reviewed prior to the full-team visit.

An agenda including the date of the meeting, a record of those attending, and minutes or summary notes shall be prepared to document each meeting of the CECom.

See Appendix K for specific guidelines and Council requirements for the written Campus Effectiveness Plan.

improving their overall effectiveness. For the Institutional Effectiveness Plan of a distributed enterprise institution, the following elements will be evaluated for institutional effectiveness, at a minimum:…	
3-1-112. ***Implementation and Monitoring of Campus and Institutional Effectiveness Plans.*** Distributed enterprise institutions and all campuses shall document that the specific activities listed in the plan are carried out and that periodic progress reports are completed to ensure that the plan's activities are implemented. Appropriate individuals should be assigned responsibility for implementing and monitoring the Campus and Institutional Effectiveness Plans.	**3-1-112.** ***Annual Evaluation of Campus Effectiveness Plans.*** Each campus shall evaluate the CEP, its goals, and the effectiveness of activities completed at least annually. The findings of the annual evaluation and actions that will be taken based on the findings must be reported in a written Annual CEP Evaluation Report. The annual evaluation will involve comparison of outcomes with baseline rates and goals for each of the elements measured after completion of planned activities. Data for historical outcomes shall be maintained and included in the report to provide a basis for evaluating the achievement of goals for the various elements of operations and campus and program effectiveness over time. The Annual CEP Evaluation Report must identify the date it was prepared and the names of individuals involved in its preparation. The reports must be retained and available for review for at least five years from the date of completion. *See Appendix K for specific guidelines and Council requirements for the written Campus Effectiveness Plan.*
3-1-113. ***Evaluation of Campus and Institutional Effectiveness Plans.*** Distributed enterprise institutions and all campuses shall evaluate the plan, its goals, and activities at least annually. Evaluation requires the determination of initial baseline rates and a measurement of results after planned activities have occurred. Distributed enterprise institutions and all campuses shall maintain documentation of historical outcomes and show evidence of how this documentation is used to achieve expected goals. Distributed enterprise institutions and all campuses should adjust their goals accordingly as a result of an evaluation of the Institutional and Campus Effectiveness Plans.	

APPENDIX K Requirements for the Campus Effectiveness Plan (CEP)

As stated in Sections 3-1-110, 3-1-111, and 3-1-112 of the *Criteria*, the Council requires each ACICS-accredited main and branch campus to develop, implement, monitor, and evaluate a plan describing how it will measure and determine overall campus and program effectiveness. This Appendix identifies the Council's requirements for the content of a written Campus Effectiveness Plan (CEP) document that provides information about the campus and how it measures and evaluates key elements of its operations in order to continuously improve its overall educational operations and meets its mission and objectives. The Council requires each campus to have a current CEP available that meets the requirements identified in this Appendix.

As the section headings below indicate, Section I identifies the CEP requirements for a campus seeking a new grant of accreditation, and Section II identifies the CEP requirements for a campus seeking an initial grant of accreditation. As noted at the start of Section II, all of the CEP requirements for new-grant applicants apply to initial-grant applicants, except as explained in that section.

I. FOR CAMPUSES SEEKING A NEW GRANT ACCREDITATION

A. Required Campus Effectiveness Plan Content

A main and branch campus may use similar language, format, and general content in CEPs, where appropriate. However, the CEP for each main and branch campus must also include information and data specific to the campus where appropriate; e.g., the characteristics and demographics of the current student population; the number of students enrolled in each program; campus and program retention and placement rates; results of surveys to determine current student, graduate, and employer satisfaction; student learning outcomes; and other campus-specific areas.

The CEP for each main and branch campus shall include the following:

1. A cover page that includes the name of the institution and address of the campus, states the period of time covered by the CEP, and identifies the date of the most recent revision of the document.
2. A brief history and background of the campus that includes the date of first enrollment, dates of major changes in operations, a description of the ownership structure, the date the campus was initially accredited by ACICS as well as the dates when new grants of accreditation were granted, and other information deemed to be important by the campus.

3. The statement of the current mission and objectives of the campus.
4. The titles of individuals serving on the Campus Effectiveness Committee (CECom) established to develop, review, revise, implement, and monitor CEP activities on a periodic basis and evaluate the CEP, its goals, and the effectiveness of activities completed, at least annually.
5. A general description of how often and when the CECom will meet to conduct its review of periodic progress reports related to completion of activities and changes in data and information for each of the elements identified in the CEP.
6. The month the CECom will complete the annual evaluation of the campus CEP.
7. A listing of the title, ACICS credential level, and current enrollment for each program being offered during the period covered by the CEP.
8. The title of the program, name of the accrediting agency, date the program was initially accredited by the agency, and the inclusive dates of the current grant for each program that is programmatically accredited.
9. A general description and information related to any distance education or online programs offered by the campus or any such programs in which campus students are enrolled. (*See the definition of distance education in the Glossary and Appendix H, Principles for Nontraditional Education.*) The description of distance offerings must include the names and ACICS credential levels of programs offered by the campus. If students are enrolled in programs or courses that are not administered by the campus, appropriate information about the campus or entity offering programs or courses must be included. The number of students enrolled in each of the campus programs and the number of students enrolled in programs or courses offered by other campuses or entities in which students are enrolled must be reported.
10. A listing of the key elements that will be continuously evaluated to determine the level of campus and program effectiveness. (*See the list of required elements in Section B, below.*)
11. A description of the types of data used to evaluate each of the key elements and how the data are collected.
12. A summary and analysis of the results and findings from surveys and other sources of data and information used to determine campus and program effectiveness. Summary tables reporting findings for surveys must identify the number of forms or questionnaires distributed, the number and percentage of usable responses, and the date(s) the survey was completed
13. An explanation of how findings and results of data collection will be used to improve or enhance achievement of campus and program objectives.

To comply with Section 2-1-809 of the *Criteria*:

14. A campus improvement plan for retention, if the campus retention rate reported on the most recent CAR is below 70 percent.
15. A campus improvement plan for placement, if the campus placement rate reported on the most recent CAR is below 70 percent.
16. A program improvement plan for retention for any program less than one year in length for which the retention rate reported on the most recent CAR is below 65 percent and for

any program more than one year in length for which the retention rate is below 70 percent.

17. A program improvement plan for placement for any program for which the placement rate reported on the most recent CAR is below 70 percent.

A campus may wish to include information and data in the CEP that are not identified in the list above because the campus deems it important to include to make the CEP document more appropriate for stakeholders and other interested parties. The Council encourages a campus to include other content in the CEP that the campus considers to be important and appropriate for evaluating the overall effectiveness of the campus and its programs.

B. Required Elements to Be Evaluated in the Campus Effectiveness Plan

The CEP shall, at a minimum, report outcomes for each of the following key elements over time.

For the campus and each program offered:

1. Student retention rates.
2. Student placement rates.

Student retention and placement rates reported on the Campus Accountability Report (CAR) for the campus overall and each program offered shall be included in the CEP for the most recent three years. Baseline rates for retention and placement to be used for comparison and goals for retention and placement rates for the current period of time covered by the CEP must be identified for the campus and each program. A summary and analysis of the previous retention and placement rates, a rationale for the baseline rates and goals, and a listing of activities that will be undertaken to achieve the goals must also be included. The data and information reported for retention and placement rates must demonstrate that the campus is maintaining or improving outcomes each year or provide an explanation of mitigating circumstances preventing improved outcomes.

For the campus overall and for each program offered:

3. The level of current student satisfaction.
4. The level of graduate satisfaction following placement.*
5. The level of employer satisfaction.

The level of satisfaction for each of the three groups shall be determined and reported at least semiannually. For each of these three elements, the CEP must identify and describe what type of data or information were used to determine the level of satisfaction and how they were collected. Baseline levels to be used for comparison and goals for the current period of time covered by the CEP must be identified for each element. A summary and analysis of the previous outcomes, a rationale for the baseline rates and goals, and a listing of activities that will be undertaken to achieve the goals must also be included.

*Follow-up studies to determine the level of graduate satisfaction shall be conducted at specific measuring points following placement of the graduates beginning no sooner than 30 days after placement.

For the campus overall and for each program offered:

6. Student learning outcomes.

Student learning outcomes (SLOs) shall be identified for each program offered at the campus. Measuring and evaluating achievement of the SLOs are among the most important activities available to validate and confirm program and campus effectiveness overall. Graduate placement rates and student grade point averages (GPA) are two commonly used examples of SLOs for programs. However, since graduate placement rates are included as the second (#2) element in those listed above, information related to evaluation of this particular element should not be included in the SLO section. Various iterations of GPA, such as GPA in each course, GPA achieved for all campus students or students in each program during a term, and cumulative GPA for all students or by program at the end of a term are recognized as legitimate measures of SLOs. However, the Council requires campuses to identify and measure achievement of other SLOs in addition to GPA.

Some other examples of data and information that may be used to demonstrate student learning outcomes are being achieved include, but are not limited to, the following: the number and percentage of students on probation for the campus overall and for each program at the end of a term, performance on skill competency checklists for courses and/or programs overall, course grades for capstone courses when they are required at the end of programs, student portfolios, evaluations of student performance at externship/internship sites, pre- and post-tests, standardized tests, grading rubrics, and professional licensure examination results. The preceding list is included here only to provide some examples of SLOs; campuses are encouraged to develop and use other measures of skill and competency attainment as appropriate.

While they are recognized as being important and may be included in the CEP, processes such as curriculum review and revision and instructor and course evaluations by students are not considered to be measures of student learning outcomes by the Council.

As indicated, the CEP is required to report and evaluate outcomes for the elements identified above. However, the Council encourages campuses to measure, report, and evaluate outcomes for other elements of campus operations that are deemed important and appropriate to be used as measures of campus effectiveness.

C. Implementing and Monitoring of the Campus Effectiveness Plan

As stated in Section 3-1-111 of the *Criteria,* each campus shall document that periodic progress reports related to completion of activities and changes in data and information for each of the elements identified in the CEP are prepared and submitted to the CECom for review and analysis. Such periodic progress reports must be prepared and submitted for review and analysis by the CEComm at least once per year. To comply with this requirement:

1. Each time the CECom reviews periodic progress reports, a written report describing and explaining the effectiveness of the activities and any changes in data and information must be prepared.
2. The CECom reports may be included within the CEP or included in a separate report as an addendum or attachment to the CEP. Reference must be made in the body of the CEP to reports that are attachments or addendums.
3. The CECom may revise the CEP at any time based on new data and information or as conditions merit.
4. Collecting, reviewing, and analyzing periodic progress reports during the period of time covered by the CEP must be done in addition to completing the activities related to an annual evaluation of the CEP described in Section 3-1-112 of the *Criteria*.
5. A campus preparing for a new-grant or an initial-grant evaluation visit must document that periodic progress reports have been prepared and submitted to the CECom prior to the full-team visit.
6. An agenda including the date of the meeting, a record of those attending, and minutes or summary notes shall be prepared to document each meeting of the CECom.

D. Annual Evaluation of the Campus Effectiveness Plan

As stated in Section 3-1-112 of the *Criteria*, each campus shall complete an annual evaluation of the CEP, its goals, and the effectiveness of activities completed. An integral part of this process is preparation of an Annual CEP Evaluation Report that identifies the findings of the annual evaluation. The report must include at least the following:

1. The most recent data for the overall campus enrollment and enrollment in each of the programs currently offered as well as data for campus and program enrollments at comparable times for the past three years, if available.
2. An analysis of the campus and program enrollment data, including a discussion and explanation of what the campus considers to be significant changes.
3. Data from the most recent measurement of outcomes for each of the elements included after completion of planned activities in the CEP.
4. Comparison and discussion of the most recent outcomes and the baseline rates and goals identified in the CEP for each of the elements measured.
5. Data for outcomes for each of the elements measured for the past three years.
6. Comparison and discussion of current and historical outcomes for each element measured to provide a basis for evaluating achievement of goals for the various elements of operations and campus and program effectiveness over time.
7. A summary and analysis of the findings of the annual evaluation overall and a brief description and discussion of changes to be made in campus operations and/or the CEP *as a result of the findings.*
8. A cover page that includes the date the report was prepared and the names of the individuals who were involved in the preparation.

The Council encourages a campus to include other content in the Annual CEP Evaluation Report that is considered to be important and appropriate related to annual evaluation of the effectiveness of the campus and its programs as well as the CEP.

The Annual CEP Evaluation Reports must be retained and included with other supporting documents for the CEP for at least five years after completion.

II. For Campuses Seeking an Initial Grant of Accreditation

All of the information included in Section I., above, is applicable to a campus seeking an initial grant of accreditation, except as noted below.

A. Required Campus Effectiveness Plan Content

The CEP for a campus seeking an initial grant of accreditation must include all of the content identified in Section I.A., above, except for changes identified in *italics* below:

Item 2. A brief history and background of the campus that includes the date of first enrollment, dates of major changes in operations, a description of the ownership structure, *the name of the agency granting any previous or current campus or programmatic accreditation*, and other information deemed to be important by the campus.

Item 11. A description of the types of data that are (*or will be*) used to evaluate each of the key elements and how the data are (*or will be*) collected.

Items 14.-17. *Initial grant applicants are not required to prepare campus or program improvement plans. However, if any of the campus or program retention or placement rates do not meet the student achievement standards identified in items 14.-17.,the CEP must include an explanation for the lower rate and a description of steps to be taken to bring the rate into compliance with the required student achievement standard.*

B. Required Elements to Be Evaluated in the Campus Effectiveness Plan

The CEP for a campus seeking an initial grant of accreditation must include all of the content identified in Section I.B., above, except as described in *italics* below:

The CEP shall, at a minimum, report outcomes for each of the following key elements over time.

For the campus and each program offered:

1. Student retention rates.
2. Student placement rates.

For a campus seeking an initial grant of accreditation, student retention and placement rates for the campus overall and for each program offered will be determined and reported on the initial Campus Accountability Report.

For the campus overall and for each program offered:

3. The level of current student satisfaction.
4. The level of graduate satisfaction following placement—*measured no sooner than 30 days after placement.*
5. The level of employer satisfaction.

Except for situations where it is not possible to do so, the Council requires each campus seeking initial accreditation to measure and determine the level of satisfaction for each of the three groups identified above at least once prior to the initial-grant evaluation visit and to report the findings of the measurements in the CEP. An initial-grant campus must have measured and determined the level of current student satisfaction at least once. For a campus where the first graduate placements occurred more than six months prior to the initial-grant evaluation visit, graduate and employer surveys must have been completed. For a campus where the first placements occurred less than six months prior to the initial-grant evaluation visit, it may not be feasible to do surveys to determine the level of graduate or employer satisfaction. If graduate and employer surveys have not been done in these cases, the CEP must include a description of how the campus plans to collect data and information (e.g.; telephone, surface mail, e-mail, online) to determine the level of satisfaction for these two groups; the timeline for doing so; what will be done to motivate the graduates and employers to respond; and what data and information will be used to prepare the summary of the findings. A copy of the survey form used for collecting data and information for each of the three groups must be included as an addendum or attachment to the CEP and reference to the addendum or attachment should be made in the body of the CEP.

Level of current student satisfaction: *A campus seeking an initial grant of accreditation must have developed a survey form appropriate for collecting data to measure current student satisfaction, have had all or some group of current students complete the form, and have tabulated and prepared a summary of the data collected prior to the initial-grant evaluation visit. If the survey form is completed by a sample rather than all of the current students, the sample should include students from all programs of study as well as students who started their programs at various times to ensure that the sample is representative of the current student population. As described in Section I.B.3-5., above, a summary and analysis of the findings from the survey(s), a rationale for the baseline rate and for the goals, and a listing of activities that will be undertaken to achieve the goals for the level of student satisfaction must also be included in the CEP.*

Level of graduate and employer satisfaction: *In most cases a survey form to be used to collect appropriate data and information for determining the level of graduate and employer satisfaction must be developed and prepared by the campus. Items on the form for graduates*

should primarily focus on collecting data related to how satisfied they are with the preparation received for their current employment, and items on the form for employers should primarily focus on collecting data to determine how satisfied they are with the performance of graduates they have employed. Deciding what questions/items to include on survey forms to obtain appropriate data and information, how (e.g.; telephone, surface mail, e-mail, online) to collect the data and information, how to motivate and encourage graduates and employers to respond, and how to keep a database with accurate current contact information for graduates and employers are some of the more difficult issues related to collecting data to determine the level of graduate and employer satisfaction.

For a campus where the first graduate placements occurred more than six months prior to the initial-grant evaluation visit, the campus must comply with the requirements described in Section I.B.3-5., above.

Note that follow-up studies or surveys to determine the level of graduate satisfaction are to be conducted at specific measuring points following placement of the graduates beginning no sooner than 30 days after placement.

For the campus overall and for each program offered:

6. Student learning outcomes.

All of the information in Section I.B.6., above, is applicable to initial-grant applicants.

C. Implementing and Monitoring of the Campus Effectiveness Plan

A campus seeking an initial grant of accreditation must comply with all of the requirements identified included in Section I.C., above. Note particularly that, as stated in Item I.C.5, *a campus preparing for an initial-grant evaluation visit must document that periodic progress reports have been prepared and submitted to the CECom for review prior to the full-team visit.*

***D.* Annual Evaluation of the Campus Effectiveness Plan**

A campus seeking an initial grant of accreditation must complete an annual evaluation of its CEP as described in Section I.D. above, except as stated below.

For Items 1. and 5. *Initial grant applicants that do not have data and information available for the past three years must include data for the current year and may include date that are available for any previous year(s).*

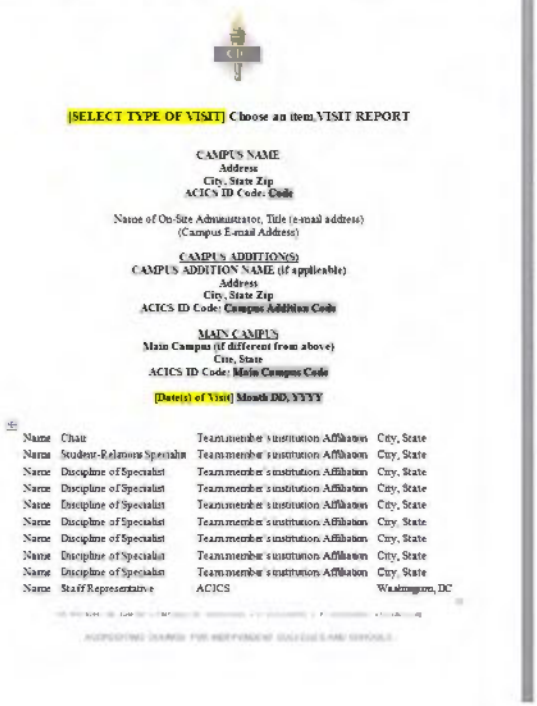
A campus seeking an initial grant must go through the process of completing an "annual evaluation" and preparing an Annual CEP Evaluation Report, even if the campus CEP has been in existence for less than one year. The purpose for completing the evaluation and report is to have the campus experience going through the process and have the Annual CEP Evaluation Report available to be reviewed by the evaluation visit team which will provide feedback intended to help the campus as it completes annual evaluations of the CEP in the future

CHAIR INSTRUCTIONS

PREPARING REPORT PAGES 1-2

Report pages 1-2 are the first two pages of the Mission, Organization, and Administration template.

Shown here are the blank report pages. Type in the correct information.



[SELECT TYPE OF VISIT] Choose an item.VISIT REPORT

CAMPUS NAME
Address
City, State Zip
ACICS ID Code: Code

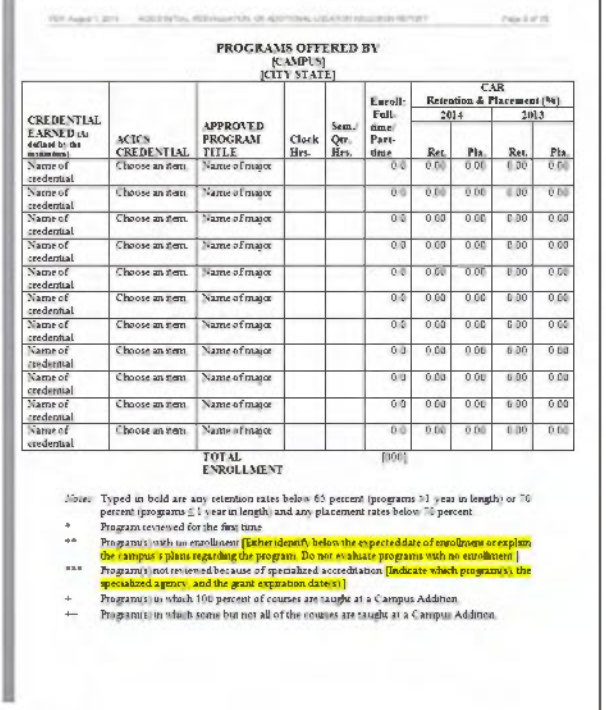
Name of On-Site Administrator, Title (e-mail address)
(Campus E-mail Address)

CAMPUS ADDITION(S)
CAMPUS ADDITION NAME (if applicable)
Address
City, State Zip
ACICS ID Code: Campus Addition Code

MAIN CAMPUS
Main Campus (if different from above)
City, State
ACICS ID Code: Main Campus Code

[Date(s) of Visit] Month DD, YYYY

Name	Chair	Team member's institution Affiliation	City, State
Name	Student-Relations Specialist	Team member's institution Affiliation	City, State
Name	Discipline of Specialist	Team member's institution Affiliation	City, State
Name	Discipline of Specialist	Team member's institution Affiliation	City, State
Name	Discipline of Specialist	Team member's institution Affiliation	City, State
Name	Discipline of Specialist	Team member's institution Affiliation	City, State
Name	Discipline of Specialist	Team member's institution Affiliation	City, State
Name	Discipline of Specialist	Team member's institution Affiliation	City, State
Name	Discipline of Specialist	Team member's institution Affiliation	City, State
Name	Staff Representative	ACICS	Washington, DC



PROGRAMS OFFERED BY
[CAMPUS]
[CITY STATE]

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement (%) 2014 Ret.	2014 Pla.	2013 Ret.	2013 Pla.
Name of credential	Choose an item.	Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential	Choose an item.	Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential	Choose an item.	Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential	Choose an item.	Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential	Choose an item.	Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential	Choose an item.	Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential	Choose an item.	Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential	Choose an item.	Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential	Choose an item.	Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential	Choose an item.	Name of major			0/0	0.00	0.00	0.00	0.00
		TOTAL ENROLLMENT			[000]				

Notes: Typed in bold are any retention rates below 65 percent (programs ≥1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

\+ Program reviewed for the first time

++ Program(s) with no enrollment [Either identify below the expected date of enrollment or explain the campus's plans regarding the program. Do not evaluate programs with no enrollment.]

+++ Program(s) not reviewed because of specialized accreditation [Indicate which program(s), the specialized agency, and the grant expiration date(s).]

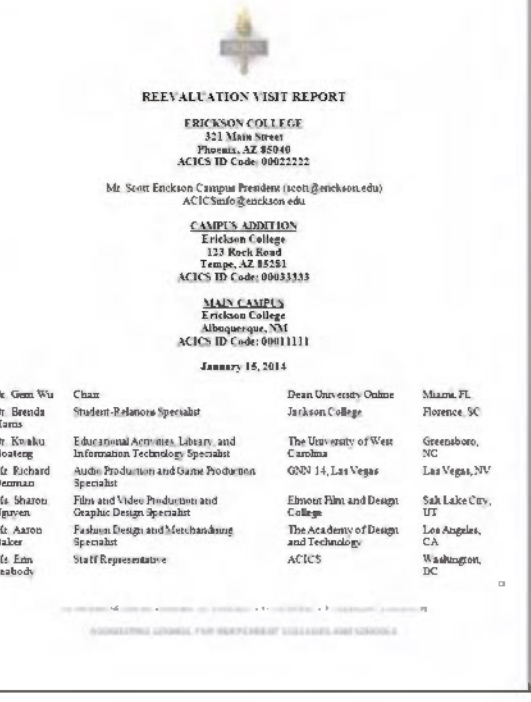
\+ Program(s) in which 100 percent of courses are taught at a Campus Addition.

+— Program(s) in which some but not all of the courses are taught at a Campus Addition.

Shown here are the completed report pages. If needed, delete blank lines on page 1 to achieve an attractive appearance.

Add or delete rows or headings on both pages as needed.

Note: To be able to add or delete lines, rows, or headings, you must be in Unprotected mode. See "Using the Report Templates."



REEVALUATION VISIT REPORT

ERICKSON COLLEGE
321 Main Street
Phoenix, AZ 85040
ACICS ID Code: 00022222

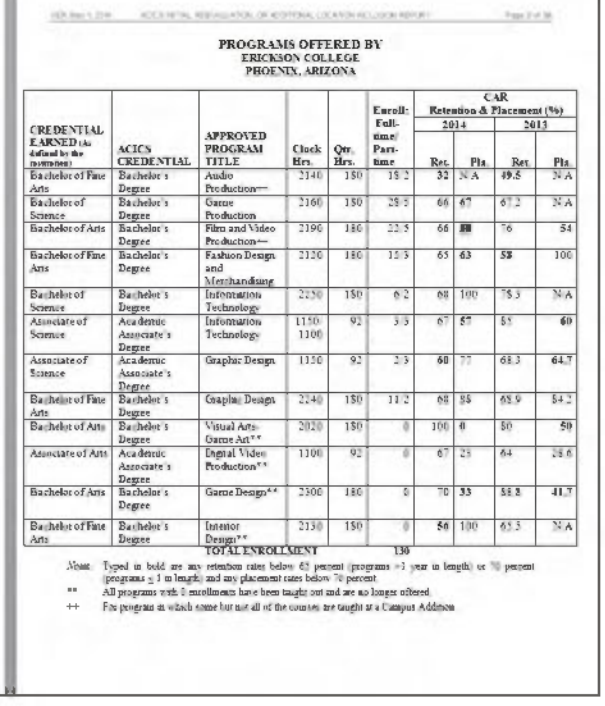
Mr. Scott Erickson Campus President (scott@erickson.edu)
ACICSinfo@erickson.edu

CAMPUS ADDITION
Erickson College
123 Rock Road
Tempe, AZ 85281
ACICS ID Code: 00033333

MAIN CAMPUS
Erickson College
Albuquerque, NM
ACICS ID Code: 00011111

January 15, 2014

Dr. Gem Wu	Chair	Dean University Online	Miami, FL
Dr. Brenda Harris	Student-Relations Specialist	Jackson College	Florence, SC
Dr. Kwaku Boateng	Educational Activities, Library, and Information Technology Specialist	The University of West Carolina	Greensboro, NC
Mr. Richard Denman	Audio Production and Game Production Specialist	GNN 14, Las Vegas	Las Vegas, NV
Ms. Sharon Nguyen	Film and Video Production and Graphic Design Specialist	Elmont Film and Design College	Salt Lake City, UT
Mr. Aaron Baker	Fashion Design and Merchandising Specialist	The Academy of Design and Technology	Los Angeles, CA
Ms. Erin Peabody	Staff Representative	ACICS	Washington, DC



PROGRAMS OFFERED BY
ERICKSON COLLEGE
PHOENIX, ARIZONA

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement (%) 2014 Ret.	2014 Pla.	2013 Ret.	2013 Pla.
Bachelor of Fine Arts	Bachelor's Degree	Audio Production—	2140	150	15/2	32	N/A	49.5	N/A
Bachelor of Science	Bachelor's Degree	Game Production	2160	150	29/2	66	67	67.2	N/A
Bachelor of Arts	Bachelor's Degree	Film and Video Production—	2190	180	22/5	66	88	76	54
Bachelor of Fine Arts	Bachelor's Degree	Fashion Design and Merchandising	2120	180	15/5	65	63	58	100
Bachelor of Science	Bachelor's Degree	Information Technology	2250	150	6/2	68	100	75.3	N/A
Associate of Science	Academic Associate's Degree	Information Technology	1150 1100	92	3/3	67	87	85	60
Associate of Science	Academic Associate's Degree	Graphic Design	1150	92	2/3	60	77	68.3	64.7
Bachelor of Fine Arts	Bachelor's Degree	Graphic Design	2240	150	11/2	68	88	68.9	54.2
Bachelor of Arts	Bachelor's Degree	Visual Arts-Game Art++	2020	150	0	100	0	50	50
Associate of Arts	Academic Associate's Degree	Digital Video Production++	1100	92	0	67	25	64	28.6
Bachelor of Arts	Bachelor's Degree	Game Design++	2500	180	0	70	33	58.8	41.7
Bachelor of Fine Arts	Bachelor's Degree	Interior Design++	2130	150	0	56	100	65.3	N/A
		TOTAL ENROLLMENT			130				

Notes: Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 in length) and any placement rates below 70 percent.

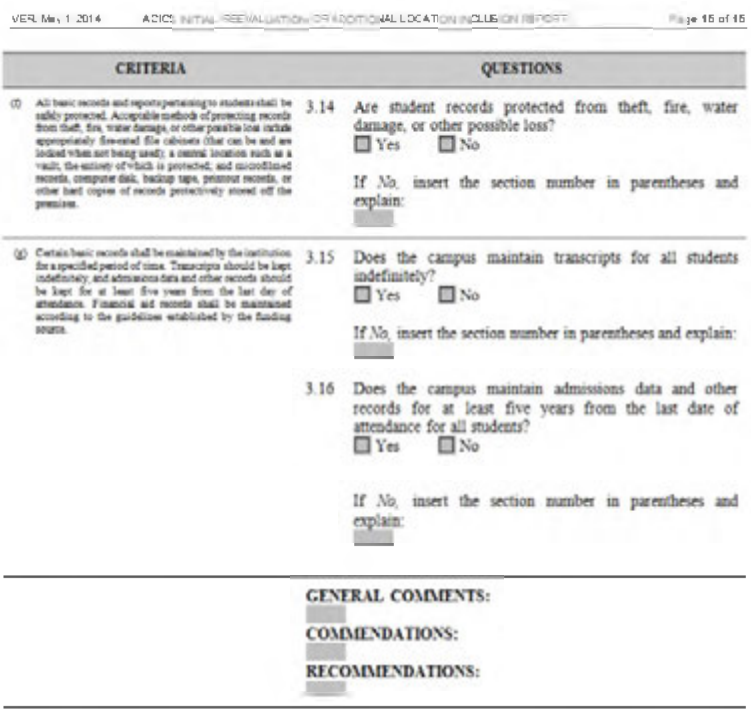
++ All programs with 0 enrollments have been taught out and are no longer offered.

++ For program in which some but not all of the courses are taught at a Campus Addition.

MERGING REPORT SECTIONS

Open the Mission, Organization, and Administration section of the report. If necessary, rename it to identify the institution.

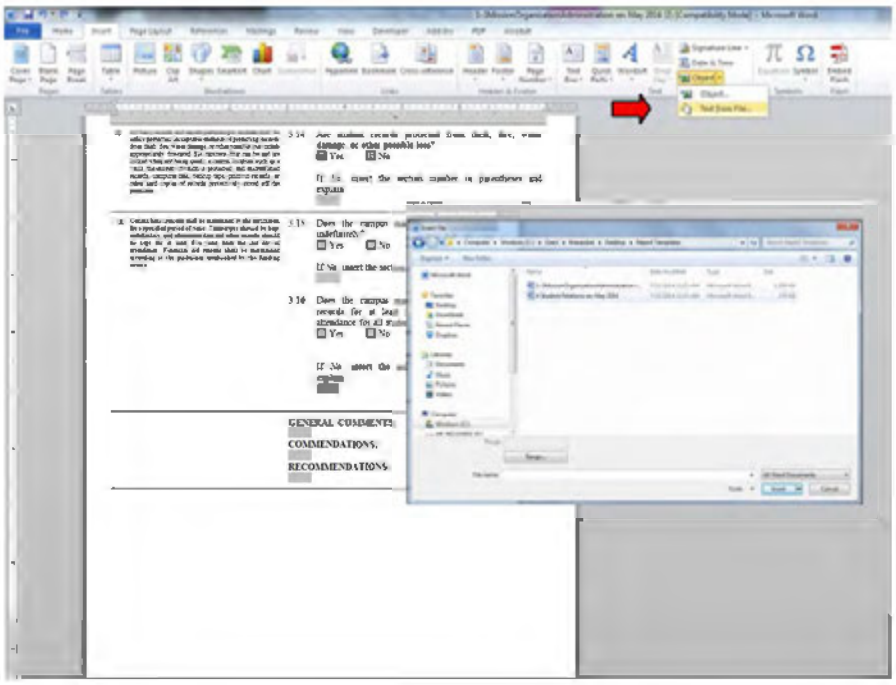
Scroll to the bottom of the report—the first line below the last row of the table. Make sure you're on the *first* line below the table.



VER. May 1, 2014 ACICS INITIAL/REEVALUATION/ADDITIONAL LOCATION INCLUSION REPORT Page 15 of 15

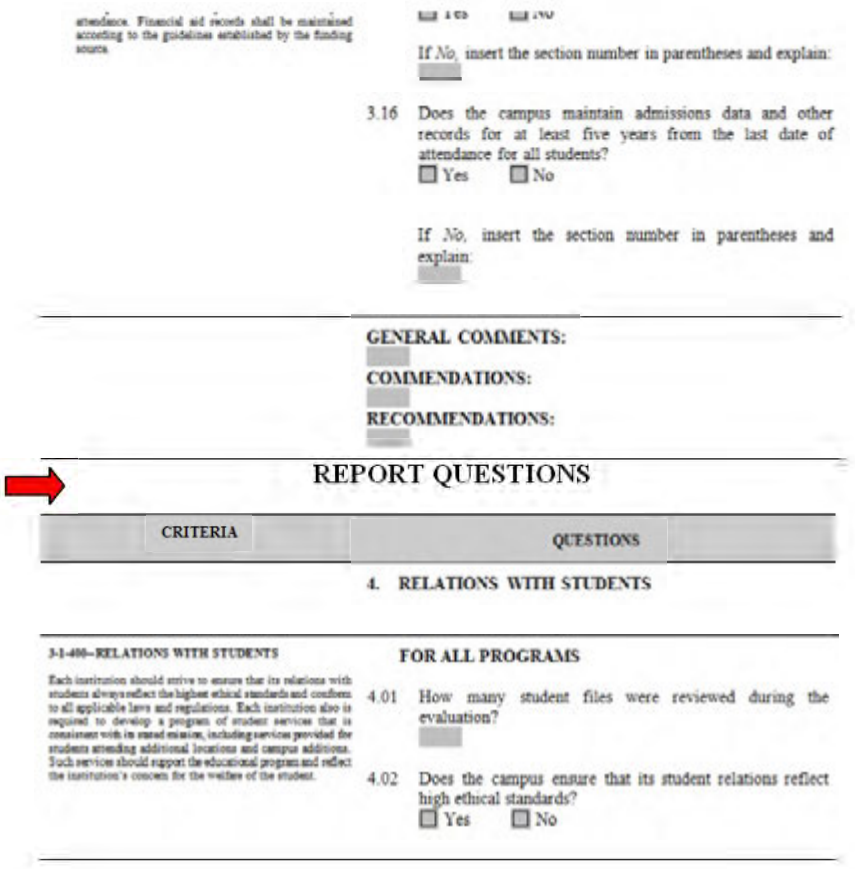
CRITERIA	QUESTIONS
(f) All basic records and reports pertaining to students shall be safely protected. Acceptable methods of protecting records from theft, fire, water damage, or other possible loss include appropriately fire-rated file cabinets (that can be and are locked when not being used); a central location such as a vault, the entirety of which is protected; and microfilmed records, computer disk, backup tape, printout records, or other hard copies of records protectively stored off the premises.	3.14 Are student records protected from theft, fire, water damage, or other possible loss? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain:
(g) Certain basic records shall be maintained by the institution for a specified period of time. Transcripts should be kept indefinitely; and admissions data and other records should be kept for at least five years from the last day of attendance. Financial aid records shall be maintained according to the guidelines established by the funding source.	3.15 Does the campus maintain transcripts for all students indefinitely? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain:
	3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain:
	GENERAL COMMENTS: **COMMENDATIONS:** **RECOMMENDATIONS:**

Click on the Insert ribbon, then click Object, then click Text from File, and then click the file name of the next section of the report.



Your report now looks like this.

Ensure that there is not a blank line between the two sections. If there is, delete it.



attendance. Financial aid records shall be maintained according to the guidelines established by the funding source.

If *No*, insert the section number in parentheses and explain:

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

GENERAL COMMENTS:

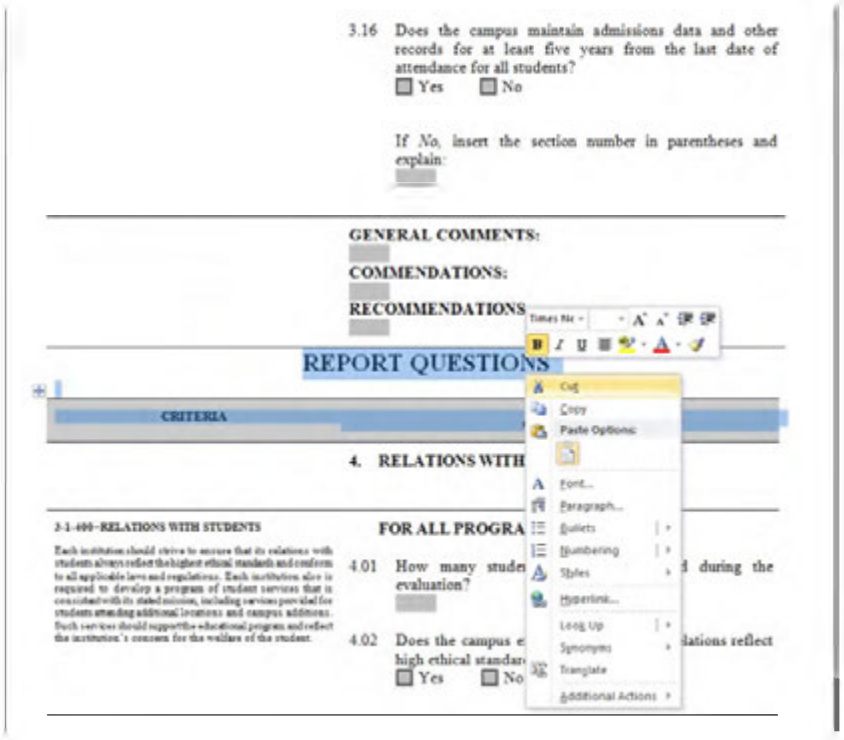
COMMENDATIONS:

RECOMMENDATIONS:

REPORT QUESTIONS

CRITERIA	QUESTIONS
	4. RELATIONS WITH STUDENTS
3-1-400–RELATIONS WITH STUDENTS Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending additional locations and campus additions. Such services should support the educational program and reflect the institution's concern for the welfare of the student.	**FOR ALL PROGRAMS** 4.01 How many student files were reviewed during the evaluation? 4.02 Does the campus ensure that its student relations reflect high ethical standards? ☐ Yes ☐ No

Highlight the first two rows of the report you just inserted. Right-click; then left-click Cut to delete these two rows.



3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS

REPORT QUESTIONS

CRITERIA

4. RELATIONS WITH

3-1-400–RELATIONS WITH STUDENTS

Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending additional locations and campus additions. Such services should support the educational program and reflect the institution's concern for the welfare of the student.

FOR ALL PROGRA

4.01 How many stude during the evaluation?

4.02 Does the campus e lations reflect high ethical standar
☐ Yes ☐ No

Cut
Copy
Paste Options:
Font...
Paragraph...
Bullets
Numbering
Styles
Hyperlink...
Look Up
Synonyms
Translate
Additional Actions

This is what your merged document now looks like.

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☐ Yes ☐ No

If *No*, insert the section number in parentheses and explain:

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

4. RELATIONS WITH STUDENTS

3-1-400–RELATIONS WITH STUDENTS

Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending additional locations and campus additions. Such services should support the educational program and reflect the institution's concern for the welfare of the student.

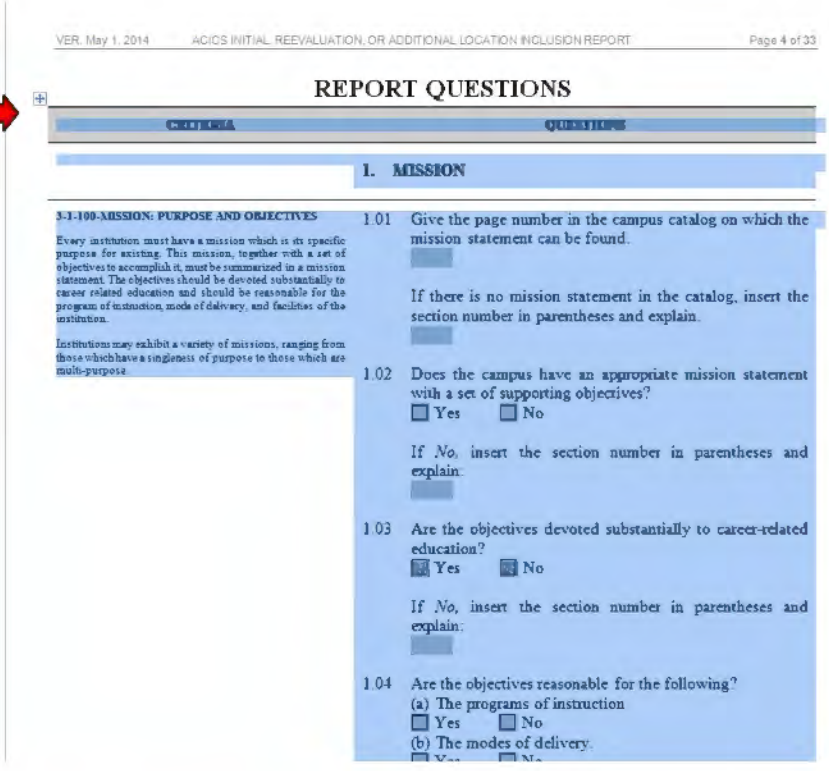
FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

The entire set of report questions must be contained in *one* table. To ensure that this is true, go to the beginning of the table and select the table by clicking the crosshairs at the left of the first row of the table.

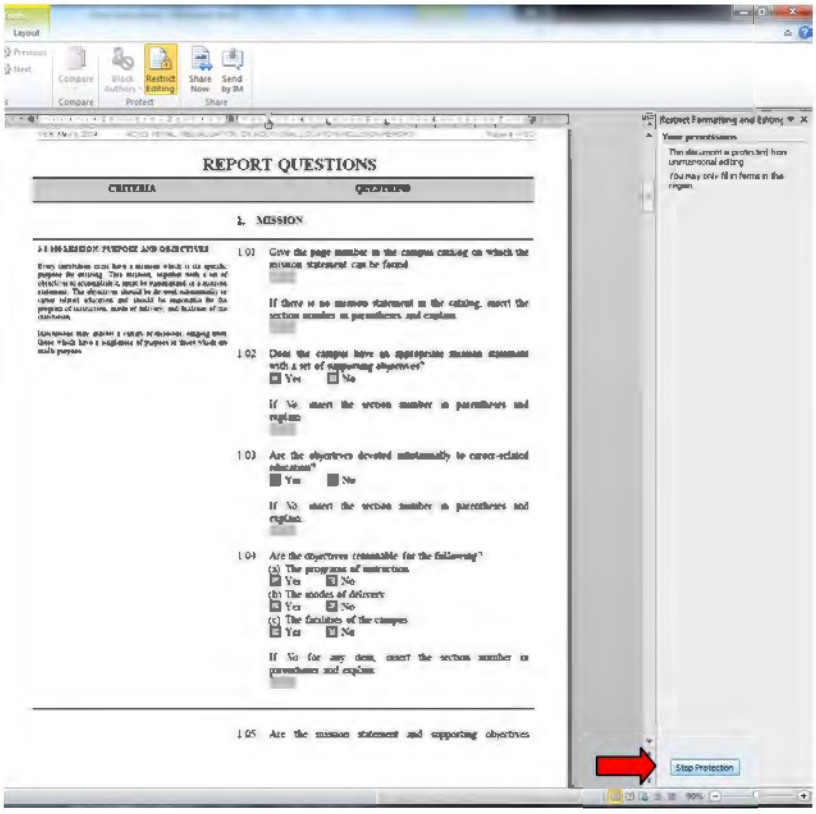


REPORT QUESTIONS

CRITERIA	QUESTIONS
	1. MISSION
3-1-100-MISSION: PURPOSE AND OBJECTIVES Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution. Institutions may exhibit a variety of missions, ranging from those which have a singleness of purpose to those which are multi-purpose.	1.01 Give the page number in the campus catalog on which the mission statement can be found. If there is no mission statement in the catalog, insert the section number in parentheses and explain. 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain. 1.03 Are the objectives devoted substantially to career-related education? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain: 1.04 Are the objectives reasonable for the following? (a) The programs of instruction ☐ Yes ☐ No (b) The modes of delivery. ☐ Yes ☐ No

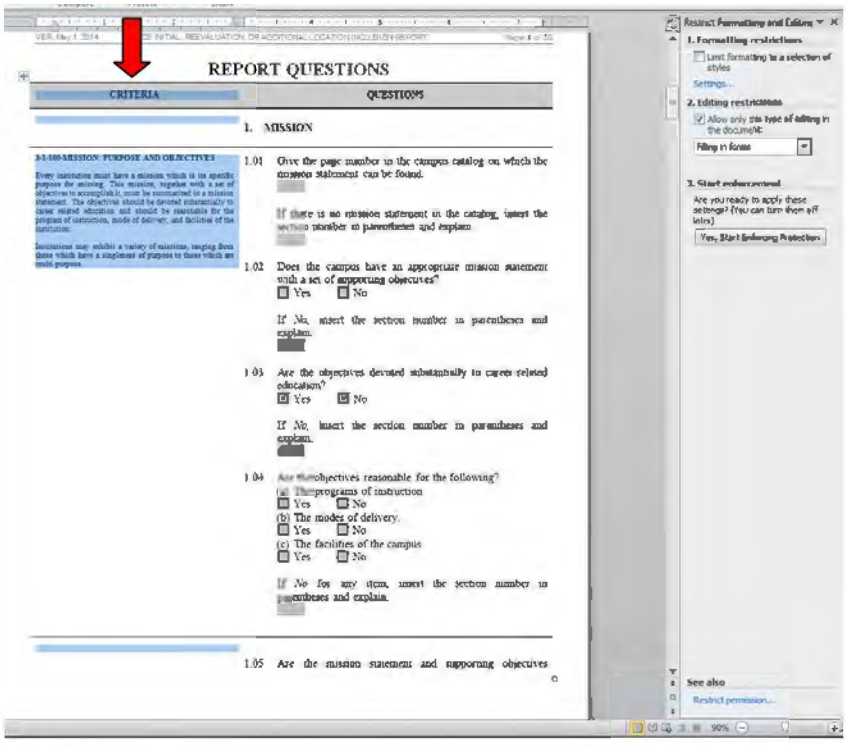
DELETING THE *CRITERIA COLUMN*

Before deleting the *Criteria* column, click the Review tab. Then click the Stop Protection button (that is, that it is in the *unprotected* mode). This allows you to make changes to the form itself.



Move the insertion point to the top of column 1 and select the column.

Note: If column 1 for the *entire* report is not selected, see the instructions for merging report sections.



PROCESS

- Chairs are given 5 business days to edit each report. After the report has been formatted and edited for content it is to be emailed to the ACICS staff member with a copy (cc) to visitreports@acics.org.
- Do not hesitate to reach out to staff if questions occur while editing.

REEVALUATION VISIT REPORT

Select visit type from drop down

ERICKSON COLLEGE
321 Main Street
Phoenix, AZ 85040
ACICS ID Code: 00054321

All caps

Mr. Scott Erickson Campus President (scott@erickson.edu)
ACICSinfo@erickson.edu

On-site admin email

Campus email

One space

Center justify

CAMPUS ADDITION
Erickson College
123 Rock Road
Tempe, AZ 85281
ACICS ID Code: 00054322

No longer shading

MAIN CAMPUS
Erickson College
Albuquerque, NM
ACICS ID Code: 00012345

January 15, 2014

Include a title for each team member

Dr. Gerri Wu	Chair	Kaplan University Online	Miami, FL
Dr. Brenda Harris	Student-Relations Specialist	Virginia College	Florence, SC
Dr. Kwaku Boateng	Educational Activities, Library, and Information Technology Specialist	The University of North Carolina at Greensboro	Greensboro, NC
Mr. Richard Denman	Audio Production and Game Production Specialist	NBC 14, Las Vegas	Las Vegas, NV
Ms. Sharon Nguyen	Film and Video Production and Graphic Design Specialist	Broadview University	Salt Lake City, UT
Mr. Aaron Baker	Fashion Design and Merchandising Specialist	International Academy of Design and Technology	Los Angeles, CA
Ms. Erin Peabody	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
ERICKSON COLLEGE
NIX, ARIZONA

Numerals only, do not include "full" or "part"

Numerals only, do not include "%"

Do not include program name. Credential name only. institution)	Select credential type from drop down	Name of program as approved by ACICS. Confirm with Coordinator APPROVED PROGRAM TITLE	Template says "Sem./Qtr. Hrs." delete the non-applicable selection Qtr. Hrs.		Enroll: Full-time/ Part-time	CAR Retention & Placement (%) 2014 Ret.	2014 Pla.	2013 Ret.	2013 Pla.
Bachelor of Fine Arts ~~in Drama~~	Bachelor's Degree	Audio Production++	2140	180	18/2	~~32%~~ 32	N/A	**49.5**	N/A
Bachelor of Science	Bachelor's Degree	Game Production	2160	180	28/5	66	**67**	67.2	N/A
Bachelor of Arts	Bachelor's Degree	Film and Video Production++	2190	180	22/5	66	**58**	76	**54**
Bachelor of Fine Arts	Bachelor's Degree	Fashion Design and Merchandising	2120	180	15/3	65	**63**	**58**	100
Bachelor of Science	Bachelor's Degree	Information Technology	2250	180	6/2	68	100	78.3	N/A
Associate of Science	Academic Associate's Degree	Information Technology	1150/ 1100	92	3/3	67	**57**	85	**60**
Associate of Science	Academic Associate's Degree	Graphic Design	1150	92	2/3	**60**	77	68.3	**64.7**
Bachelor of Fine Arts	Bachelor's Degree	Graphic Design	2240	180	11/2	68	88	68.9	84.2
Bachelor of Arts	Bachelor's Degree	Visual Arts-Game Art**	2020	180	0	100	**0**	80	**50**
Associate of Arts	Academic Associate's Degree	Digital Video Production**	1100	92	0	67	23	64	28.6
Bachelor of Arts	Bachelor's Degree	Game Design**	2300	180	0	70	**33**	88.8	**41.7**
Bachelor of Fine Arts	Bachelor's Degree	Interior Design**	2130	180	0	**56**	100	65.5	N/A
		TOTAL ENROLLMENT			130				

Ensure total is correct

Notes: Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 in length) and any placement rates below 70 percent.

** All programs with 0 enrollments have been taught out and are no longer offered.

++ For program in which some but not all of the courses are taught at a Campus Addition.

~~DELETE ANY NOTES THAT DO NOT APPLY~~

Delete all template instructions highlighted in yellow

INTRODUCTION

~~[Please use this page to give a narrative introduction of the campus.]~~

Delete all template instructions highlighted in yellow

Erickson College is owned and operated by International Academy of Merchandising and Design, Ltd., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at 231 North Martingale Road Schaumburg, Illinois 60173. In February 1994, the campus name was Al Erickson Graphic Design School and was acquired by Career Education Corporation (CEC). The campus changed their name to Erickson College in 2001.

The campus has two separate locations. The main building is located at 4750 South 44th Place in Phoenix, Arizona. This location is a professional corporate complex and borders the neighboring city of Tempe. The campus addition has 70,000 square feet with ample offices, classrooms, and parking for students and staff. The campus is located at 1425 W. 14th Street in Tempe, Arizona and has 25,000 square feet. This campus is less than 5 miles away and about a five minute drive from the Phoenix campus. Courses for two programs are housed at the learning site -- Audio production and Film and Video Production. Mr. Leron Witherspoon, department chair for both programs, is housed at the Tempe campus addition and maintains his office at the site. Additionally, two staff members teach core classes at the Tempe classes.

Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day for dedicated hours. The campus has a shuttle available to students who prefer not to drive between the two campuses. The shuttle can be requested via call or text. The campus addition does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses. There are ample classrooms, office space, lounge areas, auditorium, labs, and parking for students and staff at both locations. The locations also have security on grounds.

On December 3, 2012, Erickson College announced to its staff and students, the campus would no longer accept new student enrollments and the campus was entering into the teach-out phase of operations. The campus teach-out is scheduled for completion April 30, 2016.

Be sure that numbers listed in the intro are consistent with page 2.

At the time of the visit there were 130 students enrolled. This campus offers bachelor's degrees in audio production, game production, film and video production, fashion design and merchandising, information technology and graphic design. The campus offers associate degrees in information technology and graphic design. The following programs are not offered and have been taught out: bachelor's degree in visual arts-game art, bachelor's degree in game design, bachelor's degree in interior design, and academic associate's degree in digital video production. The team was advised all degree programs will end in 2016. All remaining classes are in teach out and no additional students are being accepted or recruited.

Based on the most recent data available to the team, the Campus Effectiveness Plan reports the student population as 75 percent male and 25 percent female. The ethnicity of the student population is 33 percent Caucasian, 10 percent African American, 15 percent Hispanic or Latino, 6 percent Native American, 1 percent Asian, and 35 percent non-disclosed.

The campus submitted retention plans for the following programs; audio production, fashion design and merchandizing, and graphic design. Placement plans were submitted for game production, fashion design, film and video production, information technology, and graphic design.

Be sure that if there is critical information about the campus it is included in the report.

Left justify throughout report (except page one)

REPORT QUESTIONS

Section headers should be bold

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The campus mission statement is located on page ~~three~~ 3 of the 2013-2014 Erickson College catalog, effective January 2013.

Use numerals for page numbers

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No

(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒ Yes ☐ No
(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus CEP utilizes the following student learning outcomes: final course grades, which are being tallied and analyzed at the end of each term; GPAs which are analyzed at the end of each term; quarterly student, graduate, and employer surveys; and quarterly project and portfolio reviews.

1.12 Are the following identified and described in the CEP?

TIP: Means of assessment of the outcomes should be included in the descriptions of the SLOs.

(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
Specific activities with regard to retention include:

- increasing the number of student events;
- implementing proactive academic advising and early intervention plans;

- providing students with additional access to the building and campus services;
- continuing to assist students with shuttle service between both locations; and
- reviewing financial stability and responsibility practices with students.

Specific activities with regard to placement include:

- extending office hours for all advisors from 8:00 a.m. - 7:00 p.m.;
- inviting industry professionals to campus portfolio shows and other campus events;
- continuing weekly off-site employer outreach goals;
- introducing career management topics into the classrooms; and
- improving campus involvement in off-site visits, professional association involvement, and participation in multi-industry networking functions.

For extensive or detailed lists, use bullets, rather than running the list into a sentence.

The bullets should be written to complete a sentence in present, in continuous tense and be lower case.

1.16 Does the campus have documentation to show th
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

Capitalize Campus Effectiveness Plan

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Scott Erickson is the campus director and responsible for implementing and monitoring the Campus Effectiveness Plan (CEP). He is assisted with the CEP by a team consisting of the manager of student services, learning resource center specialist, business operations manager, director of career services, registrar, program chairs, and general education lead instructor.

Use a comma in front of "and" in a list. (also known as Oxford Comma)

Mr. Erickson began his employment with Erickson College in 2002 and in D
campus president. He holds an MBA from Texas A&M University, and a ba
services from Roger Williams University ~~in Bristol, Rhode Island~~. He brings to the campus over 12 years of proprietary education experience.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

TIP: Make sure general comments are useful. Information that is broad and/or obvious is not needed.

GENERAL COMMENTS:
~~The CEP provided to the team meets Council expectations for CEP content.~~

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an ap
that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants

Summarize previously discussed information to use throughout the report. Don't copy and paste full descriptions. Be sure description is consistent throughout.

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Scott Erickson is responsible for financial oversight of the campus. As stated above, Mr. Erickson began has been campus president since December of 2013. He holds an MBA and a bachelor's degree in financial services. He has over 12 years of experience in proprietary education experience.

GENERAL COMMENTS:
Team interviews with faculty, staff, and students, promotes a spirit of cooperation and open communication.

Use double spaces between the end of one section and the beginning of the next.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Erickson is the on-site administrator. As stated above, Mr. Erickson began has been campus president since December of 2013. He holds an MBA and a bachelor's degree in financial services. He has over 12 years of experience in proprietary education experience.

Everyone in the report should have a title.

TIP: Be sure to correct this at read through, as it may be difficult to determine the accurate title once the visit is over.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes*, is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.F
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

GENERAL COMMENTS:
The campus administrative functions are coordinated to achieve the educational mission. Records relative to administrative operations are maintained appropriately.

4. RELATIONS WITH STUDENTS

Be sure that the description of student file review is well detailed, with regard to the number and type of files reviewed.

4.01 How many student files were reviewed during the evaluation?
There were twenty-one student files reviewed by the team. The files were classified on the 2012-2013 CAR as 5 graduates, 11 withdrawals and still 5 enrolled. Of the files, four of the files were students who received transfer credit, 1 of the files was a student who had been on probation due to satisfactory academic process (SAP) issues, 1 of the files was a student who had an approved SAP appeal, 2 of the files were students who had been on warning due to SAP issues, 1 of the the files was a student who had been dismissed due to SAP issues, and 4 of the files were students who had changed programs. In addition, the financial ledger cards for all files were reviewed.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

~~If No, insert the section number in parentheses and explain:~~
_____

Remove all empty 'In No,' fields

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
At the time of the visit, Erickson College did not have a student recruitment department in place because they have not been accepting any new students since December 3, 2012.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
While the campus is not currenly engaging in student recruitment, it was apparent to the team after reviewing files and interviewing Mr. Scott Erickson, campus director and Mr. Elliott Littlejohn, former admissions representative and current financial aid assistant, that Erickson College's recruiting process for new students had been ethical and compatible with the educational objectives for the campus. The team reviewed archived training on compliance, data recording, and administrative processes. The team also reviwed performance reviews which monitor new representatives' progress; bi-monthly formal reviews after the probationary period; and monthly reviews of prospective student surveys.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No

(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress (SAP) policy is found on pages 27-30 in the Erickson College 2013-2014 course catalog, effective January 2013 and in the 2013-2014 Erickson College catalog addendum number 3, effective May 6, 2014.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If *Yes*, is the student informed of this policy?
☒ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Biannca Regis, regional registrar, is responsible for the administration of satisfactory academic progress. She holds a bachelor's degree in sociology from Roosevelt University~~, in Chicago, Illinois~~. She is a certified registrar and has also been certified to administer SAP. She is assisted on-site by Ms. Ariel Woodward, who has 22 years of experience as a registrar.

The report will no longer include the city and state when describing the institution from which a faculty or staff completed their education

4.39 Does the campus encourage and … satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☐ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.

☒ Yes ☐ No

(e) Payments.

☒ Yes ☐ No

(f) Dates of payment.

☒ Yes ☐ No

(g) The balance after each transaction.

☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?

☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?

☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Brandy DeRocco, business operations manager, is responsible for administering student financial aid. Ms. DeRocco holds a bachelor's degree in business administration from DeVry University. She is a member of the National Association of Student Financial Aid Administrators (NASFAA). Ms. DeRocco has worked in the financial aid department at Erickson College for six years.

Ensure associations/organizations are spelled out and capitalized before the acronym

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. DeRocco stays current with regulation and policy changes in financial aid by holding a membership in NASFAA. She receives regular emails from NASFAA concerning policy changes that affect student

financial aid. Financial aid advisors receive training in governmental regulations, institutional policies, and procedures on a regular basis. Ms. DeRocco participates in bi-weekly trainings and teleconferences led by Workforce Education Corporation (WEC). Information is disseminated to the financial aid staff via email, one-on-one interaction, and during weekly staff meetings.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The student services offered by the campus include new student orientation, which is an opportunity for all new students to become familiar with campus personnel and procedures (no longer offered, but the team was able to verify current and past students participated); academic counseling offered by the staff and faculty; financial aid, provided by the student finance office; free tutoring, available to all students with faculty and student peers; and employment counseling,offered by the manager of student services.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Kerri Eto, campus director of career services, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in history from Albright College. Ms. Eto has worked in career services at Erickson College for four years. She also has two years of prior experience as a college career services advisor.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 654
The ending enrollment reported on the previous year's CAR is 654

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The students are counseled concerning student loan repayment obligations through:

- discussion of repayment during the admissions process;
- entrance counseling, which conducted during the first financial aid appointment;
- exit counseling, which occurs before graduation;
- instruction on how to access a financial literacy portal including repayment calculators, modules on managing finances, loan repayment and general financial literacy; and
- after leaving the institution, students have access to a dedicated HELP team which provides ongoing support to students during their grace period and student loan payment.

Students are encouraged to contact the campus financial aid office with questions and concerns.

4.67 Describe the extracurricular activities of the campus (if applicable).
Students were encouraged to participate in the following documented 2013-2014 extracurricular campus activities: chili cookoff, tricked-out trike race, student appreciation events, halloween Erickson murder mystery costume party, la mode fashion showcase, portfolio showcase, career service week, maker's faire crafts, and game jams.

FOR MASTER'S DEGREES ONLY

Remove all sub sections of the report that deal with credentials that were NOT reviewed

~~4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?~~
~~☐ Yes ☐ No~~

~~If *No*, insert the section number in parentheses, list student names, and explain:~~

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Erickson, the campus director, is assigned to oversee the educational activities of all programs at this campus. As already noted, Mr. Erickson holds a bachelor's degree in financial services from Roger Williams University and an MBA from Texas A&M of Commerce. Mr. Erickson shared he works

collaboratively with the program chairs of audio, film and information technology, Mr. Leron Witherspoon, and the department chair of the design school, Mr. Jerry Blankenship.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
~~Mr. Erickson stated, and the team verified, that t~~The authority and responsibility for the development and administration of programs on this campus was delegated to program administrators with his oversight. Program administrators are responsible for providing expertise to corporate curriculum committees, faculty evaluations, developing and monitoring faculty development plans, facilitating instructors with necessary resources to fulfill the curricular objectives of the programs, among other duties.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

Do NOT remove sub headers for reviewed programs. Keeping these headers in the report helps makes sense of missing questions

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☒ No (*Skip to question 5.14*)

FOR ALL CAMPUSES

Make adjustments for widows and orphans. (return/enter OR insert page break)
Orphan: word, line of text, heading, or caption at the bottom of a page while the remainder of the text unit continues on the next page.
Widow: word, line of text, heading, or caption that extends to the top of the next page.

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

Incorporate how the team gathered this information, be it through interviews or documentation.

5.16 What provisions are made for individual differences among students?
Faculty interviewed by the team indicated that several unique factors assisted them in their efforts to provide for individual differences among students. Tutoring is available for students who need it and students have access to an array of learning resources in the classrooms and additional learning educational resource spaces, e.g. equipment and computers.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum is revised regularly by Career Education Corporation (CEC), the corporate entity that owns the campus. During curriculum revision cycles corporate curriculum writing teams elicit input and feedback from program chairs at CEC campuses, including Erickson College Phoenix, Arizona. Program chairs in turn elicit input and feedback from program instructors at regularly scheduled meetings to create a reciprocal curriculum development system. In addition, curriculum revisions and suggestions can be directed to the corporate level through campus chairs at other times.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

TIP: This question is often overlooked. Make sure the answer both parts are completed during read through.

If *Yes*, how is this documented?
Evidence of systematic in-service training is documented in faculty files. Faculty files include dates of in-service activities, in-service topics, and certificates of participation.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☐ Yes ☒ No

If *No* for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

Sections should be BOLD

(Section 3-1-543 and Glossary): [SUMMARY: Five faculty members: Mr. Sam Kettering, Ms. Janice Thomas, Dr. Teresa Samms, Mr. Joel Tims, and Ms. Samantha Faith, lack evidence of implementation of

professional growth activities as outlined in their faculty development plans.] [DETAILS: The faculty members had a range of activities listed in the plan for completion within the 2013 - 2014 year but they all lacked evidence of completion. For example, Mr. Kettering was scheduled to attend a session of the International Conference on Digital Audio but did not go. There were no activities listed on the 2014 plan.

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

Citations start with a summary statement of the area of non-compliance...
followed by a description of the issue.

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☒ Yes ☐ No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The main campus is a 70,000 square foot facility located at 4750 South 44th Place in Phoenix, Arizona. The campus has ample parking for students and staff, also the campus is located on a central bus transportation route. The building is comprised of 39 classrooms, a student lounge, student store, learning resource center, laptop helpdesk, sewing lab, drawing studio, pattern making lab, motion capture lab, tabletop photo area, faculty and staff lounge, production center, materials resource center, file room, faculty and staff workspace area, conference room, and main reception. One classroom is equipped with a collapsible wall which can provide a large auditorium style room and two studios provide specialty equipment for film and video production. Seating capacity for each room varies from as few as 12 seats to as many as 40. A dedicated motion capture room is utilized by the game production program. The campus addition, located at 1425 W. 14th Street in Tempe, Arizona, contains 25,000 developed square feet out of 45,000 total square feet of space. The building is comprised of 6 classrooms, a theatre, film stage, live production stage, studio, faculty and staff lounge, and faculty and staff workspace area. The 100+ seat theater allows for student work to be presented and reviewed along with film history classes and general assemblies. The campus provides shuttle service for student and staff between both locations.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☒ Yes ☐ No

If *Yes*, list the name and address of each campus addition and identify any administrative services offered at the site. *(Please see section 13 for additional information)*
The Tempe campus is located at 1425 W. 14th Street in Tempe, Arizona. The campus is less than five miles away and about a five minute drive from the Phoenix campus. Courses for two programs are housed at the learning site, audio production and film and video production. Mr. Leron Witherspoon, department chair for both programs, is housed at the Tempe campus addition and maintains his office at the site. Additionally, two faculty members teach core classes at the Tempe classes.

Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day. The campus has a shuttle available for transport between the two campuses. The shuttle can be requested via call or text.

The campus addition does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses.

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation was the 2013-2014 version, effective January 2013 and addendum 3, effective May 6, 2013. The cataog supplement was updated while the team was on-site.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No
(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No
(p) The transfer of credit policy.
☒ Yes ☐ No
(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)
(s) The refund policy.
☒ Yes ☐ No
(t) A statement describing the student services offered.
☒ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☒ Yes ☐ No

If *Yes*, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No ☐ Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☒ No *(Skip to Question 7.07.)*

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No
(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No *(Skip to Question 7.10.)*

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
Erickson College is in teach out and is no longer advertising its programs to prospective students. The campus, however, maintains. The website and catalog clearly state that the campus is no longer enrolling students into its programs.

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus maintains public disclosures and addresses for both the campus and learning site on the website at www.Ericksoncollege.edu. The campus is in teach out and and does not advertise to prospective students. The campus stopped advertising after the announcement of its closure in December 2012.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No *(Skip to Question 7.14.)*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
☐ Yes ☐ No ☒ Not Applicable (campus does not participate in financial aid)

The campus does not advertise, as it is in teach out.

7.17 What institutional performance information does the campus routinely provide to the public?
The campus provides campus level placement rates and graduation rates and cumulative multicampus on time completion rates.

Where is this information published and how frequently is this information being updated?
The performance data is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The campus learning resource center (LRC) provides request forms for instructors and students to make formal requests for library resources and information services. Additionally, the learning resource center specialist, Mr. Ryan Knowlton, informally surveys instructors and students to assess their continuing needs for library resources.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $18,000.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
Of the annual $18,000 library budget, $3,410.45 has been spent in the current year, (approximately 19%). Of the money spent, $1,750.00 was allocated to renew a subscription to Lynda.com (professional development tutorial web resource) and the remainder was used to purchase magazines, journals, books, DVD's and video games.

TIP: The second part of this question is often overlooked. Make sure the answer to both parts is completed during read through.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
In interviews with the team, faculty shared that they encourage students to utilize on-site library resources for research projects and other classroom assignments. Also, the LRC specialist, Mr. Knowlton, facilitates student helpers in the LRC who assist students with library and information

resources. At the Tempe campus addition, instructors have initiated a plan to bring library resources from the main campus to facilitate student research there. The school provides transportation between the main and campuses addition to facilitate student access to library and information resources.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
Full-text online collections available to students include Academic Search Premier, Art & Architecture, Berg Fashion Library, Business Source, Chronicle of Higher Education, Credo Reference, Criminal Justice with Full Text, DTech Cybrary Databases, Ebsco eBooks, Education Research, eMarketer Features, ERIC, First Research, GreenFile, Hoovers, IEEEXplore, Library Information Science & Technology, Master File Premier, Newsstand, Opposing Viewpoints, Oxford Art Online, Regional Business News, Safari eBooks, and Stylesight Brochure.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
The librarian is Ms. Shalonda Meeks, Career Education Corporation's regional director of library services for this area. Ms. Meeks holds a bachelor's degree in mass communication from Texas State University, and a master's degree in library science from Texas Woman's University. Mr. Jerrod Rayburn is the learning resource center specialist on-site. Mr. Rayburn has been trained by Ms. Meeks to facilitate the library needs of students and faculty on-site at the main Erickson College Phoenix, Arizona campus and it's campus addition located at 14th Street. Mr. Rayburn's hours are Monday-Friday, 9:00 a.m. to 6:00 p.m. The library is open from 8:00 a.m. - 10:00 p.m. on Monday-Thursday; 9:00 a.m. - 5:00 p.m. Friday; and 9:00 a.m. - 4:00 p.m. on Saturday. During the hours that Mr. Knowlon is not available, two trained student workers are responsible for library oversight.

Does this individual:

(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No

(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

GENERAL COMMENTS:

The LRC at Erickson College, is overseen by a competent coporate regional librarian. Mr. Knowlton, is responsible for the day to day operation of the learning resource center with training and oversight from Ms. Henderson. Mr. Knowlton assists faculty and students and oversees student helpers working in the library. The library offerings are significant and sufficient for the programs being taught at the campus.

9. PROGRAM EVALUATION

Bachelor's Degree in Fashion Design and Merchandising ← ACICS credential should match the listing on page 2.

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Leronica Spokes is the lead instructor for the fashion design and merchandising program. She reports to Mr. Jerry Blankenship, the program chair of graphic design. Ms. Spokes received her bachelor's degree from Northern Arizona University in speech communication and received an associate's degree in fashion design from the Fashion Institute of Design.
Mr. Jerry Blankenship, holds a BFA in graphic design from Michigan University and a master's degree in visual communications from Arizona State University.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes several forms of community resources that contribute to the enrichment of the student experience. Field trips and guest speakers are the most significant activities. During Fashion Week, industry professionals reviewed student projects and fashion portfolios and gave individual feedback and recommendations. The Quantum Initiative (QI) center hosts guest speaker events on a variety of cross departmental topics, including topics on how to start a business and how to use social media for business. Students have attended fashion events administrated by The Fashion Group International of Arizona (FGI). Ms. Spokes is also the regional director for the FGI - Arizona, and she is closely involved in organizing these field trips. In January 2014, the students were taken to Professional Business Practices for Fashion Design.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed

☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor's Degree program in Fashion Design and Merchandising: 5

How many calls to employers or graduates were successful?
Bachelor's Degree program in Fashion Design and Merchandising: 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No *(Skip to question 9.24)*

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed fashion portfolios provided by the lead instructor Ms. Leronica Spokes. The portfolios contained homework covering fashion collections illustrated as colored sketches and flat technical sketches. Additional homework assignments reviewed by the team included activities in which students prepared self-promoting materials and linked-in profiles. The team was able to verify that out of class work is graded and included in evaluation of the course by reviewing online grade books on the Engrade system.

TIP: It is important that this answer not only confirms that assignments and grades were reviewed, but also that the grade was being incorporated in the students' final grade.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor's Degree in Film and Video Production
Academic Associate's Degree in Graphic Design
Bachelor's Degree in Graphic Design

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jerry Blankenship is the graphic design program chair. Mr. Blankenship has been at the Erickson College campus for 14 years. For his first 7 years, he served as an instructor of graphic design and then he was program chair of the graphic design program for 5 years. Since 2012, Mr. Blankenship has served as chair of all design programs at the campus. He holds a bachelor's degree in graphic design from Michigan State University and a master's degree in visual communication design from Arizona State University. Previously, Mr. Blankenship worked as an advertising agency art director and designer for varied corporate print clients such as Ford Motor Company and General Motors at the J. Walter Thompson advertising agency. As a participant in the Creative Connection, he interfaces with other design professionals in the area. In his position as program chair, he supervises three adjunct instructors and currently teaches approximately 10 hours per week.

Mr. Leron Witherspoon serves as program chair for the film and video production program at the campus. He has been at Erickson College for four years and in his current position for approximately 18 months. Mr. Witherspoon holds a bachelor's degree in sculpture and art history from Florida State University and has completed 21 hours in graduate study in art history at the University of Arizona. He also has other specialized training in script and story writing as well as acting and scene study. Mr. Witherspoon has an extensive professional history of many years in video/film production working as a director, producer, and consultant. His clients have included Coca-Cola, McDonald's, ESPN, Sears, Showtime, and several episodic television productions. He is a member of the Director's Guild of America (DGA) as well as Arizona Producer's Association (APA). In the film and video program, he oversees one full-time instructor and three adjunct instructors.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Professionals in the design industry participate in portfolio reviews on a regular basis for the purposes of both critique and job placement possibilities. Students visit design studios and print houses to further acquaint themselves with the professional work environment. The campus seeks to bring in local professional designers and film makers to further broaden the students' learning experience. Past speakers have included producers, directors, filmmakers and print designers such as local documentary filmmaker Mr. Cory Skaaren, who spoke on breaking into the film world. Lavage Advertising Agency art director Ms. Melissa Brenneman spoke to students about potential careers in advertising design. Field trips also are conducted to area design studios or production house venues such as the Phoenix Suns Arena to tour the extensive audio/visual production facility at the stadium. The campus also hosts Phoenix Fashion Week events where different design departments collaborate to produce a high profile community fashion show event.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites

☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were made to employers or graduates for the following programs:
Academic associate's degree program in graphic design: 10
Bachelor's degree program in graphic design: 10
Bachelor's degree program in film and video production: 10

How many calls to employers or graduates were successful?
The following numbers of calls, by program, were successful:
Academic associate's degree program in graphic design: 4
Bachelor's degree program in graphic design: 3
Bachelor's degree program in film and video production: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls in all programs confirmed the employment of the graduate as reported on the CAR.

There were graduates in the interior design and digital video production, but no enrollment at the time of the visit.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was presented with homework assignments and the resulting homework turned in by the students. The homework had a grade assigned to it which was then recorded on a grade score sheet that could be viewed by the students online.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The team was presented with student graphic design portfolios that were found to be suitable and competitive for job interviews and freelance consideration by potential employers. The team also reviewed demo tape reels by video/film students that showed a student's collected work while enrolled at the campus. These demo tapes were alsoStr found to be appropriate to showcase a student's talents and capabilities.

9. PROGRAM EVALUATION

Bachelor's Degree in Audio Production

Bachelor's Degree in Game Production

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jerry Blankenship is the design school program chair and administers the game production program with the assistance of Mr. Benjamin Roth, lead instructor.

Mr. Blankenship holds a bachelor's degree from Michigan State University and a master's degree in visual communications design from Arizona State University. Mr. Blankenship has 25 years of continuous experience in the graphic design field as a layout artist, graphic designer, freelance art and design, art director, program chair, and department chair. Mr. Roth is the lead instructor for the game design program and reports to Mr. Blakenship. Mr. Roth hold a bachelor's degree in computer animation from Full Sail University and a master's degree in computer animation from Full Sail University.

Mr. Leron Witherspoon is the program chair for the audio, video, and information technology departments and admnisters the audio production program with the assistance of Mr. Sam Kettering, lead instructor.

Mr. Witherspoon holds a bachelor's degree in creative art from Florida State University. He holds a 2014 membership and serves as a director in the Directors Guild of America (DGA). As a director, Mr. Witherspoon attended the 66th Annual DGA Awards for 2013 Feature Films, Commercials, and Documentaries. This responsibility included access and viewing the video interviews with all the nominees. He is also a member of the American Society of Cinematographers. This afforded him access to and viewing of the interviews with the nominees for Best Cinematography. Mr. Kettering is the program lead instructor for the audio program. Mr. Kloth holds a bachelor's degree in film production and audio from Columbia College. Mr. Kloth holds an Avid Pro Tools Operator Certificate. Mr. Kloth has 23 years of experience as an audio engineer working for Trackwork Orange Recording Studio, Novaster Digital Sound Services, and Smart Post Sound.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The audio, video and game production programs utilize a program advisory board made up of representatives of companies in the Phoenix, Arizona area. The team was provided minutes and sign-in sheets of numerous guest speakers in either the classrooms or a Quantim Initiative (QI) uniquely designed room specifically dedicated to guest speakers and graduates of Erickson College. Other activities include a visit to the Phoenix Art Museum, a two-day seminar on screen writer productions, an audio visual seminar featuring PSAV, Inc. personnel, and a feature film location shoot.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?

☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards

☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were made to employers or graduates for the following programs:
Academic associate's degree program in digital video production: 3
Bachelor's degree in game production: 10

How many calls to employers or graduates were successful?
The following numbers of calls, by program, were successful:
Academic associate's degree program in digital video production: 2
Bachelor's degree in game production: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful contacts confirmed employment of graduates as reported on the 2013 CAR.

There were graduates in the bachelor's degree in game design program and academic associate's degree program in audio production, but no enrollment at the time of the visit.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed existing homework documents confirming the grading as representative of the requirements identified on the syllabi and in the Erickson College catalog.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The programs are well-conceived, directed, and taught.

COMMENDATIONS:
This is a well-run campus with competent, caring faculty, administration, and staff, who areall dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Academic Associates Degree in Information Technology
Bachelor's Degree in Information Technology

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Leron Witherspoon is the program chair for information technology. As previously noted, Mr. Witherspoon holds a BFA from Florida State University and his experiential qualifications include working as an instructor and as chairman of the film department and program chair for Erickson College.

Mr. Robert Dryer is the assigned lead instructor for the information technology program. Mr. Dryer holds an associate's degree in business administration from Orange County Community College, a bachelor's degree in business administration from Syracuse University, and an MBA from Fordham University. In addition, Mr. Daly holds the following industry certifications: System Administrator Microsoft Windows Server 2003, Microsoft Certified Professional (MCP) Windows 2000 Workstation, Microsoft Windows Server 2012, CompTIA Security+, Network+ and A+.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

The 2013 CAR lists the placement rate for the associate's in Information Technology program at 57 percent. Since the number of graduates reported in the 2013 CAR in this program is less than 10, an improvement plan in the CEP is not required.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
These programs utilize a Program Advisory Committee (PAC) composed of local industry professionals that provide recommendations and feedback on the needs of local industry. The PAC meets annually. Documentation shows there was a PAC meeting last held on July 26, 2013 where discussion centered on facilitating student employment. In addition, the team was provided documentation for guest speakers, a part of the campuses ongoing Brown Bag Lunch Speaker Series. These speakers have covered topics that include business networking, entrepreneurship, use of social media in a business startup and other similar topics.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have 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?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were made to employers or graduates for the following programs:
Academic associate's degree program in Information Technology: 4
Bachelor's degree program in Information Technology: 4

How many calls to employers or graduates were successful?
Academic associate's degree program in Information Technology: 1
Bachelor's degree program in Information Technology: 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed instructor gradebooks showing graded out-of-class work assignments in active classes.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:

Information technology instructors interviewed by the team indicated that the information technology programs would be taught-out by the end of the current year.

Students interviewed by the team were pleased with the education they are receiving at the campus. Students were complimentary of their instructors and felt they were being well prepared for a career in the information technology field.

CAMPUS ADDITION REPORT QUESTIONS

1. Who has responsibility for the administration of the campus addition? Describe the individual's academic credentials and professional experience.
   Mr. Scott Erickson, campus president, is responsible for the administration of the campus addition. As previously stated, he has a master's degree in business administration from Texas A&M University and a bachelor's degree in financial services from Roger Williams University. He brings the campus over 12 years of experience in proprietary education.

2. What is the distance (i.e. driving or walking distance) between the campus addition and the campus that has administrative oversight of it?
   The Tempe campus addition is located at 1425 W. 14th Street in Tempe, Arizona. The campus is less than five miles away and about a five minute drive from the Phoenix campus.

3. Describe how appropriate provisions have been made for supervision and monitoring of the campus addition by the administration of the campus that is administratively responsible for the campus addition.
   Courses for two programs are offered at the campus addition, audio production and film and video production. Mr. Witherspoon, department chair for both programs maintains his office at the site. Additionally, two faculty members teach core classes at the Tempe campus addition.

4. Describe how students at the campus addition are provided with access to student services, identifying if services are provided at the campus addition or the oversight campus.
   Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day for dedicated hours. The campus has a shuttle available to students who prefer not to drive between the two campuses. The shuttle can be requested via call or text. The campus addition does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses.

5. List the staff members employed only at the campus addition, if applicable.
   There are no staff members employed only at the campus addition.

   There is one department head at the campus addition, Mr. Withernspoon, information technology chair, and two faculty members, Mr. Sam Kettering and Ms. Erykah Simmons.

6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the campus addition location. Are full programs offered at the addition or only courses? Please specify.
   Students were informed at enrollment that some of their courses would be taken at the Tempe campus and this information is included on the signed enrollment agreement. There are no full programs offered at the addition.

7. Cite evidence that the campus addition employs a sufficient number of faculty members for the number of courses offered and the size of the student population.
   The campus addition delivers only core classes for the two aforementioned programs. The three

previously mentioned faculty cover courses with an average class size of about 5 students. All of the faculty are qualified in their field and equipped to manage the specialized equipment on site.

8. List the instructional equipment available for faculty and student usage at the campus addition.
The campus has, within its classrooms, theaters and studios, a sufficient selection of equipment Including: desktops, copiers, printers, Vicon MX40+ Motion Capture Cameras, Aruba Wireless, Access Points, Portable Whisper Recording Booths, Lights, Misc. Batteries, Video Cameras, Stands, Film Cameras, Tripods, Video Monitors, Dolly, Video, Decks, Studio Control Center, Grip Carts, Equator 5" and 10" Monitor, PA System – Audio Program, Film and Video Upgrades (batteries, lenses), overhead projectors, audio equipment and accessories.

9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the campus addition?
The team was able to verify that the building is comprised of six classrooms, a theatre, film stage, live production stage, a large green screen, studio with mixing boards, faculty and staff lounge, faculty staff workspace area, and a student lounge. The 100+ seat theater allows for student work to be presented and reviewed along with film history classes and general assemblies. The team found that the facility is adequate and appropriate to support the education programs courses offered and the current enrollment.

10. Describe how the campus addition is referenced in all advertising, including the catalog of the oversight campus.
The campus is in teach out and is not doing external advertising to perspective students. The campus website does list the address of the campus addition as does the enrollment agreement signed by all current students. The catalog lists the campus addition in the addendum.

Summary

Insert a page break for the summary page. The summary page should start on a separate page.

~~Based on the team's review, the campus has no areas of non-compliance.~~

Delete the non-applicable option.

~~OR~~

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

#	Section	Summary
1.	**3-1-543 and Glossary**	There is no evidence of professional growth activities for five faculty members (page 20).

Section should be bold

List page numbers after each citation on the summary page.

Insert a page break for the recommendations page. All recommendations are to be compiled, organized, given appropriate headers, and included at the end of the report.

RECOMMENDATION~~(S)~~

Any recommendation(s) provided in this report are not included in the report seen by the Council:

Educational Activities

With regard to the closing of the school in approximately two years, the faculty should make a concerted effort to continue to maintain the energy and effort to have guest speakers and field trips to heighten the students' educational experience.

SAMPLE INTRODUCTION SECTIONS

INTRODUCTION

The team found it difficult to track the genesis of what is currently The Bryman School of Arizona campus using the materials provided and discussions with campus administration. The school was in the process of a change of ownership at the time of the visit, and the change of ownership visit was completed during the new grant visit. The current statement of ownership, included on page 4 of the catalog published September 24, 2012, two days before the start of the visit, reads as follows:

> The Bryman School of Arizona, Phoenix, Arizona, is owned and controlled by High-Tech Institute, Inc. (HTI), which is a wholly owned subsidiary of High-Tech Institute Holdings, Inc. (HTIH), which is in turn a wholly owned subsidiary of Education Training Corporation (ETC). ETC is a wholly owned subsidiary of FCC Holding, Inc. (FCC).

The campus currently conducts operations in a single-story building located in northwest Phoenix, just off Interstate Highway 17.

As shown in the table on the preceding page, the school currently has a total of 457 students enrolled in six diploma and six academic associate's degree programs in allied health areas. Approximately 71% of the enrollment (323/457) is in diploma programs and 29% (134/457) in the associate's degree programs. All students are classified as full-time; 80% are enrolled as "day" students, 20% are "evening." As reported in the table on the preceding page, more than 50% of the enrollment is in the two Medical Assistant programs and the two Practical Technologist in Radiology programs; 31.5% (144/457 students) is enrolled in the Medical programs and 23% (107/457 students) is enrolled in the Radiology programs. The two Medical Assistant programs are programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES) .

The Campus Effectiveness Plan (CEP), updated after end of the 2012 CAR period on June 30, reports that approximately 77% of the student population is female, 23% male. This male/female ratio is consistent with other campuses offering a relatively high concentration of allied health programs. Based on information self-reported by students at the end of July, the ethnic composition was roughly 40% White, 38% Hispanic, 9% American Indian, 6% African American, 2% Asian, and 5% Other.

SAMPLE

INTRODUCTION

The ITT Technical Institute in Bessemer, Alabama, is one of a network of co-educational, non-denominational private postsecondary educational institutions owned and operated by ITT Educational Services, Inc., (ITT/ESI) a Delaware corporation, headquartered in Carmel, Indiana. According to its web site, ITT Technical Institute currently has "over 130 campuses in 38 states in the United States."

ITT Technical Institute opened in Birmingham in April 1994 and began offering an associate of applied science degree program of study in Electronics Engineering Technology in June 1994. Campus operations were moved to the current location in Bessemer, AL, in April 2005.

As shown in the table on the preceding page, at the time of the visit, the campus had a total enrollment of 521 students enrolled in 14 different academic associate's degree programs and 8 bachelor's degree programs. Approximately 78% of those enrolled are full-time students, 22% are part-time; 78% of the students are classified as evening students, 22% as day students. The campus started seven new associate's level programs and three new bachelor's level programs in September 2011 and started an associate's level Nursing program in June 2012.

The Campus Effectiveness Plan (CEP) updated in September 2012, reports that approximately 69% of the current student population is male, 31% female. This male/female ratio is consistent with other campuses offering a relatively high concentration of technical programs. Based on information self-reported by current students, the ethnic composition is roughly 32% African-American or Black, non-Hispanic; 28% Caucasian or White, non-Hispanic; and 2% Hispanic. However, about 38% of the students did not disclose ethnicity.

The campus had two programs that did meet student achievement requirements for retention during the 2011 CAR period and three programs that did not meet the placement rate requirement for the period. Following is a listing of the programs and the retention and placement rates reported on the 2011 CAR:

Retention Rate Below 62% for 2011 CAR
Associate's degree in Computer & Electronics Engineering Technology = 59.8%
Associate's degree in Criminal Justice = 60.1%

Placement Rate Below 58% for 2011 CAR
Associate's degree in Computer Drafting and Design = 57.1%
Bachelor's degree in Information Systems Security = 30.8%
Bachelor's degree in Project Management = 33.3%

The CEP included an appropriate Program Improvement Plan for each of the programs.

Finally, the team was informed that 112 Bessemer campus students were enrolled in 23 different ITT online courses at the time of the visit. All of the courses except for two are general education courses. Additionally, 71 students are enrolled in 20 different hybrid online courses.

INTRODUCTION

There are currently over 35 private career colleges and schools operating at campuses bearing the Sanford-Brown name across the United States. Sanford-Brown College is owned by SBE Health South, Inc., which is wholly owned by Career Education Corporation (CEC) located in Schaumburg, Illinois. The first administration and staff members started at the Sanford-Brown Phoenix campus in July 2009, and the first students started taking classes in October 2009.

As shown in the table above, the Sanford-Brown Phoenix campus currently has 401 students enrolled in four diploma and two academic associate's degree programs. Also, as reported above, both the diploma Medical Assistant and diploma Pharmacy Technician programs are programmatically accredited; and these two programs have just over 81% % (327/401) of the current total enrollment—Medical Assistant (69%, 278/401) and Pharmacy Technician (12%, 49/401). The CEP indicates that approximately 84% of the 2011 CAR student population was female and 16% was male.

Further, as reported above, the retention rates reported on the 2011 CAR for the following three diploma programs fell below the student achievement standard required by the Council: Medical Assistant (54.7%), Medical Billing and Coding (20%), and Pharmacy Technician (56.8%). The campus was notified by ACICS that it needed to include a Program Improvement Plan (PIP) for the Medical Assistant program in the CEP, and complied with the requirement. There were only five graduates from the Medical Billing and Coding program; thus, the campus is not required to include a PIP for that program. There is no documentation that the campus was notified by ACICS that it did not meet the retention achievement standard for the Pharmacy Technician program; thus, there was no PIP included in the CEP when the team first reviewed it. However, during the visit, the campus developed an appropriate PIP for the Pharmacy Technician program.

Also, the team feels it is important for readers to know that campus administration informed the team there have been a total of 494 graduates to date from the six degree programs offered during the 2012 CAR period. Of that total, there have been 380 graduates from the Medical Assistant program.

SAMPLE

INTRODUCTION

Emerging Technologies Institute (ETI) was founded in 1999 and continues today to be wholly owned by Emerging Technologies Institute, Inc., a registered business school, incorporated under the laws of the State of New York. The two co-founders each have 50% ownership of the corporation. The current ETI executive director/CEO, Mr. Lyonel Coriolan, is one of the co-founders and has been mainly responsible for leading and overseeing the development and operations of ETI's education programs and activities from the beginning. The corporation operates one campus in Queens County in the New York City area. As a state-licensed school, ETI meets the standards required by Article 101 of the New York State Education Law and Part 126 of the Regulations of the State Commissioner of Education.

ETI started offering classes in a facility located in the Rego Park area of Queens in March 2001 and moved to its current location in the Forest Hills area of Queens in March 2011. As reported on the previous page, the institute currently offers only one program. The program is designed and offered to provide advanced computer skills training to be used by individuals working in a business entity or government agency as well as to prepare graduates to sit for several vendor certifications. The program enrolls a total 29 students; all of them on a part-time basis. All of the students are employed on a full-time basis by Verizon Wireless and attend class sessions either on four evenings or weekends. About half of the students come to classes Monday-Thursday evenings, and the other half come to classes during four sessions on weekends, a session meeting in the morning and afternoon on both Saturdays and Sundays.

As noted in Section 6 Facilities of the report, ETI currently conducts its educational and administrative activities on the second floor of an office building that is accessible only by climbing a set of 25 stairs. There is no elevator or other option for physical access to the second floor, and ETI cannot and does not accommodate or serve individuals who are unable to climb stairs. The team was informed that since the building was originally occupied in 1978, prior to the American with Disabilities Act, the space on the second floor was grandfathered to be occupied and used in its current state. ETI administration provided the team with two reports from visits by a representative from the New York State Education Department, Bureau of Proprietary School Supervision, stating the space was visited, reviewed, and found to be acceptable and in compliance with state applicable regulations.

Reflective of the team's finding ETI operations, activities, and its one educational program to be functioning efficiently and effectively, readers of the report that follows will find a number of positive comments about ETI, its operations and its administration, staff, and faculty. Given the team found ETI to be in compliance with all areas of the *Accreditation Criteria*, as reported in the SUMMARY section at the end of the report, is further evidence of the team's feeling about the competence of the institute's administration, staff, and faculty as well as its operations overall.

The team recognizes this is unusual for an initial grant visit, and feels it is important to note this is likely related to the unique, distinctive, and unusual features of the ETI's operations. The fact there is only one program being offered, the total enrollment of 29 is relatively low, and the entire enrollment is the result of an agreement with Verizon are all factors making it much easier for ETI to monitor all areas of operations and ensure they are in compliance with the *Criteria*. Additionally, based on the quality of the records and other materials prepared for the evaluation visit, it seems clear to the team that the institution benefited greatly from its participation in the ACICS Accreditation Workshop and additional advice and counsel provided by staff and others familiar with the *Accreditation Criteria* while preparing for the visit.

Finally, ETI administration informed the team they are looking to expand their operations and increase enrollment if institute is granted accreditation by ACICS and is qualified by the U.S. Department of Education regulations to participate in Title IV, Student Financial Aid programs. They are aware and recognize this expansion of activities and enrollment will likely create a very different organization, requiring additional faculty, staff, equipment, and physical space. The expansion of activities and staff will present ETI administration with additional challenges in many different areas of operations.

To: Mr. Eduardo, Sama, Campus Director
Florida Career College
1749 North Congress Avenue
Boynton Beach, FL33426
ID Code 00029287

From: Bob Palmatier, Ph.D., Visiting Team Chair

Date: June 5, 2013

C: Mr. Chad Hartman
Visiting Team Members

Subject: Scheduled Site Visit – June 17-18, 2013

I am looking forward to chairing the ACICS accreditation team visiting your campus on Monday, June 17, 2013 through Tuesday, June 18, 2013. Mr. Chad Hartman has notified you of the team membership and schedule for the visit.

As team chair, I pledge to work with you and your staff with the goal of satisfying all accreditation criteria and with the visiting team to complete an outstanding report. We will arrive at the campus at 9:00 am on Monday and be prepared to go to work upon arrival. Once you show us into the team room and we put our computers at the disposal of your technology expert to enable internet and printing capability, we would like a quick tour of the facilities. After that, we desire to meet with you and members of your management team for introductions and orientation. During that time please share the institution's mission and describe the characteristics of your students. As part of the introductions, please identify the individuals from whom team members should request academic and financial aid files and placement documentation. Also, it will help if you can make tentative plans for meetings in which team members can dialogue with both day and evening faculty. It is essential that you arrange the meeting or meetings for both day and evening instructors on the first day of the visit. These meetings are limited to adjunct and full-time instructors, excluding those who also have management and program supervisory duties. Team members will arrange times to meet individually with instructional area supervisors and student services managers, once we arrive on site. Team members will also visit classes pertinent to their program review areas and use this as a time to dialogue with students [they will likely ask the instructor to leave in order to facilitate open dialogue].

I am sure that you have downloaded all of the information concerning the visit procedures and have arranged, to have available, all of the materials expected to be in the team room. In order to enable a quick start of our file review, it will be helpful if you can have an extra copy of the list of students who were present at the campus during the most recent CAR period [July 1, 2011 - June 30, 2012]. This list needs to include students' names, program enrollment, current status [active, drop, or graduate], start date, and drop or graduation date where appropriate. An extra copy of the CAR back-up listing of students will serve well for this purpose. Using the extra copy of this list, the team will select and mark a sample of academic and financial aid files. If files do not include the most recent unofficial transcript and financial ledger, please be prepared to have those printed and inserted in the files selected before they are given to the team.

During the visit, the ACICS coordinator and I will meet with you at least twice per day to keep you posted on concerns and additional materials we may need. The goal is to give you time to respond to potential deficiencies such that they may be taken care of while the team is on campus, so they will not become citations in the final report. In our first such meeting, probably shortly after lunch on the first day, we can identify who you might want to include [most often only the campus director, campus compliance officer (where that position exists), and corporate representative participate in that initial meeting]. Depending upon the issues which arise and your preferences, you may choose to include other individuals in later meetings. To keep communication clear and open, we should agree that, at these meetings, the ACICS coordinator and I will state specific concerns, and with you determine the needed information and/or actions, and set deadlines for those responses. At anytime questions arise, please feel free to address questions to the coordinator and/or to me.

I look forward to receiving, via email, the self study, update report, Faculty and Staff Lists, CEP, and campus catalog. Hopefully, all of the team members will also received this material. If any of this information is confusing or you have any questions prior to our arrival, please contact me via email or cell phone. You have contact information for me in the visit memo and below. I am anxious to assist in any way that will increase the ease of work completion and productivity of the visit.

Bob Palmatier, Ph.D.
Retired former Academic Dean and Campus President
Bobpalm203@gmail.com
(205) 296-4547 = cell phone

Following is a list of topics/areas I'd like to visit about when we connect for a pre-visit call. Please feel free to add things to the list and bring them up when we talk. Thanks.

1. Any students from the campus currently enrolled in any online courses? If yes, will need more info

2. Any students currently registered for independent/directed study? How many independent study cases in TERM? Will need to see some files.

3. Also files with info documenting the rationale for granting transfer credit, credit for "previous experience," credit "by examination" or "advanced placement," etc. How many for 2012?

4. For any programs with required extemship/internships we'll need info for current term for each program. You probably have a document with this info.
   - Header= #/title (e.g. MA285, XR297, etc) and name of instructor/coordinator
   - then list each student followed by site info (name&address of site, name&phone # of site supervisor)
   - team's specialists will probably want to visit a site for each program sometime first day of visit

5. Not included on ACICS list of documents to be in team work room but will need documentation for
   - campus/prog advisory committee/board meetings; i.e., agendas, minutes, listing of attendees, etc.
   - use of community resources for all programs; i.e. guest speakers, field trips, career fairs, etc

   (e.g; date, names of speakers/places visited, sign-in sheet for students participating, rationale, etc)

6. Is CEP you'll send the "most recent" – i.e., for/covering the term of the visit?
   - If not, will need to send most recent to CHAIR

7. Need info on current fiscal year's non-personnel library budget
   - total budget, amount spent to date, amount spent to date for general categories such as books, periodicals, online access, etc.

8. Need data identifying the number of "2nd year"students for the associate degree programs
   - just the "number" -- based on your definition of 2nd year, maybe 30+ credits? or whatever
   - Need same as for "3rd & 4th year" students for bachelor's progs, you decide what's "3rd & 4th year"

9. Will ask you to prepare a folder to be in the team room for each team member that includes:
   - hard copy of catalog and any addenda, supplements, etc.
   - organization chart for the campus
   - a listing of names on org chart with room # of office and phone number for each person
   - a list of the names of individuals assigned direct administrative oversight for each program
   - sheet from your IT guru identifying steps for team to access internet from workroom
   - anything else you feel would help team members

10. Schedule a time (30-45 minutes) for a general faculty meeting on first day of visit
    - you and instructors decide the best time; i.e., time that will get the "most" instructors to attend
    - try to get some instructors from all "periods" (i.e.; Day & Evening)

11. Talk about team workroom set np – will need a relatively large space
    - work space for 10 team members, internet access, power strips, etc.

Shared courtesy of Dr. Tom Duff

- at least two computer work stations – computer with Word and each connected to a printer

12. Talk about opening session/introductions when we arrive at about 9 am on the first day

Hello, again, Columbia College visit team.

The purpose of this email and the attachments is to try to ensure that everyone is aware of assignments and generally informed about "things" for our upcoming visit to Columbia College, Mon-Wed, next week. Yes, I know, it's "too long," blah, blah -- but read on.

The first two attachments here (*Page2.From.School.1.10 & Prog StartDateGradDates.1.10*), provide information and data related to the programs we'll be reviewing at the campus. Perliter's Visit Memo identified the "areas" each team member will review and complete a report for. Following is a listing of our assignments using the program template number and title we'll be completing—and identifying the specific program titles for each of the program specialists.

1-3 Mission, Organization & Administration–Duff
4 Relations with Students–Michelle
5 Educational Activities–David
6 Facilities–Duff
7 Publications–Perliter
8 Library--Paul
9 Program Evaluations
- Business Administration (associate's)—Bill
- Computer Science (associate's)—Bill
- Cosmetology (certificate & associate's)—Rita (*in one report*)
- Culinary (associate's)—Paul
- Dental Lab Tech (certificate & associate's)—Ruthie (*in one report*)
- Massage Therapy (certificate)--Tracee
- Technical Business & English AND
  Teaching English for Early Childhood (associate's)—Imran (*in one report*)

12 English as a Second Language (certificate)—Imran (*special template "12"*)

We'll talk about things at our 6:30 pm meeting in the hotel on Sunday evening, but following are some things I learned from reviewing the materials and talking with the VP/academic dean:

- The ESL program with 289 of the total of 363 students, enrolls about 80% of the students
- As shown on the Page 2 table, the only other programs with more than 10 students are Business Administration with 25 and Massage Therapy with 15
- As expected for an ESL school, most of the students are international or U.S. citizens/residents born in foreign countries
- Most of the students are Asian and Hispanic/Latino; female/male ratio is about 54/46%
- The start dates and number of 2013 CAR grads for each program are shown on the table in the second attachment. Except for the 39 grads from Massage Therapy cert program, there are very few grads – so the number of placement calls should be manageable
- NOTE: There is no placement involved in ESL programs—whew! given the 127 grads
- Most of the offerings at the two campus additions are ESL courses, so Imran will probably need to go to both of those locations. There are a few Massage courses at Silver Spring, Tracee.
- All of the Cosmetology courses, equipment, labs, etc are at the Centreville location, so Rita will be hanging out there for a good bit of the time

- There is no use of independent study or internship/externship for any programs
- In addition to many ESL classes, there is at least one Business, Computer Science, and Massage class scheduled that the specialists can visit on Monday eve
- The class schedule we received lists class meetings by day/start times. I've asked the school to also do the schedule sorted by course designator/# and by faculty last name and to have those schedules for each team member—may help in sorting things out?
- A general faculty meeting is scheduled for 12:45 on Tuesday at the main campus.

You can check the first two attachments to find info/data related to the programs we'll be reviewing. There are some caveats related to the programs that we'll talk about at our pre-visit meeting. Placement calls will be based on # of grads reported for the 2013 CAR.

As you have probably noticed, there are three "more" files attached—OMG, huh?? The third file—*General.Info.for.Team.Mbrs*—is a document with information intended to help us as we do our review. I've also attached the files with the two report writing guides to be followed when preparing narrative comments on reports. If you don't already have a printed copy of these, you should probably print one to use while preparing your report(s) next week.

As mentioned previously, I'll also be sending each of you an email with the "customized" template(s) you are to use for completing your report section(s) for the Columbia College visit, hopefully by noon today. As you'll see, deleting the questions/items not applicable for the programs offered here removes a good bit of the content of the Section 9 Program Evaluation forms. The tweaks are much less for the other Sections—4, 5 & 8. Please keep the file names as they are—this will help yours truly and Perliter to keep things organized more easily. Thanks.

I'm likely missing some things here, but nothing we can't cover/handle when we get together at 6:30 pm in the hotel lobby on Sunday evening for our pre-visit meeting. As is always true, please review the materials from the school and be ready to share observations and/or ask questions related to the visit during our meeting.

I "think" everyone has sent info re your travel plans—Thanks. I'm scheduled to arrive at DCA from Minneapolis on Delta flight #1764 about 1:45 on Sunday and would gladly try to connect with anyone else arriving within about a half hour of that time to catch a cab to the hotel. Just let me know if your arrival time is near mine, and you want to try to connect.

Thanks much for putting up with all the "words"; hopefully, the communications will have everyone better prepared for things once we get to the campus.

Please email or call if you have any questions about any of the above or anything in the attachments.

Tom Duff
218.349.5986

Dear ACICS Team Members: Tonya, Al, Bill, Jared, Georgia, Kim & Claudia:

Just a note to let you know that I am looking forward to working with you on the ACICS re-evaluation visit at the ABC Institute of Business & Medical Careers, in Billings, Montana, scheduled for Monday—Tuesday, October 17-18, 2011.

You should receive a CD-rom or flash drive of the Self-Study, Update Report, and catalog between now and Friday, October 7, 2011.

Claudia is doing great job, as usual, keeping us informed regarding the visit.
We have scheduled the team meeting for 6:00 P.M. on Sunday evening in the hotel lobby.

Upon receipt of the materials, I will forward you a copy of our introductory letter to Mr. Randall, campus director.

Here is the gweb site:

http://www.ibmc.edu/Cheyenne_Wyoming.asp

I look forward to seeing you again on Sunday evening, October 16; at the Springhill Suites in Cheyenne to be followed by dinner.
Some of us will meet up with Claudia in Denver and then to Cheyenne.

Please acknowledge your scheduled arrival times.

Ed Krissler

Good afternoon!
I hope everyone is having a good week and preparing for our trip to Morrow, Georgia! Last Thursday, you should have received an email from Remmy Idaewor at Pacific Institute of Technology with the visit materials. If you did not receive this, please let me know. If you did receive it but have noticed a few issues, I would appreciate you sharing this with me as well. I will be speaking with him tomorrow in preparation for our visit.

If you encounter any issue while traveling, please do not hesitate to contact me via phone call, text, or email. As a reminder, we will have our team meeting at 6:30pm on Tuesday evening in the hotel lobby. Don't forget to download the most recent Evaluation Report Template and bring a hard copy with you as well. I'll also be forwarding an email sent out last month regarding guidelines for our report writing.

Safe travels and please let me know of any questions!

Wyman Dickey
wdickey@fortiscollege.edu
(b)(6) cell

Hello from Minnesota!

Thanks much for your willingness to share your time and expertise while we conduct the visit to the Anamarc College East Campus in El Paso, Mon & Tues, Sept 17 & 18. Everyone at the campus and ACICS appreciates your contribution to this important part of the accreditation process.

A special thanks to Melonie (*coordinator*) for pulling the team together, taking care of the logistics for the visit, and communicating all the info to us in such a timely way. (*if it's "timely" – which isn't always the case??*)

At this point it's important that you please take a minute ASAP to zip back an email reply to me and Melonie confirming that you've received the Visit Memo from her and planning to come to El Paso to do the visit on Sept 17 & 18. Also, If you have questions about reviewing the area(s) and preparing the report for the section(s) identified in the visit memo Melonie sent, please let us know that in your email reply.

In addition to Melonie, I know and have worked with Melba before. However, Tenishia, Titi, and Shannon, I don't "think" I've worked with you previously; but notice I've hedged that with a "think" cuz I've done lots of visits the past few years … and senility is setting in. I'll probably send a quick email to the three of you briefly sharing some of my background info and requesting you reciprocate in a brief reply.

.I'll be communicating with all of you again with more specific info about things prior to the visit dates. I'll try to wait to do that until after we receive the materials from the school and I've had a chance to have a phone chat with the campus CEO. You should get my next email sometime during the week before the start of the visit, hut it always depends on how things roll out that week before the visit.

There are a couple of things that may be helpful for you to know in case I don't get a communication out until a few days after we get the school materials. First, I'll be sure there is a hardcopy of the current school catalog available for each of us in the team workroom onsite when we arrive. I mention this so you can decide what, if anything, you want to print from the catalog file prior to the visit. Second, I'll be working with the school CEO to get the final report "page 2" program summary table as well as some other program data/info completed so I can get that to you prior to the visit, but it may not be available until our pre-visit meeting. This will provide you with data such as the current enrollment numbers, retention and placement rates for the past two years, and number of graduates for the past two years for each program.

(The following is a "Duff" procedure; most chairs don't do this)
I'll also be sending you the template(s) I want you to use to complete your report(s) during the visit. The revised templates (VER Sept 1, 2012) are available in the "Evaluator" section on the ACICS website. You can certainly go there and download a template for your section(s) if you wish to look at it before I send what I want you to use. However, I'll be sending each of you templates "customized" to the level of visit/program we'll be doing – which should make things easier for you, and I "know" it will make it easier for me as I pull the various sections together for the final report after we leave campus. As I've told others, I apologize (*just a bit though!*) for being "anal" about this. However, I definitely want you to use the template(s) I'll send you prior to the visit.

OK, enough for now--probably "more than you wanted to know," in fact, right? As noted, I'll be back with another communication prior to our connecting in El Paso for the pre-visit meeting and the visit itself. I look forward to getting your reply confirming your participation in the visit.

If you have any questions about anything included above or related to the visit generally that you think I can help with, please let me know via email or a call .... or check in with Melonie to get the "real scoop.".

Tom Duff
ACICS Visit Chair
218.349.5986

ABC
BILLINGS, MT

ACICS PEER REVIEW
PRE-VISIT MEETING AGENDA

October 16, 2014----------6:00 PM

Introduction of each team member and team assignments academic/experiential background, ACICS experience. Purpose of this visit—Reevaluation.
Review institution's application, Update Report, and TEAM ASSIGNMENTS:

A. **Dr. Al Morrow: Relations with Students**
B. Ms. Tanya Cummings: Educational Activities & Library Specialist
C. Ms. Sandra Wright: Medical Assisting/Billing & Coding Specialist
D. Mr. Jared Chrudimsky: Massage Specialist
E. Dr. William McPherson: Administrative Assistant Specialist
F. Ms. Kim Mears: Pharmacy Tech/Paralegal Specialist
G Ms. Sarah Giannakopoulos: Publications & Liaison to ACICS office

- ACICS *Criteria* and Procedures (version or latest version):
- Make sure you have the latest version of the Templates
- Utilize the Report Writing Guidelines
- All written responses must be stated in complete sentences
- Recommendations will be relocated to the end of the report; they will not go to the Council, only to the institution.
- Please observe that all areas of noncompliance (any NO's) must be reported to the chair and ACICS staff representative to be shared with the institution's campus director. The institution will be provided with reasonable time to respond to the team's concerns before it is classified as an area of noncompliance in the team report.
- All extern visits and placement calls should be conducted during the first day of the visit.
    1. Please refer to Writing guidelines **2013** for (3 questions): How many calls were attempted?
    2. How many calls were successful?
    3. Of the successful calls, how many employers affirmed that the grad was employed?
- Confirm "not available for placement" Continuing Ed & Health Related?

If responses for questions 2 and 3 don't coincide, this is an area of noncompliance

Questions or comments

Day 1: **OCTOBER 17, 2014** Agenda
DEPARTURE FROM HOTEL TO CAMPUS AT 8:40AM

1. Tour of the facilities
2. Team meeting with the institution: introductions of both parties; brief comments of our role at the institution.
3. Lunch menu before anyone leaves the team room.
4. Individual responsibilities
5. Faculty meeting at **12:00 PM**
6. Second team meeting at lunch time—12:30 PM--potential areas of noncompliance
7. Continue with individual work; Chair and ACICS Staff will inform the institution of the areas of concern
8. Third team meeting at approximately 4:00 PM Check status of work progress and potential areas of noncompliance
9. Second faculty meeting at **5:00 PM**
10. Between 5:00 PM and 5:30 P.M. the Chair and .the ACICS Staff will meet with the institution
11. Evening Session: visit classroom speak with faculty and students
12. Approximately 6:30 PM the team will depart from the institution to the restaurant. Team concerns will be discussed during dinner. Remind team about checking out and bringing luggage.

Day 2: **OCTOBER 18, 2014** Agenda
DEPARTURE FROM HOTEL TO CAMPUS AT 8:30 A.M.

1. Brief team meeting before the meeting with the institution
2. REQUEST INFORMATION PENDING
3. Lunch menu before you leave the team room.
4. Individual responsibilities: WRITING THE REPORT-- Utilize Report Writing Guidelines **2013** and remember to write in complete sentences: "The student/teacher ratio is 12:1."
5. Remember the people you write about all have titles: Mr. Dr. Ms. Rev. Chef…..That's it.
6. Remind new evaluators to check in the Box.
7. DETERMINE THE TIME TO BEGIN THE READ THROUGH PROCESS
8. Second Team meeting at lunch time: READ THROUGH or later
9. Determine the time of the Exit Interview with the institution.
10. First time evaluators--*Expense* reimbursement procedures via Concur—**Sarah**
11. Everybody should evaluate everybody. Sarah is required to evaluate each of us.
12. Exit Interview and depart from institution to airport or hotel

13. Online follow-up evaluations for campus include fellow evaluators as question #6.

ACICS Team Chair Training

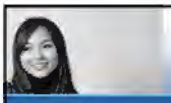
November 15, 2013

Introductions:

Ms. Perliter Walters-Gilliam
Senior Manager, Quality Enhancement

Mr. Edgar Krissler
ACICS Team Chair

Participant introductions



INTRODUCTION

What are your impressions of the chair role?

Training Objectives

- Gain an understanding of the chair's role
- Understand the scope of the chair's responsibilities
- Learn how to evaluate/review the campus effectiveness plan

Understanding the Role

What do you think are the PRIMARY functions of the evaluation team?

To verify information in the institution's self-study.

To report all facts observed during the visit as to how the institution is accomplishing its stated mission, or failing to do so, in compliance with the criteria.

Understanding the Role

What do you think is the PRIMARY role of the team chair?

Ensure team members conduct visit activities in compliance with Council expectations.

Skills & Knowledge

Qualitative Skills

1. Facilitation and engagement
2. Strong leadership skills
3. Communication
4. Organizational skills
5. Interpersonal skills

Knowledge

1. Criteria
2. Institutional Effectiveness & Management
3. Peer review process

The Chair's Responsibilities

Role of Team Chair

- Leader
  - Manage team on-site
  - Set example of fair and unbiased decision making
  - Work with ACICS staff coordinator
- Facilitator
  - Delegate tasks
  - Set deadlines
  - Enable discussions

Leading the Team

- Relationship with Team
  - Contact prior to visit
  - Set goals early and often
  - Foster team unity through a collective goal and collaborative attitude
  - Keep team focused and on task

CORE Elements of Facilitation

- ❑ Contact campus director prior to visit
- ❑ Explain purpose of visit in introductions
- ❑ Set a collaborative tone during discussions
- ❑ Communicate clearly and set realistic deadlines
- ❑ Use Criteria and coordinator as a resource during discussions

Responsibilities: Before the Visit

Communication with the Institution

- Required : email and follow up phone call
- Dialogue should be with on-site administrator – not corporate representative
- Establish professional rapport

Responsibilities: Before the Visit

Communication with the team

- Discuss / confirm with ACICS staff each team member's report assignment – all active programs must have an assigned evaluator
- Team email (after team memo or one week before visit)
- Confirm pre-visit team meeting time/location

Responsibilities: Before the Visit

The Pre-Visit Meeting

- **Required** – irrespective of team members' experience.
- Introduction of team members
- Follow outline (provided by Ed)
- Explain purpose of the visit and review institution's application, update report
- Review visit schedule and discuss any areas of concern
- Reiterate ACICS visit expectations (professionalism, attire, etc.)
- Discuss format and structure of opening session
- Defer to ACICS staff for any updates (ASK them)

Responsibilities: During the Visit

First Day of Visit

- Tour campus facilities
- Lead opening meeting with campus leadership
  - Conduct Introductions
    - School administration and full team
  - Describe purpose of visit
  - Provide brief outline of schedule
  - Describe visit structure including exit interview
  - Ask questions based on self-study (prepared during pre-visit meeting)
  - Invite campus director to briefly orient team to institutional mission, student demographics, etc

Responsibilities: During the Visit

First Day of Visit (continued)

- Begin evaluation
  - Assess room materials
  - Make requests for files, additional documentation, etc.
  - Conduct interview with leadership (generally mid-morning)
  - Review files / documentation / room materials
- Establish schedule for team (lunch meeting, mid-afternoon briefing, etc.)
- Lead discussion of findings with team
- Review areas of concern with campus administrator
- Begin report completion

Responsibilities: During the Visit

Second/Third Day of Visit

- Substantiate findings
- Lead discussion with team
- Assist as needed
- Lead read-through
- Review areas of non-compliance with school director and ACICS staff
- Obtain copy of completed report section(s) on flash drives as well as hard copy
- Conduct exit interview

Responsibilities: During the Visit

Throughout the Visit

- Maintain communication with school director
- Advise school director (with ACICS staff) of areas of concern and areas of non-compliance
- Seek assurance from school director that areas of non-compliance are clearly understood
- Provide an opportunity for the institution to resolve areas of concern – when appropriate*
- Check with team members through periodic team update briefings
- Discuss format for read-through with team
- Guide team discussions to address ACICS standards

Responsibilities: During the Visit

Read-Through

- Begin by iterating the value of the read-through and the need for everyone's undivided attention
- Get a HARD COPY of each section of the report
- Ask each team member to read the narration sections of their report
- Ask for clarification, as needed, before finalizing each evaluator's report section
- Assist ACICS staff with ensuring all questions on report have been answered thoroughly
- Assist ACICS staff in determining accuracy of areas of non-compliance and if citation contains sufficient detail
- Debrief institution **following** the read-through and **BEFORE** the exit conference!

Responsibilities: During the Visit

Exit Conference

- Thank the school staff for their cooperation
- Optional – positive remarks
- Remind school staff of the exit conference format – no discussion or debate
- Read summary of citation(s)/Congratulate for no citations
- Request ACICS staff to brief school on procedures and processes that follow

Interview with Campus Leadership

- Schedule the interview so that (s)he can make themselves available and be prepared.
- Should include ONLY the on-site administrator (corporate representatives are not welcome)
- Should focus on
  - Self-study narrative
  - Overall administration and organization
  - Campus Effectiveness Plan

Evaluating the Campus Effectiveness Plan (CEP)

Review should begin BEFORE the visit

Focus on alignment with Sections 3-1-111 – 3-1-113 of the Accreditation Criteria.

Discussion with CEP coordinator (usually campus director)

Generally not "fixable" onsite

Evaluating the Campus Effectiveness Plan (CEP)

Required elements – minimum expectations of the plan

- Retention rate
- Placement rate – at the campus and program levels
- Level of Employer Satisfaction
- Level of Graduate Satisfaction
- Student Learning Outcomes

Evaluation of the elements

- Data collection – methodology, rationale
- Summary and Analysis of data
- How is the data going to be used

Evaluating the Campus Effectiveness Plan (CEP)

Review of backup documentation

- Surveys – graduates (must have actually graduated) and employers
- Retention & Placement data – usually from CAR
- Student Learning Outcomes – as appropriate

Implementation and monitoring

- Progress reports
- CEP meeting minutes

Annual review

- Evidence of annual review

Evaluating the CEP – Pre-Training Assignment Review

- What did you think overall of the CEP?
- Were the five required elements appropriately evaluated?
- Did the institution have baseline data for each of the elements?
- What about goals?
- Let's look at the Student Learning Outcomes (SLO)

Solving Problems

Potential problems

- Travel issues – weather, delays, security threats
- Scheduling sufficient time for institution to resolve areas of non-compliance
- Tense relationship with school
- Tense relationship amongst team members
- Personality conflicts
- More……..

Solving Problems

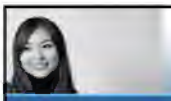
The campus director is adamant about not receiving a particular citation. They argue and insist that the team is wrong and they should not be cited.

What would you do?

Solving Problems

A member of the team has become disgruntled after a discussion involving an area of concern. The team member does not resume their tasks and hinders the rest of the group because of his/her interruptions.

What would you do?



Solving Problems

The ACICS staff member appears to have an agenda and wants to cite the school for an issue that as been deemed by the team as corrected.

What would you do?

Task Completion

- Determine level of task completion
  - Ask individual members and everyone collectively at specific points
  - Gauge progress
- Help team members finish their work as needed
  - Set example by helping
  - Delegate help

Remember your role:
Everyone has a role to play – try to maintain focus on your role as chair

AREAS OF CONCERN

- Become citations if not addressed during visit.
- Should be shared with institution **TOGETHER WITH** ACICS staff coordinator
- Necessitate the request and review of additional information.
- Are based on compliance with the *Accreditation Criteria*, not with individual expectations of compliance.

Are these Areas of Concern?

Faculty members shared that they only get paid $250 per course.

NO

Faculty development plans have the same activities listed for all faculty members.

YES

There are no staff evaluations on file.

YES

The CEP mentioned a student learning outcome that is not being used.

Maybe☺

AREAS OF NON-COMPLIANCE

- Are based on conflict with the *Accreditation Criteria*
- Must be thoroughly detailed in the report
- Must clearly identify the lack of compliance with the *Accreditation Criteria*
- Should only be communicated to the institution by the team chair and staff coordinator.
- Must provide information on how the institution can come into compliance with the standard
- Must be written in the following format:

  (Section x-x-xxx): Statement of non-compliance. Details on violation of standard based on observations, document review, and interviews. [Details on corrective measure that must be taken.]

Responsibilities: After the Visit

Post-visit

- Keep a copy of the self-study materials and catalog
- Format and edit report per ACICS standards
- Email final report to ACICS (visitreports@acics.org) and staff
- Maintain a copy of the report through Council
- Complete reimbursements within 60 days of visit
  - Chair honorarium = $350/visit day
- Complete visit evaluation survey
- Always direct any institutional requests to ACICS and inform ACICS staff of contact

Chair Report Sections

- Cover page, Program Information, and Introduction
- Section 1: Mission
  - Campus/Institutional Effectiveness Plan
- Section 2: Organization
  - Effective and Efficient Administration
  - Organizational integrity
- Section 3: Administration
  - Training of employees
- Section 6: Facilities

The Visit Report

Audience:

- Institution's administration
- ACICS staff
- Intermediate Review Committee (IRC)
- Commissioners
- U.S. Department of Education

The Visit Report

- Answer all questions
- When answer is "no" indicating non-compliance…
  - Begin with citation section
  - Write in present tense
  - Write in third person
  - Write concisely but provide sufficient details
  - Write for the reader who is not on the visit

EXAMPLE

A program specialist determined that, through interviews and/or surveys with students, many are not pleased with the instructional equipment offered in their program. There are complaints of the equipment being broken and/or outdated.

What would you, as the chair, recommend?

- Discuss with other program specialists and see if their students reported the same issue.
- Ask the specialist to observe equipment to determine if the equipment is sufficient for the program's outcomes.

What factors could contribute to this area of non-compliance?

- Insufficient equipment
- Deficient equipment
- Lack of evidence of repairs
- Need for additional equipment to complete the program objectives

Example

The citation write-up:

(Section 3-1-531(a)): Instructional equipment is not sufficient for the program. Through interviews with students, student questionnaire responses and observation of laboratory equipment, the program does not have sufficient instruction equipment to complete the program objectives. Specifically, there was no "Wireless Network" hardware available for students such as wireless access points, routers, and interface network cards. The objectives of the program state that students will receive training in order to seek CompTIA A+, Net+, Linux+, Security+, Convergence+, MCITP, and Cisco CCNA certifications. These certifications have strong wireless components, therefore, students need hands on administrative access to wireless networking devices.

(Section 3-1-601): The instructional equipment is not appropriate and does not satisfactorily contribute to the overall curriculum objectives and stated mission. The current software utilized across all programs, MS Office 2003, is insufficient and there is inconsistency between the catalog, the marketing and the institution's self-study wherein "state of the art" technology is promoted but not in actual use. The evidence presented itself in course WP 100, Basics of Word Processing, is required in all programs.

Providing Narrative Responses

Q. 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Mr. Denis Peic, president, is responsible for implementation and monitoring of the IEP at AUBiH. He holds a bachelor's degree in Applied Arts and Sciences from Rochester Institute of Technology. He has been the individual most directly and actively involved in leading and managing the development of the institution since its start.

The president works with an institutional effectiveness committee to develop, update, and monitor the IEP. The committee is composed of the president, vice-president for international and government relations, senior administrative registrar, director of finance, director of human resources, general secretary, director of the institute for research and development, academic coordinator, and the IT service. The director of institute for research and development is the individual primarily responsible for managing the review process and making changes in the content of the IEP.

Providing Narrative Responses

Q. 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Mr. Pricc is responsible for the financial oversight of the campus. As stated in the previous section, he holds a bachelor's degree in Applied Arts and Sciences from Rochester Institute of Technology, which he completed while working and attending college in the U.S. for about 14 years. Mr. Pricc founded AUBiH in late 2005 after returning to his home city, Tuzla, Bosnia and Herzegovina.

Q. 3.03 Who is the on-site administrator, and what are this person's qualifications?

As noted previously, Mr. Denis Pricc is the president and chief executive officer of the institution. He holds a bachelor's degree in Applied Arts and Sciences from Rochester Institute of Technology and founded AUBiH in late 2005 after returning to his home city, Tuzla. He has been the individual most directly and actively involved in leading and managing the development of the institution since its start.

CITATION vs. RECOMMENDATION

CITATION:

- Is a documented area of **NON-COMPLIANCE** with the *Accreditation Criteria*
- Requires the institution to make a change

RECOMMENDATION:

- Is an area of **IMPROVEMENT**
- Is offered as "extra" and the institution can choose not to make the change

CHAIR MENTORING PROGRAM

- Pairing of newly trained chairs with chosen seasoned chairs
- Facilitated by chosen staff coordinators
- Require a two-visit commitment (entire week)
- Evaluation conducted on performance
- Final step in chair assumption process

TRAINING WRAP UP

- Short IRC Observation Discussion
- Final Impressions/Questions

In their Own Words

Do not think of yourself as an all-knowing leader. You are part of a team that is preparing a report that can determine a campus's future and next steps.

Everyone on that team has expertise that will aid that campus; it is your job to make sure that the expertise is channeled into the best possible report at that institution.

The more preparation I could do before the visit, the better the visit went. A thorough review of the CEP before the visit, paired with my interviews with appropriate campus staff, allowed me to be more "available" to team members.

In their Own Words

Thoroughly check even the most experience evaluators work for even the best make mistakes.

Things have changed: the way teams function, the role of the chair/coordinator, the evaluator templates, writing guidelines, criteria and more. Those that have been around for a while are sometimes less reluctant to respond to the changes and it can create some angst for a new chair. If you (as a new chair) take what you have learned in training and couple it with what you "hear" from others (filtered first) you will succeed.

Be CONFIDENT and take the advice of more seasoned chairs and evaluators with grains of salt

In their Own Words

How much time you spend before a visit and after editing. It's a lot of work but worth it.

Edit the report as a "voice" of the institution not the individual evaluators - no matter how experienced they are.

Ask for feed back - your learning curve will be much quicker and more effective.

ACICS

Accreditation & Institutional Dev Department

CHAIR OBSERVATION EVALUATION

NEW CHAIR INFORMATION

Name: _____

Institution _____ Visit Type _____

Visit Date: _____

Observation Staff: _____

COMPETENCY ASSESSMENT

	(5) = Exceptional	(4) = Exceeds Requirements	(3) = Meets Requirements	(2) = Gets By	(1) = Needs Work
Leadership					
Found realistic solutions to team concerns	☐	☐	☐	☐	☐
Acted decisively; met problems head-on	☐	☐	☐	☐	☐
Provided necessary resources to the team	☐	☐	☐	☐	☐
Communication					
Communicated effectively and clearly with the institution, before and during the visit	☐	☐	☐	☐	☐
Interacted professionally and appropriately with the team	☐	☐	☐	☐	☐
Collaborated with staff throughout the process	☐	☐	☐	☐	☐
Prepared the report with minimal issues	☐	☐	☐	☐	☐
Management					
Prioritized tasks	☐	☐	☐	☐	☐
Remained focused on role	☐	☐	☐	☐	☐
Responded quickly and well to problems	☐	☐	☐	☐	☐

NARRATIVE

General Observations:

Strengths:

Areas for Improvement:

TEN CHAIRING TIPS

1. Upon receipt of the Visit Memo, email ACICS coordinator for campus director's email address. If Visit Memo is late, contact ACICS coordinator. Memo should be received at least 2 weeks before visit. (Sometimes Visit Memo is directed via email to campus director; consequently, email address is available.)

2. Approximately two weeks before visit or upon receipt of materials, whichever comes first, e-mail the campus director the approved ACICS welcome letter & e-mail the team evaluators a welcome message confirming pre-visit team meeting and asking for their arrival times. (Personalize)

3. Very Next Day telephone the campus director as promised in the ACICS letter.

   TELEPHONE CALL TO CAMPUS DIRECTOR

   Welcome & exchange pleasantries

   Request anything missing in materials and request they be forwarded to entire team. If limited time remaining until visit, ask to have missing materials delivered to the team hotel no later than 3:00 p.m. the day before the visit or electronically sent or both.

   Entire team needs Self-Study & Update Report,
   Program specialists need academic credit analysis,
   Chair needs enrollment by programs and CEP update.

   Ask if update report reflects the enrollment expected on the visit. ***(Very Important)***

   Review the team room---request unencumbered power outlets for each team member, at least one computer, & printer with Microsoft Word installed and operable. Internet access in team room if possible, but not required.

   Review arrival protocol: Team will proceed to team room to drop off their stuff, and then be provided a brief tour of the facility followed by the entrance interview or visa versa (If big team, the team should be split in two for the tour.) Inform campus director, he/she may want director of education and key staff to participate in entrance interview.

   If needed, request externship visitations be planned first day nearby campus, evening faculty come in a little early if they can, & transcripts by program of students in their final term. Most recent ***two CAR's & backup data and placement data by program for program specialists to verify via phone calls.*** *(Not all allied health evaluators incorporate externship visits into their evaluations.) Independent Study contracts and community resources documentation should be in team room.*

   Inform campus director that you will e-mail confirmation of receipt of materials and should you need anything, you will request at that time. Thank director, and emphasize that these items will make the visit less stressful for the institution's staff.

4. Prepare pre-visit meeting agenda. Most important item is to review with each evaluator his/her assignments. (See model agenda.) (Bring hard copy(s) to meeting.)

Shared courtesy of Mr. Ed Krissler

5. Double check number of evaluators and number of vehicles & drivers (New coordinators may not account for luggage.) Be sure vehicles are large enough to include luggage & evaluators after Exit Interview to the airport. If seasoned coordinator, this is unnecessary.)

6. Pre-visit team meeting—Review all items on agenda. If new evaluators, provide them a copy of agenda after meeting. Otherwise, just use agenda as a reference. Most important, be sure you have reviewed assignments and emphasize how many reports each program specialist is to evaluate. This is done in conjunction with the ACICS coordinator. (The fewer reports, the better for everybody.)

7. Before departing for campus, count the evaluators in all vehicles.
(Be sure not to leave anybody at the hotel.) Have directions from hotel to institution prepared as backup to GPS. On final day of visit, be sure everybody has checked out of hotel and has baggage with them—some evaluators mistakenly check their luggage at hotel.)

8. After entrance interview, do not permit evaluators to leave the team room until lunch menu is completed. Schedule team meeting during lunch to review morning findings. Monitor evaluators who do not leave team room. If an evaluator tends to stay in the room, have a little talk. (We do not need to visit the campus if we do not leave the team room.)

   At lunch, review findings so far. Stress the negative answers and insist that evaluators make placement calls before 4:00 p.m. on first day of the visit. If new evaluators or evaluators who have not been on a visit for a long time, and those who cannot communicate in English; pay extra attention to their findings. You do not want negative responses without prior knowledge during the read-through. You also do want questions unanswered or the wrong questions answered. Assist team as much as possible.

9. Read-through—Pay particular attention to appropriate questions for degree level sections 5, 8, & 9. Allow time after the read-through to get electronic version of reports on your flash drive. *(Most coordinators now do this for the chair. ---It's a beautiful thing!)* Be sure to backup to your hard drive and e-mail to yourself before traveling. In the team room, emphasize team and institution evaluations are on-line and should be completed at time of forwarding expenses. During Exit Interview, be sure to thank team if you have not already done so.

10. If new evaluators are on team, coordinate business portal training with ACICS coordinator before Exit Interview.

Additional Location (Formerly Branch Inclusion)—Sometimes institutions do not send a Self-Study, just an update report because the Self-Study is called an Additional Location Application. Pay attention or you will be without a Self-Study.

Shared courtesy of Mr. Ed Krissler

ACCREDITATION CRITERIA

Policies, Procedures, and Standards

Effective April 14, 2014

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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Accreditation Criteria
Policies, Procedures, and Standards

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Criteria Revisions on page 133

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Introduction

The Accrediting Council for Independent Colleges and Schools ("ACICS" or "Council") supports the concept that periodic evaluation entered into voluntarily by institutions and their peers enhances the quality of the educational process and demonstrates that self regulation of a profession is superior to outside regulation. This has been the philosophy of ACICS since 1912 when the first association of business schools was formed.

ACICS is incorporated as a non-profit education organization in the Commonwealth of Virginia and maintains offices in the District of Columbia. It has been recognized by the U.S. Department of Education since 1956 as a national institutional accrediting body. The federal government, for purposes of distributing institutional and student financial funds, lists ACICS as an accrediting body on which it relies in determining the quality of education and training offered at institutions that ACICS accredits.

To help institutions and peer evaluators meet their responsibilities in conducting the process, ACICS developed and periodically has revised a set of policies, procedures, and standards governing the activity. Collectively, they comprise the Accreditation Criteria which, when complied with by institutions, results in the awarding of accreditation. This document incorporates all changes agreed to by the institutions since the last published edition, as well as organizational modifications.

Embodied in these criteria is the belief by ACICS that accredited institutions should at all times demonstrate a high standard of professional conduct involving educational practices and business ethics. Accreditation is not a regulatory process in the legal sense. The Council encourages not just conformity to standards but a continuous striving for excellence. Only those institutions that believe in this tenet should seek accreditation.

Title I General Policies

Chapter 1 An Overview of the Council

Introduction

Accreditation is an independent appraisal of an institution during which the institution's overall educational quality (including outcomes), professional status among similar institutions, financial stability, and operational ethics are self-evaluated and judged by peers. It is a voluntary activity separate and distinct from business licensing, authority to award educational credentials, and eligibility to administer student financial assistance.

1-1-100 – Bylaws

The Bylaws of the Accrediting Council for Independent Colleges and Schools ("ACICS" or "the Council") are an integral part of the *Accreditation Criteria* and are incorporated herein by reference. The Bylaws are contained in Appendix A.

1-1-200 – Recognition

ACICS is recognized by the U.S. Department of Education ("the Department") as a national institutional accrediting agency that is a reliable authority regarding the quality of education and training provided by the institutions that it accredits. Any proposed change in the policies, procedures, or accreditation criteria that might alter ACICS's scope of recognition or ACICS's compliance with the requirements for recognition by the Department will be submitted to the Department and other appropriate agencies.

The Department's recognition provisions include certain operational requirements. Accordingly, the Council adopts the following statements regarding ACICS and the manner in which it carries out its accreditation function:

(a) The Council grants accreditation for an established period of time, as described more fully in these criteria. Prior to the expiration of the grant of accreditation, each institution must seek a new grant of accreditation. The Council maintains complete and accurate records for each accredited institution that cover the current and the prior periods of accreditation.

(b) The Council conducts ongoing and comprehensive reviews of its accreditation criteria and its policies and procedures to ascertain their appropriateness and effectiveness. Proposed changes to the criteria or the Council's policies and procedures may be initiated by the Council or submitted by member institutions or other interested parties, and substantive proposed changes approved by the Council will be circulated to member institutions, appropriate governmental agencies, and other interested parties for comment. The Council will consider all comments before it adopts any final changes.

1-1-300 – Public Participation

Visitors to Council policy meetings will be seated as space permits. They should notify the President or the Chair of the Council in advance if they wish to address specific agenda items. Individuals may request that items be placed on the agenda by writing to the President at least 45 days before each meeting.

Title I General Policies

Chapter 2 Eligibility Criteria

Introduction

The Council fulfills an evaluative and accrediting function for a particular sector of postsecondary education. This function has been deemed appropriate by the U.S. Department of Education through the recognition of ACICS.

The mission of the Accrediting Council for Independent Colleges and Schools is to advance educational excellence at independent, nonpublic career schools, colleges, and organizations in the United States and abroad. This is achieved through a deliberate and thorough accreditation process of quality assurance and enhancement as well as ethical business and educational practices.

1-2-100 – Minimum Eligibility Requirements

To be eligible for consideration for accreditation, an institution or entity must satisfy the following minimum requirements.

(a) It shall be either an institution of postsecondary education (as herein defined) primarily offering certificates or diplomas and postsecondary institutions offering associate's, bachelor's, or master's degrees in programs designed to educate students for professional, technical, or occupational careers; or a noninstitutional entity offering professional enhancement education.

An institution is presumed to be an institution of postsecondary education if it (1) enrolls a majority of its students in one or more programs, the content of which is on a postsecondary academic level and which leads to a postsecondary academic credential (such as a certificate, diploma, or degree) or an occupational objective; (2) enrolls students who possess a high school diploma or its equivalent, or who are beyond the age of compulsory school attendance and demonstrate through valid assessment an ability to benefit from the educational experience; and (3) offers at least one program which is a minimum of 300 clock hours in length.

A noninstitutional entity must enroll a majority of its students in one or more programs, the content of which is on the postsecondary level or at a level which prepares the student for immediate enrollment into a postsecondary program. A noninstitutional entity is ineligible to participate in federal student aid programs or to award degrees.

(b) It shall be legally organized; licensed by (1) the appropriate state education agency for postsecondary institutions or (2) the appropriate state agency for authorizing the conduct of business in that state for noninstitutional entities; and have offered its educational services to the general public for at least two years immediately prior to consideration of the application by ACICS.

(c) Its mission shall be to offer educational programs which help students develop skills and competencies to enhance their careers.

(d) Its residential enrollment and enrollment in each program shall be sufficient both to support course work and learning experiences that, separately or in combination, constitute measurable and defined educational programs, and to enable ACICS to assess the educational effectiveness of those programs. Institutions that are considered distance education institutions may be considered on a case-by-case basis provided they require a residential component.

(e) It shall have a sufficient number of graduates from a majority of its programs to enable ACICS to assess the educational effectiveness of those programs. Programs offered at any credential level from which there are no graduates will be reviewed in accordance with Section 2-2-502.

(f) It shall be in compliance with all applicable laws and regulations.

(g) It shall be organized as a corporation, as a limited partnership with a corporate general partner, or as a limited liability company.

(h) Its evaluation for accreditation shall be authorized by the chief executive officer.

(i) Its owners or managers shall not have been debarred by ACICS (See Section 2-3-1000).

Title I General Policies

Chapter 3 Classification of Campuses and Institutions

Introduction

ACICS is an institutional accrediting body that accredits entire institutions. It does not separately accredit individual campuses or programs. All approved locations and programs are included within the institution's grant of accreditation. Therefore, all campuses must meet the standards established by the Council and must be evaluated accordingly. The specific method by which compliance with these standards is evaluated and accreditation is conferred depends upon the classification of campuses and the institutions they comprise.

1-3-100 – Classification of Campuses

The Council classifies campus activities into two categories: main and additional location.

1-3-101. ***Main.*** A main campus is the primary location of an institution to be accredited by ACICS. This campus is expected to meet fully all applicable standards set forth in the *Accreditation Criteria*.

1-3-102. ***Additional Location.*** An additional location is any location of an 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.

Full disclosure must be made in the catalogs of the main campus and/or additional locations as to the credentials and programs offered at each location. An additional location may publish its own catalog.

1-3-103. ***Campus Addition.*** A campus addition is a location where educational activities are conducted apart from a main or additional location that does not, on its own, qualify as an additional location.

1-3-200 – Classification of Institutions

1-3-200. ***Classification of Institutions.*** The Council classifies institutions into three categories: single campus, multiple campus, and distributed enterprise. Classification depends upon the number of locations included within the institution and the nature of administrative control over educational activities at the institution.

1-3-201. ***Single Campus Institution.*** A single campus institution is an institution that provides educational programs at one main campus. Accreditation is granted to the institution.

1-3-202. ***Multiple Campus Institution.*** A multiple campus institution is an institution that provides educational programs at one main campus and one or more additional locations. Compliance with the *Accreditation Criteria* of the main campus and its additional locations is reviewed separately. Accreditation is granted to the institution at the main campus, with the specific inclusion of each of the additional locations.

1-3-203. ***Centrally Controlled Institution.*** A centrally controlled institution is an institution that provides educational programs at multiple locations operating within the context of an administrative system. ***Implementation of***

this section of the Criteria and all references to Centrally Controlled Institution is not yet effective. The effective date will be announced as soon as it has been determined by the Council.

(a) The centrally controlled institution must include one main campus with additional locations and an academic administrative center. The institution must demonstrate its capacity to add and to successfully control educational activities at multiple locations.

(b) The academic administrative center is the primary location of a centralized academic administrative system by which educational activities at a centrally controlled institution are controlled. These educational activities include development and delivery of instructional programs, hiring and evaluation of faculty, establishment and maintenance of facilities, selection and purchasing of instructional equipment and library resources, provision of academic and student support systems and maintenance of financial stability. The physical address of an academic administrative center may be identical to or separate from that of a main campus. Some administrative activities not directly related to design and delivery of educational programs may be controlled at other locations affiliated with the academic administrative center.

(c) To be classified as a centrally controlled institution, an institution must have

  (i) been accredited for at least ten consecutive years; and

  (ii) a main campus and at least three additional locations that are currently accredited by ACICS and have been accredited by ACICS for at least the last four years.

(d) To be classified as a centrally controlled institution, an institution must provide satisfactory evidence of a well-established and highly centralized administrative system to ensure and enhance quality at all the campuses of the institution that includes:

  (i) Clearly identified academic control;

  (ii) Regular evaluation of the compliance of all the campuses with Council standards;

  (iii) Adequate faculty, facilities, resources, and academic and student support systems;

  (iv) Financial stability; and

  (v) Long-range planning, including planning for expansion.

Compliance of a centrally controlled institution with the Accreditation Criteria is evaluated by the Council at the system level and also subsequently at the individual campus level. Accreditation is granted to the institution, with the specific inclusion of the main campus and all additional locations.

Title II General Procedures

Chapter 1 Gaining and Maintaining Accreditation

Introduction

This chapter outlines the steps that institutions must follow and the procedures utilized by ACICS leading to and following the award of accreditation status. Accreditation is a deliberate and thorough process and is entered into for purposes of quality assessment and institutional enhancement. When an institution applies for and receives a grant of accreditation, it is committing itself to operate in accordance with the standards and policies established by the Council throughout the term of the grant.

Inasmuch as accreditation is given for a specified period of time not to exceed six years, ACICS uses the term "initial grant" to connote the first time an institution is accredited. The term "new grant" indicates a continuing status with ACICS after an institution has reapplied, has been reevaluated, and, in effect, has been reaccredited.

2-1-100 – Accreditation Workshop Requirements

The Council schedules accreditation workshops each year. Applicants for initial or new grants of accreditation are required to attend a workshop. During these workshops, Council representatives will consult with institutional representatives to help them understand and complete the process. Institutional representatives are required to attend an accreditation workshop within 18 months prior to the final submission of the self-study. For initial applicants, the chief on-site administrators of main campuses and all additional locations are required to attend. For currently accredited institutions, the chief on-site administrators or the self-study coordinators for single campus institutions and multiple campus institutions, and representatives of centrally controlled institutions are required to attend. Currently accredited centrally controlled institutions are responsible for providing workshop information to the chief on-site administrators and self-study coordinators of all main campuses and additional locations.

2-1-200 – Initial Accreditation

All communications concerning initiation of the accrediting process for an institution should be sent to the ACICS office. The accrediting process proceeds in distinct phases, each of which must be satisfactorily completed by the institution before the next can occur. Each phase must be authorized by the chief executive officer of the institution, who also can authorize voluntary withdrawal from the process at any time prior to final action by ACICS.

When considering whether to award an initial grant of accreditation to an institution, ACICS will take into consideration the actions of other recognized accrediting agencies that have denied accreditation to the institution, placed the institution on probationary status, or revoked the accreditation of the institution. If an institution's accreditation was withdrawn or denied previously by ACICS, its initial application will be considered only after at least two years have elapsed.

2-1-201. ***Preliminary Review.*** The institution must request in writing a preliminary review and receive a determination as to whether it is eligible to apply for accreditation as a single campus institution or a multiple campus institution. Such a preliminary review does not constitute an application.

To be eligible for accreditation, the institution must meet the eligibility criteria outlined in Title I, Chapter 2 and the definitions of campuses and institutional types outlined in Title I, Chapter 3. In addition, it must have graduated at

least one class at each credential level it offers. Programs offered at any credential level from which there are not graduates will be reviewed as required in Section 2-2-502.

2-1-202. ***Application.*** The institution, after receiving a favorable preliminary review, shall submit a formal application for accreditation on forms supplied by ACICS. By submitting an application for an initial grant of accreditation, the institution agrees to be bound by the standards contained herein, including the ACICS Bylaws contained in Appendix A.

The institution shall certify that the requirements covered in Title I, Chapter 2, "Eligibility Criteria" have been met. The application forms, eligibility certification, supporting documents required in the application form, and the nonrefundable application fee shall be submitted to ACICS.

Once an institution has been determined to be eligible for evaluation, filed a formal application, and remitted the application fee, the application is kept active for a period of one year.

2-1-203. ***Resource Visit.*** Following a determination by staff of the completeness of the application materials, a resource visit will be made to the institution, at the institution's expense, to determine if it is ready to begin the self-evaluation. ACICS, at its discretion, may waive a resource visit if that institution has maintained a satisfactory standing with another recognized accrediting agency. A report of the resource visit will be made available to the school and to ACICS and will be used for advisory purposes only.

Initial applicants must submit audited financial statements certified by an independent certified public accountant for the institution's most recent fiscal year before a resource visit will be scheduled.

2-1-204. ***Self-Evaluation.*** Self-evaluation is the most important part of the accreditation process, requiring full involvement by administration, staff, and faculty. The Council publishes separate guidelines and materials to help institutions with the process.

2-1-205. ***Scheduling the Evaluation Visit.*** Council staff will schedule dates for the visit or visits to evaluate compliance of an institution at all of its locations. It is the responsibility of the institution to agree to dates for the visit(s) when classes are in session, faculty is teaching, administrative staff is available, and other operations are functioning normally.

2-1-300 – New Grant of Accreditation

It is the responsibility of the institution to file an application and remit the appropriate fees for a new grant of accreditation by October 31st of the year prior to last year of the grant of accreditation. This also involves submission of the institution's self-study, with supporting documents. The accreditation previously granted to an institution expires automatically with the passage of time unless extended by an action taken by ACICS. An extension of the previous grant cannot exceed one year, and not more than one extension may be given except for extraordinary circumstances over which the institution has no control.

2-1-301. ***Application.*** The process of application for a new grant is the same as for initial accreditation except that institutions are not required to undergo another resource visit. Multiple campus institutions that are applying for new grants of accreditation will be required to submit a separate self-study for each additional location. Institutions classified as centrally controlled institutions may submit a consolidated self-study with an appropriate supplement for

each location. The Council will not consider an application for a new grant of accreditation unless all reports are current and all fees are paid. (See Sections 2-1-801 and 2-1-802.)

2-1-302. ***Withholding of Accreditation.*** A decision by ACICS, based upon the application and evaluation for a new grant, not to award accreditation for a new period is considered to be the withholding of accreditation, not the withdrawal of the previous grant of accreditation. The previous grant expires automatically with the passage of time unless the Council affirmatively extends the previous grant while it is considering the new grant application. The Council always will give written reasons for withholding accreditation, and the matter, from that point, will be governed by procedures later described in Title II, Chapter 3, "Council Actions."

ACICS will not award a new grant of accreditation to an institution that is subject to an interim action by another recognized institutional accrediting agency or a state agency that could lead to the suspension, revocation, or termination of that institution's accreditation or authority to provide postsecondary education. Further, a new grant of accreditation will not be awarded to an institution that has been notified by its state licensing agency of a threatened suspension, revocation, or termination by the state of the institution's legal authority to provide postsecondary education, and the due process rights required by the action have not been exhausted.

2-1-400 – Visiting Teams, Selection and Composition

When an institution has submitted a satisfactory self-study and other required documentation, the office of the President will appoint a team to visit and evaluate the institution. The institution is notified of the composition of the visiting team and may request that team members be replaced for cause.

2-1-401. ***Selection of Team Members.*** Evaluators are selected from among educators, executives, and practitioners in business, administrative, and technical fields, and from state departments of education and other evaluation and approval bodies. The person designated as chair of the team is experienced in management and is responsible for assuring that the visit is conducted fairly and thoroughly.

Appropriate state licensing and approval bodies are routinely notified of forthcoming visits and invited to participate in the visits as observers. They do not participate in team deliberations or in preparing the team report.

2-1-402. ***Composition of Teams.*** The size and qualifications of the team are determined at the discretion of the Council based on the type and size of the institution, the type and number of programs being offered, the mode of educational delivery, location of the campus, student enrollment, credentials offered, and other special circumstances such as visits to centrally controlled academic administrative centers. Full-team on site evaluation visits will consist of individuals serving as academic, administrative, public or member representatives as defined in Appendix A - Bylaws.

The application forms and the completed self-study will be supplied to members of the visiting team for review prior to the visit and for use during the visit.

2-1-403. ***Evaluation of Separately Accredited Programs.*** If, in compliance with Section 3-1-515, an attestation and documentation have been provided to ACICS that a program at an institution has been separately accredited by a specialized accreditor recognized by the U.S. Department of Education, or the Council on Higher Education Accreditation, or, for foreign institutions, the government or appropriately recognized organization providing specialized accreditation, ACICS at its sole discretion may accept those documents as evidence that the accredited program meets an acceptable level of quality.

2-1-404. ***Staff Member on Visit.*** A member of the ACICS staff accompanies teams on visits. In the event that an ACICS staff member is unable to accompany a team on a visit, the use of a qualified and trained contractor may be used as the ACICS staff representative on the visit. The ACICS staff representative is responsible for assuring that comparability is achieved from visit to visit and from institution to institution. The same ACICS staff representative who accompanies a team also is available when ACICS deliberates and may be asked questions about what was observed and reported by the team during the visit.

2-1-405. ***Expenses.*** Visit expenses for all team members, including the ACICS staff member who accompanies the team, shall be paid by the institution. Expenses include an honorarium for members of the team.

2-1-500 – Team Functions and Procedures

An institution is expected to be performing according to what it reported in its self-study and to be in compliance with the *Accreditation Criteria* at the time of the visit.

2-1-501. ***Scope of Visit.*** The scope of a visit will depend on the location, operation, size, program offerings and classification of the institution. For a multiple campus institution, the main campus and all additional locations are subject to evaluation, either in conjunction with the main campus or separately.

2-1-502. ***Functions.*** The functions of the evaluation team are to verify information in the institution's self-study and to report all facts observed during the visit as to how the institution is accomplishing its stated mission, or failing to do so, in compliance with the criteria.

2-1-503. ***Procedures.*** Institutions are provided in advance with a checklist of materials and documents that should be current and readily available for review by the team. Prior to the visit, institutions are required to update the self-study where significant changes have occurred since its submission to ACICS. Teams visiting an academic administrative center will generate a report that will be shared with teams conducting visits to the individual campuses within the centrally controlled structure.

During the visit, institutions are expected to make provisions for adequate consultation between team members and the faculty, administrative staff, and students and chief onsite administrative officer.

The team prepares a written report that covers each area reviewed at the institution and includes other information pertinent to an accurate evaluation. The report subsequently is sent by the team chair to ACICS.

An exit conference is conducted at the conclusion of the visit and is attended by the chief executive or administrative officer of the institution and any others designated by the chief executive officer. During the session, the chair of the team will summarize the evaluation team's findings. Members of the team also may append to the report recommendations for institutional improvement. The visiting team is not a decision-making body.

2-1-600 – Post-Visit Procedures

After the evaluation visit, the following post-visit procedures and reviews occur.

2-1-601. ***Opportunity to Respond.*** The ACICS office sends a copy of each evaluation team report to the designated representative at the centrally controlled academic administrative center or to the chief on-site administrator of the respective multiple or single campus institution. These individuals are invited to respond in writing within the specified time frame.

2-1-602. ***Intermediate Review.*** All materials pertinent to an institution's accreditation are reviewed by experienced persons before being reviewed by the Council. These materials include, but are not limited to, the institution's self-evaluation report(s), the visiting team report(s), the institution's response(s) to the team report, financial records of the institution (which are not examined by the evaluation team), and any official reports from state or federal regulatory bodies.

The Intermediate Review Committee (IRC) upon intensive review of institutional files, makes recommendations to the Council of possible accreditation action.

2-1-603. ***Council Review.*** All materials collected during the evaluation process are reviewed by the Council. Only the Council can take a final accreditation action.

2-1-700 – Council Actions

Action by ACICS to accredit or renew accreditation or not to do so, or to limit or otherwise condition the grant of accreditation, is determined only following review of the self-evaluation report prepared by the applicant institution, the report of the visiting team, the response of the institution to that report, the institution's financial condition, and the recommendations (if any) of the interim reviewers. At each level of review, the number and seriousness of any deficiencies are taken into account, as well as the institution's indicated willingness and capability to overcome them. The Council may, at its discretion, direct an institution to submit a teach-out agreement, as described in Section 2-2-303 of the *Accreditation Criteria*. Specific Council actions are discussed in Title II, Chapter 3.

2-1-701. ***Maximum Length of Grants of Accreditation.*** The Council determines the grant lengths of each campus that is accredited by ACICS. The maximum length of an initial grant of accreditation is three years. If an institution can demonstrate a record of having been in good standing with another institutional accrediting agency recognized by the United States Department of Education, the Council may award an initial grant of up to four years. The maximum length of a renewal grant of accreditation is six years.

2-1-702. ***Grant Lengths of Additional Locations in Multiple Campus Institutions.*** The Council at its discretion may determine that the grant length and/or expiration date for an additional location will not coincide with the grant length and/or expiration date for the main campus. In the event that the main campus fails to maintain its accreditation status with ACICS, the associated additional locations and campus additions are ineligible for accreditation by ACICS.

2-1-800 – Maintaining Accreditation

An institution, by successfully completing the process, inherently agrees to keep ACICS fully informed of activities at the institution. The Council requires an annual report from each main and additional location, where appropriate. Institutional changes that must be reported to ACICS are described in Chapter 2.

2-1-801. ***Annual Accountability Reports.*** The Annual Accountability Reports must be submitted on Council forms, comply with Council guidelines, and be certified by the chief executive officer of the institution. Data must be submitted separately on the Campus Accountability Report (CAR) for each main campus and for each additional

location. A centrally controlled institution must also submit a consolidated Institutional Accountability Report (IAR) containing information and data on the institution as a whole. These reports are due on or before November 1 annually. Failure to submit the Annual Accountability Reports in a timely manner will result in the revocation of accreditation.

2-1-802. ***Annual Financial Report.*** The Annual Financial Report must be submitted on Council forms and be certified by an officer or stockholder of the corporation. Data must be submitted separately for each campus included in a grant of accreditation. A centrally controlled institution must also submit a consolidated report containing data on the institution as a whole. It is due no more than 180 days after the end of the institution's fiscal year. Failure to submit the Annual Financial Report in a timely manner will result in the revocation of accreditation.

2-1-803. ***Audited Financial Statements.*** Audited financial statements, certified by an independent certified public accountant, are essential instruments in the determination by ACICS of an institution's financial stability. All institutions are required to submit audited financial statements within 180 days of the end of their fiscal year.

2-1-804. ***Payment of Fees.*** Institutions are required to pay all annual sustaining fees, user fees, evaluation visit deposits and expenses, and other assessed costs by the established deadlines. Non-payment of any fees or expenses subjects a member to revocation of accreditation without a hearing. (See Article VI, Section 5 of the Bylaws [Appendix A]).

2-1-805. ***Unannounced Visits.*** The Council, at its discretion, may direct an unannounced visit to occur at an institution about which it has received adverse information or when general operations of the institution may be called into question. Procedures for unannounced visits are described in Appendix B.

2-1-806. ***Denoting Accreditation.*** Only after accreditation is granted by ACICS may an institution so denote its status in official publications or in advertising. The form of notice is prescribed by ACICS, and specific permissible language is set forth in Guidelines for Institutional Publications in Appendix C.

2-1-807. ***Program Length and Tuition and Fees.*** ACICS will determine average program lengths and tuition and fees annually based on information collected in the Annual Accountability Reports and will provide these data to all accredited institutions. Institutions with program lengths that are more than one standard deviation from the average will be required to submit an explanation for the deviation. If the Council does not accept the explanation, it may require a consultation between ACICS and the institution, direct an on-site evaluation, issue a show-cause directive, or withhold inclusion of the program from the institution's current grant of accreditation.

In assessing these relationships, the Council will consider institutional mission, program objectives and content, types and locations of instructional delivery, knowledge and skills necessary for students to reach competence, and additional requirements that may be placed upon a graduate for employability, including, if applicable, certification or licensure.

2-1-808. ***Financial Review.*** The Council reviews the Annual Financial Report, audited financial statements, and other relevant information to monitor each institution's financial condition. When this review indicates that an institution's financial condition may be weak or deteriorating, the Council will require the institution to furnish Quarterly Financial Reports, a Financial Improvement Plan, or other interim narrative reports that demonstrate the actions the institution is taking to improve its financial condition. If the Council determines the institution no longer complies with the Council's requirements for financial stability, the Council will issue a show-cause directive, or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. These time frames may be extended at the sole discretion of the Council for good

cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in financial stability. Institutions that are required to submit interim financial reports or that are determined to be out of compliance with the Council's standards for financial stability are considered to be on financial review and are subject to additional restrictions regarding the initiation of additional locations and campus additions.

2-1-809. ***Student Achievement Review.*** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of an institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a compliance warning, a show-cause directive, or otherwise take action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. These time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in retention, placement, or licensure pass rates. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance with the Council's standards for student achievement are considered to be on student achievement review. Those with campus- or institution-level plans are subject to additional reporting requirements, and additional restrictions may be imposed upon those that are out of compliance.

2-1-810. ***Student Loan Cohort Default Rates Review.*** The Council will monitor an institution's student loan cohort default rates. An institution may be subject to additional reports or actions based upon these rates.

Title II General Procedures

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 and non-substantive changes.

2-2-100 – Substantive Changes

2-2-101. ***List of Substantive Changes.*** The following institutional changes will be considered substantive and require Council approval before they can be included in the institution's scope of accreditation:

(a) Any change in the established mission or objectives of the institution as described in Standard 2-2-103;

(b) Any change in the legal status, form of control, or ownership of the institution as described in Section 2-2-400;

(c) The addition of programs that are considered to be out-of-scope. Programs considered out-of-scope are those that represent a significant departure from existing programs that were offered when the agency last evaluated the institution as described in Standard 2-2-105;

(d) The addition of courses or programs that represent a significant departure from the existing delivery method utilized when the agency last evaluated the institution as described in Standard 2-2-106;

(e) The addition of programs of study at a degree or credential level different from that which is included in the institution's current scope of accreditation as described in Standard 2-2-107;

(f) A change from clock hours to credit hours as described in Standard 2-2-108;

(g) 25% or greater increase in the number of clock or credit hours awarded for successful completion of a program as described in Standard 2-2-109;

(h) The acquisition of any other institution or any program or location of another institution;

(i) The addition of a permanent location at a site at which the institution is conducting a teach-out for students of another institution that has ceased operating before all students have completed their program of study;

(j) The entering into a contract under which an institution or organization not certified to participate in the Title IV, HEA programs offers more than 25 percent of one or more of the accredited institution's educational programs as described in Standard 2-2-505; and

(k) The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program as described in Standard 2-2-104.

2-2-102. ***Effect of Extensive Substantive Changes.*** The Council shall conduct a comprehensive on-site evaluation of the institution if substantive changes that have been made or are proposed are sufficiently extensive that the institution's capacity to maintain compliance with accreditation standards requires an immediate assessment. Substantive changes are defined by Council as "extensive" when the types and/ or number of changes are so substantial that the

nature and scope of the accredited institution will no longer be the same since last evaluated and in its place a new institution has evolved.

2-2-103. ***Change of Institutional Mission.*** It is the responsibility of the institution to secure approval from the Council prior to implementing any change in the mission or objectives of the institution.

2-2-104. ***Initiation of Additional Campus Activity.*** An additional activity includes any ongoing instructional activity offered at a site away from the main facility of an institution. Activity at a site that meets the Council's definition of an "Additional Location" is described in Section 1-3-100, Classification of Campuses. Activity at a site that does not meet the definition of an Additional Location is referred to below as a "Campus Addition." Reporting requirements are as follows:

(a) *Additional Location.* It is the responsibility of the institution to secure approval from ACICS of the intention to initiate an additional location before the location begins classes. If approved, activity must be initiated at the additional location within one year of the proposed start date. An additional location must be approved by the Council before advertising, recruiting, and enrollment may take place. Failure to secure approval from ACICS prior to the initiation of an additional location may call into question the accreditation of the institution.

The institution shall provide, on Council forms, the rationale for initiation of the additional location and other information about the educational programs, credentials to be awarded, faculty, learning resources, physical and financial resources, strength in supporting fields, admission and graduation requirements, compliance with state law and authority to operate, number of students, and administrative arrangements. An acceptable catalog which identifies the additional location also shall be included as part of the application.

The Council will monitor the number of additional location applications submitted for each main campus and main campuses under common ownership based on a demonstration of sound administrative and financial capabilities. The Council reserves the right to limit the number of additional locations based on its review of demonstrated administrative and financial capabilities.

Any institution which (1) is required to submit a financial improvement plan to the Financial Review Committee, or which (2) is under a deferral action by the Council must request and receive prior permission from ACICS for the initiation of any additional locations. An institution under a show-cause directive, a negative action, or in a probation status will not receive approval from ACICS for the initiation of any additional location while the action is in effect.

(b) *Campus Addition.* It is the responsibility of the institution to secure approval from ACICS prior to initiation of any new educational activity which is under the direct control of the on-site administration of a main campus or additional location and at a site that is apart from the primary location of that campus. In addition, if that activity involves 50% or more of an academic program, the campus addition must be approved by the Council before advertising, recruiting, and enrollment may take place. If approved, activity must be initiated at the campus addition within one year of the proposed start date. The institution shall provide, on Council forms, the location of the activity, its educational purpose, the programs offered, the number of students involved, and any additional information ACICS may request. A catalog for the campus which identifies the campus addition also shall be included as part of the application.

Any institution which has a campus that (1) is under review by the Financial Review Committee of ACICS, (2) shows either a net loss or a negative net worth on its most recent financial report, (3) is required to report placement and/or retention data to the Institutional Effectiveness Committee, or (4) is under a deferral action by the Council must request and receive prior permission from ACICS for the initiation of any additional campus activity at which 50% or more of an academic program is provided. An institution under

a show-cause directive, a negative action, or in a probation status will not receive approval for the initiation of any such additional campus activity while the action is in effect.

2-2-105. ***Addition of Programs Out of Scope.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate the addition of programs that represent a significant departure or are out of scope from existing educational programs that were offered when the agency last evaluated the institution.

The institution or campus must initiate the approval process through the submission of a new program application and required documents for Council review and approval before being included in the institution's scope of accreditation.

2-2-106. ***Initiation of Distance Education (Online) or New Instructional Delivery Method.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate online delivery if all courses and programs within the institution are currently approved for residential or face-to-face instructional delivery method. Any significant change in instructional delivery method requires prior Council approval.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation information for Council review and approval before being included into the institution's current scope of accreditation.

2-2-107. ***Expansion of Program Offerings to Higher Credential Level.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate a program at a higher credential level.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation for Council review and approval before being included into the institution's scope of accreditation.

2-2-108. ***Initiation of Change from Clock to Credit Hour Offering.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate a change from clock to credit hours in its program offering through the submission of an application and required documentation.

2-2-109. ***Increasing the Number of Clock or Credit Hours.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate an increase of 25 percent or greater in the number of clock or credit hours awarded. If the percentage is less than 25 percent but results in a change in the credential level, the credential level will be evaluated to be within the institution's scope of accreditation.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation for Council review and approval before being included into the institution's scope of accreditation.

2-2-110. ***Evaluation, Approval and Monitoring of Substantive Change Activity.*** All activity for which approval is sought will be evaluated by ACICS before approval is granted. Following is a description of those evaluations.

(a) *Additional Location.* Initial inclusion of an additional location within the scope of the accreditation of the institution may be granted by the President upon receipt of all required information. An institution proposing the initiation of a new location must follow the procedures as outlined by the Council and disclosed on its Web site. A new location must receive initial inclusion before advertising, recruiting, or

enrolling students at the proposed location. The Council reserves the right to require a preliminary visit to any potential additional location prior to the granting of initial inclusion.

An additional location that is granted initial inclusion by the President will be required to undergo a verification visit within six months after the initial class start date. Following this visit, the Council may require the additional location to submit additional information to satisfy areas of concern identified during the evaluation.

A decision regarding the final inclusion of an additional location will be made by the Council in full session following a visit by an evaluation team. Prior to the final inclusion visit, the chief on-site administrator of the location will be required to attend an Accreditation Workshop and to submit additional documentation as outlined and disclosed on the ACICS Web site. The evaluation will normally be scheduled for twelve to eighteen months after the initial class start date and will be conducted by a team of evaluators determined by the size of the institution, the type and number of programs being offered, and other special circumstances. Identification of significant deficiencies during the verification or final inclusion visits can result in an immediate show-cause directive to the institution.

Only after a determination of acceptability, either at the initial or final inclusion level, and notification to the institution of the decision, may the institution consider an additional location to be included within the scope of the institution's grant of accreditation. If approval is withheld, the withholding may be treated as a deferral or a denial, based on circumstances, and the institution may exercise its due process rights as outlined in Title II, Chapter 3.

(b) *Campus Addition.* The President is authorized to evaluate and approve additions to a main or additional locations that are apart from the primary location of that campus. Educational activities at a campus addition are eligible to be evaluated for inclusion within the scope of the accreditation of the managing campus provided that the campus addition has been established to meet a specific educational need or condition and is authorized by the appropriate governmental education authority, if applicable.

The managing campus proposing the initiation of a campus addition must submit a Campus Addition Application. The managing campus must assure the Council that the educational activities at the campus addition complement the overall objectives of the institution. Based on its review of the application materials, ACICS may (1) grant final inclusion of the campus addition or (2) deny the application.

A campus addition that is granted final inclusion by the President will be required to undergo a verification visit within six months after the initial class start date if 50% or more of a program will be offered at the site. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

All additions to the campuses of an institution are evaluated during an institution's regular evaluation for a renewal of accreditation.

(c) New Programs of Study. Changes to an institution's scope of accreditation resulting from the proposed initiation of a new program of study, must be approved by the Council following a comprehensive review of supporting materials specific to the substantive change. Only upon approval of the substantive change to the institution's scope of accreditation is the institution or campus authorized to advertise, recruit and enroll students for the new program.

To further monitor the institution or campus which initiated the substantive change to the institution's scope of accreditation, an on-site evaluation visit will be conducted as directed by the Council.

Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

2-2-120 – Initiation and Evaluation of Changes Within Current Scope

All programs and delivery methods must be within the institution's scope of accreditation and receive ACICS approval before recruiting or enrolling students. Programs offered by the institution are appropriately evaluated during the institution's initial grant of accreditation and renewal of accreditation evaluations.

The initiation of a new program, or a change in the overall objective of a currently approved program or in the credential level of an existing program requires approval prior to implementation. The initiation of courses and programs offered via an online modality also requires approval prior to implementation. An application form and any additional documentation specified by ACICS must be submitted. Programs that have not started within one year of the proposed start date and programs that have been inactive for at least three years must be surrendered as defined in Section 2-2-505. Termination of Programs. Institutions or campuses must have demonstrated compliance with ACICS standards at a lower credential level before requesting a new program at a higher credential level.

Any institution or campus on interim reporting to the Financial Review Committee may be required to obtain prior permission from ACICS for the initiation of any new program. Any institution or campus under a compliance warning, a show-cause directive, a negative action, or in a probation status must obtain prior approval to apply for a new program. Addition¬ally, any institution or campus subject to a comprehensive on-site evaluation as a result of extensive substantive changes must obtain prior permission from ACICS for the initiation of any new program.

2-2-121. ***Changes to Existing Programs.*** Changes to existing or currently approved programs fall under (a) extensive changes and (b) non-substantive changes.

(a) Extensive Changes. An extensive change to existing program application process must be initiated and approval received prior to implementation. Failure to do so will result in a show-cause action for offering an unapproved program. The following changes will be considered substantive changes to the institution's scope of accreditation and require approval per Section 2-2-100 Substantive Changes:

i. A 25% increase in the number of clock or credit hours awarded for successful completion of an existing program.

ii. a change from clock hours to credit hours

(b) Non-substantive Changes. These include minor changes to existing programs which do not substantially alter the scope, objectives and nature of the programs as described in Standard 2-2-151.

2-2-122. ***Substantial Changes to Nonmain Campus Operations.*** Prior notification to ACICS is required when an institution decides to make substantial changes to the operation of a nonmain campus. Notice shall be made in writing to the President, who is authorized to act on behalf of ACICS in approving such changes.

Failure to notify and receive approval prior to substantial change of activity may call into question the accreditation of the institution, and further evaluation may be required.

2-2-151. ***Non-Substantive Program Changes.*** Institutions and campuses are required to notify the Council of all non-substantive changes to existing programs. Changes in the program name, clock/contact hours, credits awarded or program length will be disclosed to the public via the ACICS Web site. The following non-substantive changes will be acknowledged:

(a) Less than 25% change in existing contact hours; credits awarded, curriculum content (courses offered), or program length of a currently approved program within a twelve month period.

(b) A change in the name of an existing program that does not change the overall objective of the program.

(c) A change from semester to quarter credit hours or vice versa.

2-2-152. ***Non-Substantive Changes to Campus Operations.*** As a condition for maintaining its accreditation status, the institution is expected to keep ACICS informed of changes affecting campus operations.

2-2-200 – Redesignation of Campuses

2-2-201. ***Additional Location-to-Main Campus Reclassification.*** An additional location 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 for at least two years. Additional locations seeking main campus status must submit the appropriate application, 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.

2-2-202. ***Reassignment and Consolidation of Campuses.*** Institutions seeking to reassign the classification of a campus or campuses or to consolidate groups of campuses must submit the appropriate application and documentation, including the rationale to the Council. The Council will consider the institution's requested grant expiration date for the newly formed group of campuses and assign modified or full-team evaluation visits as necessary to bring the grant lengths of the various groups of campuses into alignment. The scope and timing of these visits will be based on the length of the grant of accreditation for each group being reassigned or consolidated, as well as a review of determining factors such as retention and placement rates, reporting status, complaints and adverse and any other pertinent information. No campus will be given an extension of its current grant longer than one year for purposes of the consolidation, and new campuses moving through the additional location inclusion process will be visited as part of that process, regardless of the consolidation proposal. The Council reserves the right to assign an on-site evaluation visit at either the main campus or additional locations at any time as it deems necessary.

2-2-203. ***Designation of Centrally Controlled Institution.*** An institution may apply for classification as a centrally controlled institution by submitting an application and attachments on forms provided by the Council. Upon review of these materials, an evaluation visit will be conducted at one or more administrative sites and designated campuses to verify the information submitted and assess the eligibility of the institution for this classification. A full report will be submitted to the Council for review and approval.

2-2-300 – Closing of a Campus

In all instances of termination of activity at either main or nonmain campuses, ACICS must be assured that provision is made for presently enrolled students to complete the program of instruction for which they have enrolled, either at that institution or at another acceptable institution. In addition, ACICS must be assured that student academic transcripts are safely stored and protected and that the transcripts will be accessible to students and alumni indefinitely. ACICS and the appropriate regulatory agency must be notified of the arrangements made in this regard.

2-2-301. ***Closing of a Main Campus.*** An institution is required to notify ACICS as far in advance as possible when it plans to cease operation. It must complete the appropriate forms describing its plans for teaching out its students and for storing and servicing its records and other information necessary for effecting the cessation of operations as smoothly as possible. The institution's grant of accreditation will be revoked as of the effective date of closing.

When ACICS receives information from any source that an institution has ceased to operate, it shall immediately take steps to verify the information. If the Council believes that the institution, in fact, has ceased operations, the grant of accreditation is summarily suspended. Such action is authorized without prior notice or hearing and with immediate public notice.

The institution shall be notified of the summary suspension in writing at its address of record. Within 10 days after receipt of the suspension notice, the institution may petition ACICS for an expedited determination of whether such suspension should be withdrawn. If no petition is filed within 10 days, the suspension automatically shall become a revocation effective as of the date of notice of suspension.

2-2-302. ***Closing of a Nonmain Campus.*** An institution is required to notify ACICS as far in advance as possible when it plans to close a nonmain campus. It must complete the appropriate forms describing its plans for teaching out its students and for storing and servicing its records and other information necessary for effecting the cessation of operations as smoothly as possible. The nonmain campus will cease to be included in the institution's grant of accreditation as of the effective date of the closing.

2-2-303. ***Teach-out.*** The Council may direct a currently accredited institutions to provide a school closure plan or a formal teach-out agreement in response to adverse information, high cohort default rate(s), low retention and/or placement rate(s), financial instability, or other concerns that may call into question the institution's ability to continue to serve the educational needs and objectives of its students or to continue as an on-going concern. If an institution closes or announces its intent to close, the Council will work to the extent feasible with the U.S. Department of Education and the appropriate state regulatory agencies to ensure that students are given reasonable opportunities to complete their education without additional charge. An institution that closes without completing its contractual training obligations to students must refund all unearned revenue.

Should an institution enter into a teach-out agreement with another accredited institution, the signed agreement must be submitted to and approved by the Council prior to implementation. In addition to general information on the institutions entering into the teach-out agreement, the agreement must demonstrate that:

(a) students will be provided, without additional charge, all of the instruction promised but not yet provided by the closing institution; and

(b) the teach-out institution is geographically proximate to the closing institution or otherwise can provide students with reasonable access to its programs and services, and that it has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and is reasonably similar in content, structure, and scheduling to that provided by the closing institution.

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 the Council. In addition, any institution or owning corporation that is contemplating a transaction that may result in a change of ownership or control must notify the Council at least 15 days prior to consummating the proposed change. Failure to provide this notification in a timely manner may result in a delay processing the application. Transactions that constitute a change of ownership or control vary depending on the structure of the entity that owns or controls the institution.

Accredited institutions are owned or controlled by one of several types of corporations, by a limited partnership with a corporate general partner, or by a limited liability company, each of which is defined in the following subsections. In cases where the entity that directly owns or controls the institution is a subsidiary of another entity, the Council requires information on and monitors the ownership of the controlling entity, the parent entity, and any entities in the chain between those two.

(a) *Privately held corporation.* A privately held corporation is one that operates for profit in which one or more stockholders own the voting stock of the corporation. The stock is marketable, but a majority of the voting stock is not traded on public markets overseen by governmental agencies such as the Securities and

Exchange Commission in the United States. The control of a privately held corporation is vested in those in control of a majority of the voting stock of the corporation.

(b) *Publicly traded corporation.* A publicly traded corporation is one that operates for profit in which a majority of the voting stock is traded on public markets overseen by governmental agencies such as the Securities and Exchange Commission in the United States. The control of a publicly traded corporation is vested in the voting members of the board of directors of the corporation.

(c) *Not-for-profit corporation.* A not-for-profit corporation is one that has been determined by a governmental agency to be tax exempt for reasons the same as or similar to those set forth in Section 501 of the Internal Revenue Code of the United States. The control of a not-for-profit corporation is vested in the voting members of the board of directors of the corporation.

(d) *Limited partnership with corporate general partner.* A limited partnership is one that is organized in accordance with the partnership laws of its home jurisdiction. The control of the limited partnership is vested in the general partner, which must be a corporation as defined in subsection (a), (b), or (c) above.

(e) *Limited liability company.* A limited liability company is one that has been granted a certificate of approval under the laws of the state corporation office or other appropriate regulatory body in its home jurisdiction. A limited liability company may or may not issue certificates of ownership. The control of a limited liability company is vested in the members, whose ownership interests are defined in the limited liability company operating agreement or other such governing document, who are in control of a majority of the direct or beneficial ownership interest in the company.

2-2-401. ***Change of Ownership or Control.*** A change of ownership or control generally means that a transaction has occurred whereby a new person, combination of persons, or entity can exercise control of a corporation or limited liability company as described in Section 2-2-400. The following subsections outline the typical changes of ownership or control of the three types of corporations that own accredited institutions, including corporate general partners in limited partnerships, and limited liability companies. Transactions other than those outlined below, however, may constitute a change of ownership or control, and the Council reserves the right in its discretion to make the determination of whether a change of ownership or control has occurred in all cases. Institutions, therefore, must keep the Council informed of all substantive changes in the ownership of stock and the composition of the board of directors.

In addition to the transactions outlined below, any change from one type of entity to another as defined in Section 2-2-400 constitutes a change of ownership or control. Institutions also are reminded that nonmain campuses cannot be bought or sold independently of their main campus.

(a) Privately held corporation. A change of ownership or control of a privately held corporation occurs as a result of any of the following transactions:

(i) the transfer of 50% or more of the total outstanding voting stock from one party or parties to another party or parties;

(ii) a transfer of voting stock that results in the ownership of 50% or more of the total outstanding voting stock by any party other than any previous owner of 50% or more of the total outstanding voting stock;

(iii) a transfer of voting stock whereby a stockholder's ownership of outstanding voting stock decreases from more than 50% to 50% or less, or from 50% to less than 50%; or

(iv) any other transaction whereby a stockholder or group of stockholders who previously could not exercise control of the corporation as described in Section 2-2-400(a) now can exercise control.

(b) *Publicly traded corporation*. A change of ownership or control of a publicly traded corporation occurs as a result of any of the following transactions or events:

(i) the change of 50% or more of the voting members of the board of directors in any rolling, 12-month period;

(ii) a change in the number of voting members of the board of directors in any rolling, 12-month period that will allow a group of directors to exercise control who could not exercise control before the change;

(iii) the acquisition of outstanding voting shares by any entity whereby that entity owns 50% or more of the total outstanding voting shares; or

(iv) any other transaction that is deemed by an appropriate governmental agency to constitute a change of control, including but not limited to a transaction that requires the corporation to file Form 8-K with the Securities and Exchange Commission of the United States.

(c) *Not-for-profit corporation*. A change of control of a not-for-profit corporation occurs as a result of any of the following occurrences:

(i) the change of 50% or more of the voting members of the board of directors in any rolling, 12-month period; or

(ii) a change in the number of voting members of the board of directors in any rolling, 12-month period that will allow a group of directors to exercise control who could not exercise control before the change.

(d) *Limited partnership with corporate general partner*. A change of ownership or control of a limited partnership with a corporate general partner occurs when the corporate general partner has undergone a change of ownership or control as defined in subsection (a), (b), or (c) above.

(e) *Limited liability company*. A change of ownership or control of a limited liability company occurs as a result of any of the following transactions:

(i) the transfer of 50% or more of the direct or beneficial ownership interest from one member or members to another member or members;

(ii) a transfer of direct or beneficial ownership interest that results in the holding of 50% or more of the total direct or beneficial ownership interest by any member other than any previous member who owned 50% or more of the total direct or beneficial ownership interest;

(iii) a transfer of direct or beneficial ownership interest whereby a member's direct or beneficial ownership interest decreases from more than 50% to 50% or less, or from 50% to less than 50%; or

(iv) any other transaction whereby a member or group of members who previously could not exercise control of the company as described in Section 2-2-400(e) now can exercise control.

A change of ownership or control also occurs when ownership or control of the primary assets of an institution or the authority to operate an institution is transferred from the controlling corporation, limited partnership, or limited liability company to another corporation, limited partnership, or limited liability company. A change of ownership or control, however, has not occurred when there is a transfer of assets among wholly owned subsidiary corporations or between a wholly owned subsidiary corporation and its parent corporation; a transfer of assets from a subsidiary corporation to its parent corporation where the parent corporation owns a majority of the outstanding stock of the subsidiary corporation; or a transfer of assets among subsidiary corporations where the common parent owns a majority of the outstanding stock of the subsidiary corporations.

The Council, for purposes of determining ownership or control, views married couples as a single entity, and it views closely related family groups as a single entity in most cases where all of the present and future relevant stockholders actively participate in the management of the corporation. No change of ownership occurs when stock is transferred to a close family member by operation of law or inheritance upon the death of one of the stockholders.

2-2-402. ***Contingent Sales.*** The Council will not grant reinstatement of accreditation after a change of ownership or control if the sale of the stock or assets triggering the change of ownership is contingent on approval of the transaction by the Council. If the transaction is rescinded as a result of a condition subsequent to the change of ownership or control of an institution, then the previous owner must apply to the Council for reinstatement.

2-2-403. ***Change of Ownership or Control Review Procedures.*** The following procedures govern the Council's review of changes of ownership or control:

(a) *Automatic Discontinuation*. Any change of ownership or control results in the immediate and automatic discontinuation of an institution's grant of accreditation. The grant of accreditation may be reinstated only upon application to and approval by the 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 at such time and according to terms and conditions that it has established or may establish in the future. Those terms and conditions are set forth in policy statements issued to the field and in the change of ownership 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 visit at any institution that has undergone a change of ownership or control within six months of the effective date of the change. 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 new owner(s) or the chief on-site administrator to attend an Accreditation Workshop before the final reinstatement of an institution's grant of accreditation will be considered.

(c) *Effect*. Until either temporary or final 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.)

2-2-500 – Programs of Study Regulations

2-2-501. ***Evaluation of Programs for Purposes of Federal Financial Aid.*** As part of its evaluation of an institution for initial accreditation or renewal of accreditation, ACICS will review the institution's policies and procedures for determining credit hour assignments for purposes of awarding federal financial aid. ACICS will evaluate the reliability and accuracy of the institution's assignment of credit hours, as defined by federal requirements, to courses and programs and will determine whether this assignment conforms to commonly accepted practice in higher education.

(a) Credit Hours for Credit Hour Programs. The evaluation of credit hour programs, as defined by federal requirements, for purposes of financial aid is based on the following federal definition of a credit hour:

Except as provided in federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than–(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen

weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

(b) Credit Hours for Programs that are neither Credit Hour nor Clock Hour Programs. Clock hour programs as defined in federal regulations may not assign credit hours for the purpose of awarding federal financial aid. However, undergraduate degree programs of less than two years in length and non-degree programs that are not fully transferrable to degree programs of at least two years in length (with at least two graduates) at the same institution are eligible to convert clock hours to credit hours for purposes of awarding federal financial aid. In doing so, these programs may seek to combine a minimum number of hours in a range of hours of student work outside of class with a required minimum number hours of instruction alone to meet or exceed a total number of clock hours of instruction. The evaluation of these clock-to-credit hour programs is based upon the following federal conversion formulas:

The institution's student work outside of class combined with the clock hours of instruction meet or exceed the following numeric requirements:

(i) A semester hour must include at least 37.5 clock hours of instruction;

(ii) A trimester hour must include at least 37.5 clock hours of instruction; and

(iii) A quarter hour must include at least 25 clock hours of instruction; and

The clock hours of instruction alone meet or exceed the following numeric requirements:

(A) A semester hour must include at least 30 clock hours of instruction;

(B) A trimester hour must include at least 30 clock hours of instruction; and

(C) A quarter hour must include a least 20 hours of instruction.

2-2-502. ***Program Compliance Warning.*** When the Council determines that a program at a campus of the institution has fallen below the compliance standard for retention, placement, or licensure pass rates, the institution will be provided in writing with a warning regarding the alleged deficiency. The warning will note that the program will have to come into compliance by meeting or exceeding the program-level standard prior to the expiration of the established timeframe or be taught out and discontinued or otherwise conditioned.

A program compliance warning is not a negative or conditioning action and is therefore not appealable. Rather, it is issued as an official notification to an institution that a program provided by the institution is out of compliance with agency standards. Following receipt of a program compliance warning, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to adverse action in the form of withdrawal of approval for inclusion of the program within the institution's grant of accreditation. The time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in retention, placement or licensure pass rates.

2-2-503. ***Termination of Programs.*** The withdrawal of approval for a program following the issuance of a program compliance warning or a decision by an institution to terminate any program voluntarily must be appropriately communicated to all interested publics. These publics include, but are not limited to, students, governmental agencies, the local community, and ACICS.

All institutions subject to the withdrawal of approval for a program or who voluntarily terminate an approved program will be directed to submit a program termination plan that conforms to the following requirements. New students may not be enrolled in any program which cannot be completed prior to the termination date for which public notice has been given. Moreover, the institution is obligated to continue to offer appropriate courses, including prerequisites, so that currently enrolled students will be able to complete the program and receive the credential which was their designated educational objective. For this purpose, the period of time need not extend beyond sufficient time for students already enrolled and maintaining normal academic progress to complete the program.

Council-directed withdrawal of approval for a program conditions the institution's grant of accreditation with respect to the inclusion of the program and therefore is appealable to the Council. Due to the limited nature and narrow scope of the withdrawal of program approval, the appeal to the Council may be in writing only.

To maintain approval, an institution must demonstrate active enrollment in each program of study. If an approved program is inactive for at least three years, the program will be considered discontinued and will be removed from the institution's list of approved programs. To reinstate the program, the institution must initiate a new program application process. Programs that have not started within one year of the proposed start date will be surrendered. To reinstate the program, the institution must initiate a new program application process. Requests to extend a new program's proposed start date beyond one year of the initial date must be submitted to the President.

2-2-504. ***Contracts or Agreements with Accredited Institutions.*** A written arrangement between one institution eligible to participate in HEA Title IV financial aid programs and another eligible institution or with a consortium of such institutions permits an institution to arrange for a portion of its approved program to be delivered by another accredited institution. Contracts or consortium agreements describing these arrangements must be in writing and must be disclosed in the catalog. Institutions are advised that specific state and federal regulations may apply.

(a) The entire consortium agreement must be submitted to and approved by the Council prior to the institution's participation in the arrangement. The institution seeking approval of such an agreement must submit documentation that demonstrates that the other institution or the members of the consortium that will deliver instruction hold institutional accreditation from an accrediting agency recognized by the U.S. Department of Education and that the portion of the program to be delivered by any other institution has been approved by that institution's accrediting agency.

(b) The consortium agreement must identify how the curriculum and instruction will be monitored, how curriculum revisions will be undertaken, and how student grievances will be addressed. The institution seeking approval of a consortium agreement must acknowledge in writing that it retains ultimate responsibility for the delivery of its programs and the satisfaction of its students.

(c) More than 50% of the program must be delivered by the institution that awards the academic credential.

2-2-505. ***Contracts with Unaccredited Institutions or Entities.*** An institution may enter into a contract with an unaccredited institution or entity for the delivery of up to 25% of a program of study.

The institution must submit the contract and provide the following information to ACICS for review and approval prior to the initiation of the contract:

(a) a full catalog description of the program and the services to be provided by the contractor;

(b) a systematic plan for administrative and student evaluations of instructors provided by the contractor;

(c) evidence of the qualifications of faculty to teach the contracted courses;

(d) a description of the instructional facilities provided by the contractor; and

(e) plans for the completion of the program should the contractor fail to provide contracted services.

2-2-506. ***Articulation Agreements with Secondary Schools.*** An institution may enter into an articulation agreement with a secondary school to transfer credit for courses taken at the secondary level that are equal to courses offered in a postsecondary institution. Articulation agreements must be in writing, periodically reviewed, signed, and dated. The institution must maintain a file consisting of the following: (1) a Letter of Intent to Articulate signed by both institutions specifying the numbers and titles of courses to be articulated, (2) a written description of the standards for acceptable transfer of credit, and (3) a comparison of the course objectives of the secondary and postsecondary courses(s) with signed approvals of both institutions. These credits appear on both the secondary and postsecondary transcripts.

2-2-507. ***International Partnership Agreements.*** An ACICS-accredited institution may enter into an international partnership agreement with an institution of higher education in a geographic location other than that of the United States or its territories. At least 25% of the program must be delivered by the institution that awards the academic credential.

The ACICS-accredited institution must submit an international partnership agreement to the Council and provide the following information to ACICS for review and approval prior to the initiation of the partnership agreement:

(a) evidence provided by the institution or agency that the international partner and the programs to be delivered are recognized by an educational approval agency equivalent to an accrediting agency recognized by the US Department of Education;

(b) a full catalog description of the program and the services to be provided through the partnership agreement;

(c) a plan which describes recruitment, admission, standards of satisfactory academic progress;

(d) a plan which describes student financial relations, including tuition and fees, and refund policies;

(e) a description of the program(s) of study or courses offered;

(f) a systematic plan for administration and student evaluations of instructors provided by in the partnership agreement;

(g) evidence of the qualifications of faculty to teach;

(h) a description of the instructional facilities at the international site;

(i) a plan for the completion of the program(s) should the international partner fail to provide agreed upon services;

(j) a plan for the safety and security of students, faculty, and staff.

(k) specify which programs or portions are to be delivered via distance education and how the institutions will monitor growth.

2-2-600 – Other Changes

2-2-601. ***Change of Name.*** The Council must be notified and grant approval when an institution decides to change its name. Forms are supplied for the institution to explain and justify the change. The President has the authority to review and approve a change in name. The following limitations apply:

(a) "university" may be used only by those institutions that offer a master's degree.

These limitations are effective for all Change of Name applications received after January 1, 1997. All institutional names approved prior to that date may be retained.

2-2-602. ***Change of Location.*** The Council must be notified and grant approval when an institution decides to change its physical location or its address and prior to the initiation of classes at any new location. Forms are supplied for the institution to explain and justify the change. The President has the authority to review and approve a change of location. In addition, the President may require an on-site evaluation visit as part of its review in order to determine compliance with Council standards.

Title II General Procedures

Chapter 3 Council Actions

Introduction

When the Council has considered all of the information and reports submitted as a result of the accrediting process, it will make a judgment as to an institution's compliance with the *Accreditation Criteria*. The Council's decision is based on the extent of an institution's compliance. The judgment made is referred to as a "Council action." The actions which the Council may take are described in this chapter. Procedures available to institutions to challenge those actions and the maximum time frames for achieving final disposition of those actions by the Council also are explained. There are four general areas of Council actions: accreditation granted, accreditation deferred, accreditation denied, and accreditation withdrawn.

If the Council determines that an institution is not in compliance with the *Accreditation Criteria*, it will take prompt adverse action against the institution, or it will require the institution to take appropriate action to bring itself into compliance with the *Accreditation Criteria* within a time frame specified by the Council after the institution has been notified that it is not in compliance. That time frame will not exceed the following:

(a) twelve months, if the longest program is less than one year in length;

(b) eighteen months, if the longest program is at least one year, but less than two years in length; and

(c) two years, if the longest program is at least two years in length.

The above time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in completion or placement rates.

2-3-100 – Accreditation Granted

If an institution is found to be in compliance with the *Accreditation Criteria*, ACICS may grant accreditation for a specific period of time from a minimum of one year to a maximum of six years. The length of the grant shall be at the discretion of ACICS. A grant of accreditation for less than six years is not a negative action and, therefore, is not appealable.

The Council will not grant accreditation for a full six-year term if the grant is awarded following any hearing resulting from a previous action to deny accreditation.

2-3-101. ***Admonition.*** The Council may judge an institution to be generally in compliance with the criteria, but it also may wish to call the institution's attention to one or more deficiencies that are not serious enough to preclude a grant of accreditation but that nonetheless must be corrected. In these cases, the institution will be awarded a grant of accreditation but will be admonished to correct the deficiencies. An admonition is an instruction to an institution either to initiate some prescribed practice or to refrain from some proscribed activity. An admonition does not condition the grant of accreditation, but failure to respond to it could result in a subsequent negative action.

2-3-200 – Accreditation Deferred

When an institution is measured against the criteria and is found to be in marginal compliance, or there is insufficient evidence available for the Council to make a decision, ACICS may defer action until a later date pending receipt of additional information. In such cases, ACICS will provide in writing the reasons for the deferral, state what the institution needs to provide, and invite a response to the findings by a specific date.

Deferral is, in effect, "no action at this time" and is not a negative action. Therefore, deferral is not an appealable action. Neither is a deferral a final action. In all cases of deferral on reevaluation of accredited institutions, the Council will extend the present grant of accreditation for a period sufficient for the institution to provide the information needed, including time for procedural due process following the Council's review of the information not to exceed twelve months, if the longest program is less than one year in length; eighteen months, if the longest program is at least one year, but less than two years in length; and two years, if the longest program is at least two years in length.

2-3-300 – Accreditation Denied

Denial of an accredited status is characterized by the Council as a "withholding" action and is differentiated from suspension of accreditation, which is a "withdrawal" action. There are two levels of denial. One totally withholds accreditation of the institution or an additional location; the other denies approval of a requested substantive change. Denial at either level constitutes a negative action and is challengeable by the institution. The process of challenge, however, is different for each level of denial as separately described in Sections 2-3-301, 2-3-302, and 2-3-303. In all cases of denial, the Council will give the institution written reasons for the denial, which are subject to modification through the appeals processes as later described and explained. Denial actions that are not appealed in accordance with the appeals procedures provided by the Council are considered final actions.

2-3-301. ***Denial of Initial Grant.*** An institution that objects to a Council decision to deny an application for an initial grant of accreditation has the right and will be given the opportunity to present its case and to be heard by a panel of the Review Board of Appeals. At such a hearing, the institution may not present new evidence for consideration and must follow the procedures described in Section 2-3-600.

2-3-302. ***Denial of New Grant, Additional Location Inclusion, or Change of Ownership/Control.*** An institution that objects to a Council decision to deny an application for a new grant of accreditation, inclusion of an additional location, or reinstatement of accreditation following a change of ownership or control has the right to appeal the decision to the Review Board of Appeals pursuant to the procedures described in 2-3-604.

Additionally, in cases of denial of a new grant, additional location inclusion or reinstatement of accreditation following a change of ownership or control, the Council may place the institution on probation as described in Section 2-3-800.

2-3-303. ***Other Denial Actions Not Affecting Overall Accreditation.*** An institution that objects to a Council decision to deny an application for additional location-to-freestanding status or new program inclusion will be given the opportunity to present its case to a panel of the Council and to be heard at a subsequent regularly scheduled meeting of the Council. The institution may offer new evidence that will be considered by the Council if timely submitted.

2-3-304. ***Subsequent Action.*** If the denial not affecting overall accreditation is affirmed, the denial action becomes final and no further remedy is available to the institution. In all cases of denial, the Council retains discretion to specify whether and under what conditions the institution might initiate a request for consideration of the same type of application.

2-3-400 – Accreditation Withdrawn

"Withdrawal of accreditation" differs from "denial of accreditation" in that denial rejects an institution's application for an initial grant of accreditation or for a new grant to take effect upon the expiration of an existing grant of accreditation; withdrawal of accreditation takes away a current grant of accreditation before its expiration. Accreditation may be withdrawn from an institution through two types of Council action: "revocation of accreditation" or "suspension of accreditation."

2-3-401. ***Revocation.*** Revocation occurs without a hearing for any of the following reasons:

(a) An institution notifies the Council that it has closed and/or ceased operation.

(b) An institution whose accreditation has been summarily suspended does not challenge the suspension within 10 days of receipt of the suspension notice (see Section 2-2-301).

(c) The institution fails to file an annual report as required by the Council (see Sections 2-1-801 and 2-1-802).

(d) The institution fails to pay its annual fees, application fees, other assessed fees, or evaluation expenses (see Section 2-1-804).

A revocation action is not appealable. It requires an institution to start anew and to undergo the entire accreditation process to regain accreditation.

2-3-402. ***Suspension.*** Suspension of accreditation may occur when, in the judgment of ACICS, an institution no longer complies with the criteria.

By way of illustration, ACICS might issue an order of suspension for reasons such as the following:

(a) The institution or any of its components (an additional location or new program, for example), is evaluated as directed by ACICS and is determined not to be in compliance with the criteria.

(b) Periodic required reports filed by the institution fail to conform to Council reporting requirements.

(c) The institution makes substantial or significant change, without notice to ACICS, in its operation, structure, governance, ownership, control, location, facilities, or programs of study.

(d) The institution fails to respond to or cooperate with attempts by the Council to make arrangements for a site evaluation.

(e) The institution has deviated from the criteria or other directives of ACICS.

(f) The institution fails to disclose any agreements, options, or other contractual arrangements between the institution and other parties which bear on the management or control of the main campus or its nonmain campuses.

In all cases of suspension, the Council retains discretion to specify whether and under what conditions the institution might apply for an initial grant of accreditation.

2-3-403. ***Show-Cause Directive.*** When the accreditation of an institution is subject to suspension action (other than summary suspension under Section 2-2-301) because the Council has reason to believe that the institution is not, or may not be, in compliance with the *Accreditation Criteria*, the institution will be provided in writing with the alleged deficiencies and will be invited to "show cause" why its accreditation should not be suspended or otherwise conditioned.

A show-cause directive is not a negative or conditioning action. Rather, it is issued to an institution for it to come forward and prove that a negative or conditioning action should not be taken. However, the opportunity to show cause before the Council will be considered to be a hearing as defined in Section 2-3-500. A suspension order may be issued by ACICS as the result of this hearing, and such action is considered a final action which may only be appealed to the Review Board of Appeals as described in section 2-3-600. Following receipt of a show-cause directive, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to final adverse action.

In many circumstances, it is possible for an institution to respond to a show-cause directive in writing by which it demonstrates correction of the condition upon which the directive was based. When the reasons for the show-cause are satisfied, the directive may be lifted either by the President in cases where no evaluation is involved or by ACICS in cases where evaluation of additional material is required and following such evaluation. All institutions directed by the Council to show cause why their accreditation should not be suspended or otherwise conditioned will be directed to submit a school closure plan and may be required to submit a teach-out agreement as described in Section 2-2-303 of the *Accreditation Criteria.*

2-3-404. ***Procedural Guarantees.*** In all cases where accreditation is subject to withdrawal by suspension under Section 2-3-402, the institution is afforded the following procedural guarantees:

(a) Opportunity for a hearing before ACICS on all material issues in controversy.

(b) Written prior notice of the proceedings, the charges levied, and the standards by which the institution ultimately is to be judged.

(c) A decision on the record alone and a statement of reasons for the ultimate decision.

(d) A right of appeal as provided in Section 2-3-600.

(e) If the Review Board of Appeals affirms the withdrawal of accreditation by way of suspension, the appeal shall be deemed to be finally disposed of upon issuance of the decision and publication will be made as described in Section 2-3-607.

2-3-500 – Council Hearing Procedures

The following procedures will govern hearings to be held before the Council:

(a) The request for a hearing must be made by a date determined by the Council, which will not be less than 10 days from the date of receipt of the letter of notification of the show-cause directive. The request for a hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the request for a hearing, the Council will notify the institution of the procedures to follow to prepare for the hearing, including the dates by which the institution must submit its response to the show-cause directive.

(b) The institution shall have the right to respond with evidence and facts concerning the areas of noncompliance with which it has been charged, to raise all reasonable questions, and to present evidence in opposition to or extenuation of the charges of noncompliance. Such written evidence must be submitted by the date prescribed by the Council unless the institution can show that such information was not available before the submission date and that failure to make a timely submission was outside of the institution's control.

(c) At the hearing, the institution may present only evidence not already considered. The institution may send one or more representatives, including legal or financial counsel, to present its argument in

opposition to or extenuation of the Council action. The Council transcribes all such hearings for its records. A copy of the transcript is available to the institution upon request.

2-3-501. ***Hearing Format.*** Hearings before the Council resulting from a show-cause directive and involving areas of noncompliance other than or in addition to financial concerns will take place before a panel of commissioners.

A hearing panel will be designated by the Council to hear the presentation of the institution. The panel will present its findings and its recommended action to the full Council, which will make the final decision in a time frame not to exceed twelve months, if the longest program is less than one year in length; eighteen months, if the longest program is at least one year, but less than two years in length; and two years, if the longest program is at least two years in length from the time the institution was found out of compliance with the *Accreditation Criteria*.

2-3-502. ***Financial Hearings.*** All hearings before the Council for financial concerns only will be heard by a panel of at least three commissioners, which will include at least one representative of the Financial Review Committee. The panel will present its findings and its recommended action to the full Council, which will make the final decision in a time frame not to exceed twelve months, if the longest program is less than one year in length; eighteen months, if the longest program is at least one year, but less than two years in length; and two years, if the longest program is at least two years in length from the time the institution was found out of compliance with the *Accreditation Criteria*.

2-3-600 – Review Board Appeal Process

For those institutions that appeal to the Review Board of Appeals a denial action as described in Sections 2-3-301 and 2-3-304 or a suspension action as described in Sections 2-3-402 and 2-3-404, the Council has established procedures designed to provide due process.

2-3-601. ***Purpose and Authority of Review Board.*** The Review Board of Appeals is a separate, independent appeals body established by the Council for the purpose of hearing appeals by institutions for actions specified in Sections 2-3-301, 2-3-304, and 2-3-402.

2-3-602. ***Appointment of Members.*** The Review Board of Appeals shall consist of fifteen (15) persons, all of whom have had experience in accreditation, who are appointed to three-year terms. A person appointed shall not have been a commissioner within one year prior to appointment. The Review Board of Appeals shall consist of at least two (2) academic representatives, two (2) administrative representatives, and three (3) public members, as defined in Appendix A.

A Review Board of Appeals panel of three to seven persons, depending on the scope and complexity of the matter or institution being reviewed, will be designated by the Council from the entire Review Board to hear an appeal from an institution. The Council also will designate one member of the Review Board panel to serve as chair. The selection and actions of the panel are subject to ACICS conflict of interest policies. A Review Board Panel will consist of at least one (1) public, one (1) administrative and one (1) academic representative as defined in Appendix A.

2-3-603. ***Jurisdiction and Authority.*** The Review Board of Appeals is empowered to review, upon notice of appeal timely filed, actions specified in Sections 2-3-301, 2-3-304, and 2-3-402. The Review Board panel has the authority to:

(a) affirm the decision of the Council;

(b) amend the decision of the Council;

(c) reverse the decision of the Council; or

(d) remand the case to the Council with recommendations for further consideration.

The Review Board panel may amend or reverse the decision of the Council or remand the case to the Council for further consideration only if it finds the decision was:

(i) arbitrary, capricious, or otherwise in substantial disregard of the Accreditation Criteria, or

(ii) not supported by substantial evidence in the record on which the Council took the negative action.

The Review Board panel cannot amend or reverse the decision of the Council or remand the decision based on argument by the appellant that the Council action was disproportionate to the violations cited. The Review Board panel is further limited in that it has no jurisdiction or authority concerning the reasonableness of the Accreditation Criteria.

A determination by the Review Board panel to affirm the Council's decision is effective immediately upon the Review Board panel's action. A determination by the Review Board panel to amend, reverse, or remand the Council's decision will be referred to the Council for implementation and further action.

Except as noted below, Review Board panels will not consider any evidence that was not in the record before the Council. Documents reviewed by or available to evaluation teams are not considered to be part of the record unless they are appended to the team report or the institution submits them to the Council as part of the institution's response to the evaluation team report.

An exception to the policy on evidence will be made where a final adverse action is based solely on the failure of an institution to comply with the standards of financial stability. In that case, the institution on one occasion may seek review of significant financial information that was unavailable to the institution prior to the determination of the adverse action and that bears materially on the financial deficiencies identified by the Council. The Financial Review Committee will determine if the new financial information submitted by the institution is significant and material. If these criteria are met, the Financial Review Committee will provide a report of its review to the Council, which then will reconsider its adverse action in light of the new information. If the Council reaffirms the adverse action, the Financial Review Committee report and the result of the Council's recommendation will become part of the record under review before the Review Board.

The panel acts on behalf of the entire Review Board. Therefore, a decision of a Review Board panel is final and will not be considered further by the full Review Board. In cases remanded to the Council for reconsideration, the Review Board panel will identify specific issues that the Council must address. With respect to a Review Board panel decision that is implemented by or remanded to the Council, the Council will act in a manner consistent with the Review Board panel's decisions or instructions.

2-3-604. ***Request for Appeal.*** To exercise its right of appeal, the institution must file a request for a hearing before the Review Board of Appeals within a time frame determined by the Council, normally not more than 10 days from date of receipt of notification of the denial or suspension action. The request for a hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the request for a hearing, the Council will notify the institution of procedures to follow in preparing for it.

2-3-605. ***Hearing of Appeal.*** The hearing will be held at a time and place designated by the chair of the Review Board panel. Three members will constitute a quorum.

If the appealing institution intends to submit a written appeals brief or statement of points, it must be received by the Review Board panel and the Council at least 15 business days prior to the hearing date. The Council's reply brief

must be received by the panel and the appealing institution at least seven business days prior to the hearing. The Review Board panel chair will preside at the hearing and will rule on all procedural matters. There will be no right to cross-examine the opposing party or its representatives.

The Council transcribes all Review Board hearings for its own records. A copy of the transcript is available to the institution upon request.

The hearing shall be as informal as may be reasonable and appropriate under the circumstances. Both the Council and the institution may appear by or with counsel or other representative. The institution may waive a personal appearance, in which case the matter will be handled solely on briefs.

The chair of the Review Board panel may promulgate such additional rules of procedure for the scheduling and conduct of hearings as are consistent with these procedures.

2-3-606. ***Decision of the Review Board.*** Every decision must have the concurrence of the majority of the Review Board panel. Within a reasonable time after the conclusion of the hearing, the hearing panel shall issue in writing its decision with a statement of its reasons and recommendation, if any, to the Council. The decision will indicate those members of the Review Board panel who concur with the decision. Dissenting opinions may be filed. The majority decision with dissenting opinions, if any, will be furnished to the institution.

2-3-607. ***Council Receipt of Review Board Decisions.*** Decisions by the Review Board panel are transmitted to the Council for disposition and publication.

If the Review Board panel affirms the prior decision of the Council, there is no further remedy available within these procedures. The Council's decision is final, and immediate publication is automatic. If the Review Board panel remands the matter, the case shall be deemed to be finally disposed of when the Council takes final action on remand.

2-3-608. ***Expenses of Appeal Hearing.*** The institution shall bear the following expenses in connection with the appeal:

(a) travel and subsistence of the Review Board panel members participating in the hearing; and

(b) cost of the hearing room and transcription.

An appeals deposit must be made with the Council at the time of the filing of the notice of appeal described in Section 2-3-604. This deposit shall be applied to the expenses listed above, and any excess deposit will be returned to the institution.

2-3-700 – Complaints and Adverse Information

Procedurally apart from Council actions heretofore described and explained, ACICS receives and is obligated to investigate legitimate complaints about an institution from any source, that in any way pertain to ACICS criteria.

Also, ACICS periodically receives and may investigate information from federal or state agencies or other accrediting agencies, or through public media sources, which may indicate possible criteria violations. Adverse information may include, but is not limited to, low completion rates, low placement rates, high default rates, tuition refund problems, negative audits or program reviews, and governmental agency investigations.

When the staff of ACICS, with delegated authority to do so, determines that a complaint or adverse information warrants investigation, it will notify the chief executive officer of the institution in writing about the complaint or adverse information, and a copy of the information will be provided. The institution is requested to submit to the

Council office its version of the conditions or circumstances which led to the complaint or adverse information. The complainant also will be informed in writing that the institution has been contacted and has been requested to provide information. Any governmental agency providing adverse information to the Council may be informed at the discretion of the Council of the action taken on the adverse information.

The role of the Council in resolving complaints and investigating adverse information is to determine whether the institution is out of compliance with one or more accrediting standards to which the complaint is addressed or to which the adverse information applies. After such determination, ACICS may then do one of the following:

(a) dismiss the complaint or terminate further investigation of the adverse information;

(b) postpone a final action on the complaint or adverse information if there is evidence that the institution is making progress to rectify the situation or if more investigation is necessary; or

(c) notify the institution that, on the basis of information available, ACICS has determined that the institution is failing to comply with the *Accreditation Criteria* and that the institution is:

(i) directed to show cause why its accreditation should not be suspended, revoked, or otherwise conditioned;

(ii) directed to submit a report to ACICS detailing plans for rectifying the area(s) of noncompliance; or

(iii) directed to undergo a special on-site evaluation.

The Council will inform the complainant of the determination by the Council and the disposition of the complaint.

2-3-800 – Probation

Probation is a status that the Council may impose on an institution if the institution is unable to demonstrate that it consistently operates in accordance with the *Accreditation Criteria*.

2-3-801. ***Imposition.*** Probation may be imposed by the Council either when it continues a show-cause directive after at least one hearing either in person or in writing, or after an institution has notified the Council that it intends to appeal a denial action.

2-3-802. ***Result of Probation.*** The Council will not accept any applications for new programs or new campuses from any institution on probation unless the institution receives approval in advance to submit such an application.

2-3-803. ***Probation Lifted.*** Probation does not expire automatically. Instead, the institution is obligated to demonstrate to the Council that the conditions or circumstances which initially led to the imposition of probation have been corrected before probation will be lifted. Probation may be continued even if the show-cause directive has been vacated. The Council may order a special visit at the institution's expense before lifting probation.

2-3-804. ***Notification of Probation.*** The Council will notify the U.S. Secretary of Education, appropriate state regulatory agencies, other appropriate accrediting agencies, and the public of its decision to place an institution on probation. The institution is required to notify immediately in writing its current and prospective students that it has been placed on probation by its accrediting agency.

2-3-900 – Special and Fact Visits

The Council reserves the right to initiate special on-site evaluation visits to or request specific reports from an institution at any time, both of which are to be completed under conditions and within a time frame determined by ACICS. Refusal of an institution to respond to or cooperate with such requests shall be grounds for suspension of its grant of accreditation.

At any time ACICS has substantive evidence or information that an institution is in jeopardy of having its eligibility status with a federal or state agency or its accreditation status with another accrediting agency conditioned, ACICS may direct a special on-site evaluation visit to that institution. The purpose of the visit will be to ensure that the students in the institution are not being harmed educationally because of the institution's alleged noncompliance with federal or state statutes or regulations or another accrediting agency's standards and criteria.

The Council also may direct a Fast Assessment and Compliance Team (FACT) visit to investigate and report on alleged improper practices at ACICS institutions.

The Council retains discretion to determine the size and composition of special and FACT teams and the length and breadth of the evaluation. In making these decisions, the Council will consider the issues and factors that prompted the visit, the size of the institution, and the nature of the institution's offerings.

2-3-1000 – Debarment

The Council may bar a person, including spouses and closely related family groups as defined in Section 2-2-401, from being an owner or senior manager of an ACICS-accredited institution if that person was an owner or manager of an institution that lost it its accreditation as a result of a denial or suspension action or that closed without providing a teach-out or refunds to students matriculating at the time of closure.

The Council will notify a person or persons whom it intends to bar as the result of denial or suspension action within four months following the loss of the institution's accreditation. It will notify a person or persons whom it intends to bar as the result of the closing of an institution within a reasonable period of time following the closure, normally not more than six months following the closure of the institution. In each case, the Council will forward an intent to bar notice by both express and first-class mail to the last institutional mailing address known to the Council, unless the Council has received updated mailing information following the institution's closure or loss of accreditation. Those individuals will be considered notified when the Council has forwarded the intent to bar notice in accordance with these procedures.

The intent to bar notice will inform the person(s) that they are entitled to present information and materials in writing or in person to challenge the intent to bar at the next scheduled meeting of the Council. The notice will stipulate that if they intend to challenge the intent to bar, the person(s) must inform the Council office in writing within ten days of receipt of the notice as to whether they desire a personal appearance before the Council, or whether they will challenge the intent to bar in writing. A debarment order may be issued by the Council as a result of its consideration of the facts presented. Notice of the Council's decision will be sent to the individual(s) by first class and certified mail within ten days following their challenge before the Council.

The Council retains final discretion to establish the terms and length of the debarment. The length of debarment will vary depending on the circumstances that led to the debarment decision, but it typically will be for a period of at least one year and not more than three years. Individual circumstances may justify a longer period of debarment.

A person or persons barred by the Council may appeal this decision to the Council in accordance with such debarment appeals procedures as the Council may establish. The Council's decision is final if the person elects not to

appeal or if the Council affirms its decision following appeal, and no additional appeal rights are available under these procedures.

After considering an individual's challenge to the intent to bar or when no challenge is presented, the Council's decision to bar an individual is final. No appeal rights are available under these procedures.

TITLE III EVALUATION STANDARDS

Chapter 1 General Standards Applicable To All Institutions

INTRODUCTION

This section of the *Accreditation Criteria* comprises the most heavily weighted part of the accrediting process. Chapter 1 states and explains the minimum operational and educational practices expected of all institutions, whatever methodology and mode of educational delivery is used and wherever the institution provides educational activities. Inasmuch as these are minimum expectations, extreme deviation from them is not permitted. The Council, while encouraging innovation at institutions and attempting to be somewhat flexible in its interpretation of these standards, does not grant waivers on criteria pertaining to good educational practice.

Chapters 2-6 contain additional criteria which are applicable to institutions offering nondegree programs and programs culminating in occupational associate's, academic associate's, bachelor's, and master's degrees. The Council recognizes that some requirements of these standards may not be appropriate for entities, and it may waive specific standards on a case-by-case basis.

3-1-100 – MISSION: PURPOSE AND OBJECTIVES

Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career-related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution.

Institutions may exhibit a variety of missions, ranging from those which have a singleness of purpose to those which are multi-purpose.

3-1-101. ***Disclosure.*** The mission statement of the institution, its purpose, and its supporting objectives must be stated in the catalog and in other publications readily available to the public. The mission statement must be expressed in terms readily understandable by a prospective student, parents, the public, and other educational institutions.

3-1-102. ***Implementation.*** The institution is measured both in terms of its stated purpose and in terms of its conscientious endeavor to fulfill this purpose. The faculty, financial resources, physical plant, administration, management, and educational activities shall be appropriate and committed to successful implementation of the stated mission of the institution.

3-1-110 – INSTITUTIONAL EFFECTIVENESS

An important indication of the overall effectiveness of an ACICS-accredited institution is the degree to which it meets its own predetermined educational outcomes. Each campus of an ACICS-accredited institution, consistent with its mission, shall develop and implement a Campus Effectiveness Plan that identifies how it plans to assess and continuously improve its educational programs and processes, and that addresses its ability to meet the educational and occupational objectives of its programs. In this document, each campus should attempt to incorporate short-

term objectives to be accomplished in order to achieve the mission of the institution as it applies to the campus and its future goals.

3-1-111. ***Campus and Institutional Effectiveness Plans.*** Each campus shall have on file a Campus Effectiveness Plan (CEP). A main and its additional locations may share aspects of an CEP, such as the mission, but each main and additional location is expected to have its own plan for effectiveness that describes the characteristics of the programs offered and of the student population, describes what types of data will be used for assessment, identifies outcomes, and states how continuous improvement will be made to improve or enhance outcomes at the campus. A centrally controlled institution must also submit a consolidated Institutional Effectiveness Plan (IEP) containing information and data on the institution as a whole. The IEP of a centrally controlled institution is due on or before September 15 annually.

For the Campus Effectiveness Plan, the following six elements, at a minimum, will be evaluated for institutional effectiveness:

1. student retention rates;
2. student placement rates;
3. level of graduate satisfaction;
4. level of employer satisfaction;
5. student learning outcomes; and
6. graduation rates [when available].

In compiling the data needed to assess the six elements, each campus shall identify and describe how the data were collected, the rationale for using each type of data, a summary and analysis of the data collected, and an explanation of how the data have been used to improve educational processes. Baseline data must be identified for each of the six elements.

For example, the data needed to demonstrate student learning outcomes includes baseline data and data to support that student learning has occurred. Examples of data may include, but are not limited to, course grades, GPA, CGPA, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations, and other measures of skill and competency attainment. Placement data should not be used exclusively to validate student learning outcomes.

Each campus shall publish annual placement and retention goals. In formulating these goals, the campus shall take into account the retention and placement rates from the previous three Campus Accountability Reports and the specific activities that will be undertaken to meet those goals. The activities must demonstrate the campus' ability to maintain or improve retention and placement outcomes each year.

Institutions are encouraged to include additional information in their plans which is relevant to improving their overall effectiveness.

For the Institutional Effectiveness Plan of a distributed enterprise institution, the following elements will be evaluated for institutional effectiveness, at a minimum:

PLANS

1. Mission and Objectives of the distributed enterprise institution
2. Strategic Planning Objectives
3. Long Range Planning Goals and Timelines for:
    a. Expansion and addition of campuses

b. Student enrollment
c. Retention and placement rates

4. Plans for Continuous Improvement

DATA

1. Three (3) years of retention and placement trend data for the institution
2. Three (3) years of retention and placement trend data for each program
3. Student demographic data for the institution
4. Comparison and analysis of baseline data between campuses
5. Analysis of cohort default rates for the institution
6. Assessment of learning outcomes across the institution
7. Graduation Rates

PROCESS

1. Composition of the institution's IEP team
2. Institutional process for curriculum review
3. Compliance monitoring and internal controls

3-1-112. ***Implementation and Monitoring of Campus and Institutional Effectiveness Plans.*** Distributed enterprise institutions and all campuses shall document that the specific activities listed in the plan are carried out and that periodic progress reports are completed to ensure that the plan's activities are implemented. Appropriate individuals should be assigned responsibility for implementing and monitoring the Campus and Institutional Effectiveness Plans.

3-1-113. ***Evaluation of Campus and Institutional Effectiveness Plans.*** Distributed enterprise institutions and all campuses shall evaluate the plan, its goals, and activities at least annually. Evaluation requires the determination of initial baseline rates and a measurement of results after planned activities have occurred. Distributed enterprise institutions and all campuses shall maintain documentation of historical outcomes and show evidence of how this documentation is used to achieve expected goals. Distributed enterprise institutions and all campuses should adjust their goals accordingly as a result of an evaluation of the Institutional and Campus Effectiveness Plans.

3-1-200 – Organization

Each institution should have an organizational structure designed to promote among all staff and faculty a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly carry out the stated educational objectives of the institution.

3-1-201. ***Disclosure.*** The governance, control, and corporate organization of the institution shall be stated in appropriate publications, including the catalog, together with the names of the trustees, directors, administrators, and officers.

3-1-202. ***Integrity.*** The integrity of an institution is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by all individuals comprising the ownership, control, or management.

An institution must assume full responsibility for the actions, statements, and conduct of its representatives and must, therefore, select each of them with the utmost care, provide them with adequate training, and arrange for constant and proper supervision and evaluation of their work. The Council considers the following to be important:

(a) Emphasis shall be placed upon the efficiency and effectiveness of the overall administration of the institution. Attention shall be given to educational activities, admissions, student financial aid, financial operations, plant and equipment, student services, and compliance with applicable local, state, and federal laws. The degree of institutional compliance with the criteria in these areas is a measure of the administrative capability of the chief on-site administrator of a main campus or additional location and, for a distributed enterprise, the designated chief administrator of the institution.

(b) The institution must maintain written evidence that faculty and staff members clearly understand their duties and responsibilities, know the person to whom they report, and understand the standards by which the success of their work is measured. A copy of the document describing these terms and conditions shall be given to the faculty and staff member and a copy maintained by the institution. The administration must maintain documentation of the evaluation of the faculty and staff.

(c) In the administrative organization of the institution, the professional integrity of the faculty and staff shall be respected. Administrative decisions shall not inhibit the academic freedom of the faculty. The institution shall adopt a policy assuring academic freedom and communicate the policy to all faculty.

(d) An institution shall establish, publish, and implement appropriate grievance policies and procedures for considering complaints received from students, employees, and other interested parties. The grievance procedure for students shall be published in the institutional catalog or student handbook and shall include the name and address of ACICS.

3-1-203. ***Financial Stability.*** The financial well-being of an institution requires constant oversight by competent managers.

The institution shall have adequate revenues and assets to meet its responsibilities, to ensure continuity of service, and to accomplish its mission. Budgetary practices should reflect a balanced application of resources to operations; the amount of expenses and debt must not burden the educational objectives of the institution; the proportion of the budget allocated to instructional programs must be adequate; and the financial profile of the institution must support the intent of its objectives.

3-1-300 – Administration

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed recordkeeping enhances the management of the institution.

3-1-301. ***Management.*** Each institution shall have a chief executive officer. Moreover, each institution also shall have a qualified on-site administrator at the main campus and at all additional locations. This person must be made known to ACICS and shall be responsible for the implementation of the stated mission as determined by the institution's governing body. The staff continuously shall evaluate the programs of study, student activity program, guidance services, financial aid services, instructional procedures and resources, and other aspects of the educational program of the institution. The chief executive officer shall seek to improve the educational program as a result of such evalua-

tion. A current copy of the *Accreditation Criteria* shall be maintained by each main and additional location and shall be available to faculty and staff.

3-1-302. ***Evidence of Degrees.*** Institutions listing degrees of staff members in the catalog shall have on file appropriate evidence of the degrees. Copies of either transcripts or diplomas are acceptable.

3-1-303. ***Records.*** Careful recordkeeping is crucial to the smooth day-to-day operation of an institution. The data from these records are important to the institution for future planning, to students for informational purposes, and to evaluation teams during school visits. All such records should be maintained at each institutional site or shall be available at each site during evaluation visits. The Council expects at least the following:

(a) Adequate records shall be kept by each institution relative to administrative operations. These include financial aid activities, admissions, curriculum, accreditation and licensure, guidance, instructional resources, supplies and equipment, school plant, faculty and staff, student activities, and student personnel.

(b) For all students admitted under an ability-to-benefit determination, the institution shall maintain records of the validated test scores, initial and periodic academic and career advising, and any other factors used by the institution to support its admissions determination.

(c) For institutions admitting students under an ability-to-benefit determination, documentation shall be maintained to evidence the relationship between test cut-off scores on whatever test the institution uses and successful academic or employment outcomes.

Such records could include such data as admissions rate (acceptances versus rejections), completion rate of those enrolled, general placement rate, or specific career placement rate.

For students tested and enrolled based on a test's validity to predict aptitude, the test score should predict successful completion of the program. Institutions must develop longitudinal data comparing the test cut-off score(s) utilized for acceptance with the eventual success of students.

An institution admitting a high percentage of applicants based on testing and losing a comparably high percentage of those students before completion (even allowing for factors other than ability) may not be using the appropriate test to measure aptitude, or the cut-off score for admission is too low, or both. The use of the minimum cut-off scores determined by the U.S. Department of Education will not, in and of itself, satisfy the requirements of this section.

(d) For high school graduates or those with high school equivalency, the institution shall have on file evidence that the student has received a high school diploma or its equivalent. A signed statement by the student is acceptable documentation. The student's record also may include personal background information, evidence of other educational experiences (including certificates, diplomas, or degrees earned), or information about the ability of the student to benefit from the education offered, including any aptitude testing information or recommendations from other sources.

(e) A permanent academic record (transcript) of the student's progress shall be maintained. Compatible with the institution's mission, the transcript shall indicate student accomplishment in terms of clock hours, units of credit, or some other recognized system. The grading system used shall be fully explained on the transcript and must be consistent with that appearing in the institutional catalog.

(f) All basic records and reports pertaining to students shall be safely protected. Acceptable methods of protecting records from theft, fire, water damage, or other possible loss include appropriately fire-rated file cabinets (that can be and are locked when not being used); a central location such as a vault, the entirety

of which is protected; and microfilmed records, computer disk, backup tape, printout records, or other hard copies of records protectively stored off the premises.

(g) Certain basic records shall be maintained by the institution for a specified period of time. Transcripts should be kept indefinitely, and admissions data and other records should be kept for at least five years from the last day of attendance. Financial aid records shall be maintained according to the guidelines established by the funding source.

3-1-400 – Relations With Students

Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending additional locations and campus additions. Such services should support the educational program and reflect the institution's concern for the welfare of the student.

3-1-410 – Admissions and Recruitment

It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.

The ultimate responsibility for the activities of an institution's employees, vendors, contractors, or agents in the referral, recruiting, evaluation, and admissions processes always remains with the institution. An institution may not delegate without supervision these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants. The institution may not contract, directly or indirectly, with third parties who are generally unfamiliar with the institution. "Non-employees" are independent contractors who are not considered "employees" under the Internal Revenue Code.

Institutions participating in Title IV programs must be aware of regulations imposed by the U.S. Department of Education as they apply to recruiting practices.

3-1-411. ***Admissions.*** The admissions policy shall conform to the institution's mission, shall be publicly stated, and shall be administered as written. The following minimums apply:

(a) The requirements for students admitted to programs leading to a certificate, diploma, or degree shall include graduation from high school or its equivalent, or demonstration of the student's ability to complete the program, as provided for by governing laws.

(b) It is the responsibility of the institution to maintain student records which reflect the requirements for admission of all students.

(c) Institutions are not precluded from admitting, under different requirements, students who are beyond the age of compulsory school attendance or who may be otherwise specially circumstanced, such as:

(i) having financial sponsorship through contractual arrangements with public or private organizations;

(ii) having identifiable needs requiring remedial instruction as a supplement to the regular curriculums;

(iii) participating in innovative postsecondary programs specially described to ACICS; or

(iv) being enrolled in individual courses not leading to an academic credential.

3-1-412. ***Recruitment.*** Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution. The following minimums apply:

(a) An institution shall ensure that any person or entity engaged in admissions or recruitment activities on its behalf is communicating current and accurate information regarding courses and programs, services, tuition, terms, and operating policies.

(b) No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an institution may be used for recruitment purposes unless the name of that institution is clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community.

(c) An institution shall conform to the laws and regulations of each of the states in which it operates and shall ensure that each of its representatives is properly licensed or registered as required by the laws of that state.

(d) Representatives of an institution shall use only those titles which accurately reflect their actual duties and responsibilities. Recruitment and enrollment personnel may not be designated as counselors or advisors and may not make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement.

(e) Referrals are permitted, and the referrer may be paid a fee so long as the referrer provides full disclosure and does not misrepresent the purposes of soliciting a prospective referral and such payments do not violate state or federal laws.

(f) All recruiters must be supervised by the institution's administration to ensure that their activities are in compliance with all applicable standards.

3-1-413. ***Transfer of Credit.*** An institution shall evaluate and consider awarding proper academic credit for credits earned at institutions accredited by agencies recognized by the United States Department of Education. The institution shall establish and adhere to a systematic method for evaluating and awarding academic credit for those courses that satisfy current program course requirements. Written policies and procedures must clearly outline the process by which transfer of academic credit is awarded. The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution and if applicable, a list of institutions with which the institution has established articulation agreements.

In addition, the institution must provide notification to students as to these articulation agreements and the transferability of the credits in the programs that are offered.

3-1-414. ***Enrollment Agreements.*** All institutions must use an enrollment agreement for each enrolled student which clearly outlines the financial obligations of both the institution and the student. The agreement must outline all program related tuition and fees, must be signed by the student and the appropriate school representative, and a copy provided to the student.

3-1-420 – Standards of Satisfactory Progress

Each institution shall establish and administer measures of satisfactory academic progress for all students as referenced in Appendix D.

3-1-421. ***Compliance.*** The institution complies with the requirements of Appendix D.

3-1-422. ***Documenting Compliance.*** The institution documents compliance with its Satisfactory Academic Progress policy.

3-1-423. ***Oversight.*** The institution encourages and assists students who are experiencing difficulty in progressing satisfactorily in their programs.

3-1-430 – Tuition and Fees

3-1-431. ***Institutionally Financed Grants, Scholarships and Loans.*** The Council recognizes that most accredited institutions offer or administer grants, scholarships and loans for students. Institutions must meet appropriate guidelines for such programs in order to ensure their legitimacy. Participation in ethical institutional grant (See Appendix E, "Guidelines for Institutionally Funded Student Aid"), institutional loan, and scholarship programs requires adherence to the following:

(a) In addition to administering federal or state student aid programs, institutions may offer the following types of student financial aid:

  (i) grants funded by the institution and awarded to all students within a qualifying category or to all students who demonstrate a need in accordance with published standards;

  (ii) scholarships funded by the institution or a third-party and administered by the institution to provide aid to students who demonstrate academic achievement in accordance with published standards;

  (iii) loans funded by the institution and available equally to all students.

(b) Institutionally financed or administered grants, scholarships and loans must be described in the current catalog with a description of the criteria for the award, the application procedures and deadlines, and amounts that may be awarded. All information must avoid false, misleading or exaggerated statements.

(c) Institutionally financed loans may vary in amount depending on the student's need. The terms and conditions for loans, including forbearance and repayment, must be described in the current catalog. All institutionally financed loans must be collected in accordance with sound and aggressive business practices for the collection of student loans. Institutions must counsel students concerning their loan repayment obligations.

3-1-432. ***Tuition and Charges.*** Institutions may charge varying amounts of tuition and fees for different programs. All charges should be consistent for similarly circumstanced students enrolling at the same time and in the same programs, however, and detailed financial records should indicate at all times the financial obligation of the student to the institution. The following are minimum expectations:

(a) The tuition and other charges, including the period for which the student is financially obligated, shall be clearly stated in the catalog of the institution. The existence of any separate or comparable publication containing tuition rates must be referenced specifically in the catalog. The schedule of charges must be uniformly administered to similarly circumstanced students.

(b) The financial records of the students shall clearly show the charges and dates for the posting of tuition, fees, and other charges; the payments and dates of payment; and the balance after each transaction.

(c) Announcements of changes in tuition or fees must state the effective date of the change and be uniformly administered.

(d) Terms of payment may be varied by the institution so long as the tuition charges are uniformly administered.

3-1-433. ***Refund Policy.*** The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution's catalog. Specific federal or state policies may apply.

3-1-434. ***Administration of Student Financial Aid.*** Participation in state or federal student financial aid programs requires serious administrative responsibility. The Council expects all institutions participating in such programs to be knowledgeable of and in compliance with applicable laws and regulations. The following requirements govern how such activities are evaluated by ACICS:

(a) An institution participating in student financial aid programs shall designate at least one competent person at the site to administer student financial aid. The extent of this activity and the personnel needed shall be governed by the size and classification of the institution. The person who determines the amount of student awards cannot be responsible for disbursing those awards.

(b) The person or persons assigned to administer student financial aid programs must in all cases be a part of the administration. Administrative personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid.

(c) There shall be professional awareness on the part of the financial aid administrator as shown by membership and participation in state, regional, or national financial aid associations and by other educational activities designed to keep the administrator up to date on procedures and changes in the field.

3-1-435. ***Cash Discounts.*** Any institution providing discounts for cash received in advance of the normal payment schedule must have a written policy. That policy must be provided in writing to all student applicants prior to enrollment.

The institution must demonstrate that the policy:

(a) is available to all students at the institution; and

(b) bases the size of the discount on the financial benefit the institution receives from the payment of cash earlier than otherwise would be required under the institution's normal tuition payment schedule or applicable retail installment contract.

3-1-440–Student Services

3-1-441. ***Counseling and Guidance.*** Each institution shall designate at least one person on staff experienced in counseling students on personal or academic problems and employment opportunities. The extent of such activity, and the personnel assigned to it, shall be determined by the size, classification, and admissions standards of the institution, the characteristics and location of students, and the means of communication with them. Orientation activities shall assist new students in adapting to the institution. The following are minimum expectations:

(a) A system of educational, occupational, and personal advising shall be available to students and shall be provided on a periodic basis to ability-to-benefit students enrolled pursuant to Section 3-1-303(b).

(b) Institutions shall emphasize retention and program completion for all students through activities that take into account their academic and socioeconomic characteristics.

(c) Institutions shall provide employment assistance and document activity. An institution shall not guarantee employment or the starting salary of its graduates. Follow-up studies on graduates and employer satisfaction shall be conducted by all institutions at specific measuring points following placement of the graduate. All institutions that use placement percentages or salary projections as part of their recruiting

activities shall maintain data on all graduates, including the percentage receiving jobs and the percentage receiving jobs in the career field for which they were trained. Institutions also should keep data on students who do not graduate but who become employed on their own or with the institution's assistance.

An institution is encouraged to provide placement assistance, when requested, to graduates of other ACICS-accredited institutions who are relocating to a new community.

(d) Institutions shall document that students are counseled concerning their student loan repayment obligations.

3-1-442. ***Extracurricular Activities.*** Institutions which sponsor or conduct programs of extracurricular activities shall base such programs on well-defined purposes. These programs shall be designed primarily to serve the educational needs of the students, and the institution shall provide guidance and supervision for them.

3-1-500 – Educational Activities

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, be adequate in breadth and context to achieve it, and produce measurable results. Its educational activities, whether residential or otherwise and whether group or individually oriented, shall include definable instruction, interaction, and evaluation. A second index of institutional quality is the resources available to instructors and students.

The third index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon contemporary teaching strategies and practices and upon the knowledge, ability, and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff is one of the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution.

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 development of the educational program of the institution; selection of course materials, instructional equipment and other educational resources; systematic evaluation and revision of the curriculum; assessment of student learning outcomes; and planning for institutional effectiveness.

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.

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.

3-1-510 – Program Administration, Planning, Development, and Evaluation

3-1-511. ***Program Administration.*** The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

3-1-512. ***Program Planning.*** Educational activities shall be consistent with the institution's mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.

3-1-513. ***Program Development.*** The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(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, 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, externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Requirements for English as a Second Language Programs).

3-1-514. ***Program Evaluation.*** The faculty shall participate in a systematic process of continuous curriculum evaluation and revision. Institutions are encouraged to consider curriculum changes designed to serve students' needs that may be determined by community surveys or other fact-finding procedures relating to educational or employer needs.

3-1-515. ***Specialized Accreditation.*** If a program is accredited by a specialized accreditor recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation or, for foreign institutions, the government or appropriately recognized organization providing specialized accreditation, the Chief Executive Officer of the institution shall attest to ACICS and provide documentation that it is in compliance with the standards of the specialized accreditor.

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) 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 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 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 practicum/45).

The syllabus for each course must provide appropriate content and out-of-class learning activities to support the academic credit awarded for the course. Many courses are a combination of lecture, lab, and practicum. Therefore, the institution should be very careful in allocating the number of hours of each in a particular course.

A "clock (contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s). Therefore, when calculating conversions from clock to credit hours or allocating credit for courses, institutions must take great care to ensure that scheduled breaks are educationally appropriate. Long periods of instruction with unusually short or no breaks are not acceptable. The institution has the burden of convincing the Council that the breaks are sufficiently long and frequent for the program being taught. Thus, it is rare for an institution to be able to divide by 50 in calculating the credit-hour equivalent of contact hours; usually, the denominator should be 60 or something between 50 and 60.

(b) 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/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.

Courses offered in nontraditional formats must be structured to ensure that students have sufficient opportunity for preparation, reflection, and analysis concerning learned subject matter. Institutions should be aware that federal law requires a minimum number of weeks per academic year for Title IV eligibility purposes. The U.S. Department of Education uses eligibility criteria and definitions for Title IV disbursements that may be different from these in the *Accreditation Criteria*.

(c) Institutions may award academic credit to students who demonstrate competency in a subject area based on their academic, occupational, or personal experiences. The following expectations apply:

(i) Institutions shall establish and adhere to a systematic method for evaluating and awarding academic credit for those experiences (e.g., experiential learning, advanced academic standing, credit by examination) that satisfy current program course requirements.

(ii) Institutions must maintain documentation to support that credit hours awarded are appropriate based on the assessment of the knowledge, skills, or competencies acquired.

3-1-517. ***Course Scheduling.*** Courses must be scheduled in such a way as to be educationally appropriate for the academic background of the students served, the type of the coursework involved, and the method of educational delivery. The Council will review the number of minutes of instruction provided, the appropriateness of the length of the breaks between classes, the number of classroom hours per week, the expectation of outside preparation, and the educational needs of the students.

3-1-520 – Credentials Conferred

3-1-521. ***Conferring of Credentials.*** The conferring of certificates, diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws.

3-1-530 – Instruction

3-1-531. ***Instructional Tools.*** Institutions shall:

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;

(b) ensure academic freedom and other conditions favorable for effective classroom instruction;

(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and

(d) comply with applicable copyright laws in the use of instructional materials.

3-1-532. ***Instructional Components.*** Required instructional components shall include:

(a) systematic planning;

(b) well-defined instructional objectives;

(c) the selection and use of appropriate learning materials;

(d) appropriate modes of instructional delivery;

(e) the use of appropriate assessment strategies; and

(f) the use of appropriate experiences.

3-1-540 – Faculty

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. 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. 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. Transcripts, in languages other than English, must be translated into English.

3-1-542. ***Verification of Credentials.*** Institutions must maintain official transcripts for credentials that qualify faculty members to teach their assigned courses and for those credentials that are listed in the catalog. All these credentials shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution or downloaded electronically from a link provided to the employing institution from the institution where study was completed. Transcripts received electronically must bear an indication that it is an "official transcript" and the link provided must have information on how to verify the authenticity of the transcript. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.

3-1-543. ***Faculty Development.*** Institutions are required to establish faculty development plans including both in-service and professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development").

3-1-544. ***Faculty Meetings.*** Regularly scheduled faculty meetings or department meetings, with participation by full-time and part-time faculty, shall be held. Discussions and attendance shall be recorded.

3-1-600 – Educational Facilities

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curricula, faculty, and students.

3-1-601. ***Plant and Equipment.*** The buildings, classrooms, equipment, furniture, grounds, instructional tools, support systems, instructional facilities, machinery, and other physical requirements of the educational program shall be appropriate and shall contribute to the achievement of the institution's objectives. Equipment, instructional tools, and machinery must be properly installed and maintained.

3-1-602. ***Code Requirements.*** The plant shall meet the general tests of safety, usefulness, cleanliness, maintenance, health, lighting, and compliance with any local or state laws governing physical facilities, particularly with respect to fire, safety, and sanitation.

3-1-700 – Publications

It is important for institutions to recognize the value of "truth in advertising" when promoting their operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft.

3-1-701. ***Catalog.*** Each institution shall publish and provide to each enrolled student a catalog which complies with Appendix C, "Guidelines for Institutional Publications."

3-1-702. ***Multiple-School Catalog.*** All institutions utilizing a common catalog must be of common ownership. Photographs of the physical facilities of any of the institutions must be captioned to identify the particular institution or campus depicted. The faculty and staff of each institution and the members of the general administration exercising supervisory responsibility for the group of institutions must be clearly identified with respect to each institution and the overall administration. Any information contained in the catalog that is not common to all institutions in the group should be presented in such a manner that no confusion, misunderstanding, or misrepresentation is possible. For further information, see Appendix C.

3-1-703. ***Advertising.*** Literature used by an institution must be presented in such a manner as to be factual with respect to services offered or benefits promised. An English translation for advertising that is in a language other than English must be available. For further information, see Appendix C.

If an institution publicly discloses incorrect or misleading information about its accredited status, the contents of an evaluation team report, or accreditation actions with respect to the institution, the institution must make a public disclosure of correction through the same media or means.

3-1-704. ***Performance Information.*** Institutions shall routinely provide reliable information to the public on their performance, including student achievement as determined by the institution.

3-1-800 – Library Resources and Services

The adequate provision of library resources and information services, appropriate to the academic level and scope of an institution's programs, is essential to teaching and learning. It is incumbent upon all member institutions to assess the level of library resources needed in relation to their programs and to provide a range of support to meet these needs. The size of collections and the budget allowed for library resources and services do not ensure adequacy. The quality, relevance, accessibility, availability, and provision of support services ultimately will determine the adequacy of an institution's efforts. In assessing library resources and services, ACICS requires that an institution, at a minimum, shall:

(a) develop an adequate base of library resources;

(b) ensure means to access these resources;

(c) develop a continuous assessment strategy for library resources and information services;

(d) provide adequate staff to support library development, collection organization, and accessibility;

(e) ensure that library services are provided to all learners, including those at nonmain campuses; and

(f) provide training and encouragement for students and faculty to utilize library resources as an integral part of the learning process.

TITLE III EVALUATION STANDARDS

Chapter 2 Standards For Nondegree Programs

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

3-2-100 – FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

3-2-101. ***Teaching Load.*** An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

3-2-102. ***Field Preparation.*** Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

3-2-103. ***Subject Preparation.*** Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

3-2-104. ***Assignments.*** The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-2-105. ***Stability.*** The institution shall be an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-2-106. ***Student-Teacher Ratio.*** The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;

(b) the level of existing skills of the students;

(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and

(d) the use of technology in providing alternative instruction or evaluation.

3-2-200 – Instructional Resources, Materials

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational programs. The resources shall include current titles, periodicals, professional journals, or full-text online resources appropriate for the institution's educational programs. There shall be evidence that appropriate instructional resources, equipment, technology, and materials are utilized to support the educational objectives.

3-2-201. ***References.*** The institution shall have available and easily accessible to faculty and students standard reference works appropriate to the curriculum. Major consideration will be given to the variety of volumes, periodicals, online resources and information technology readily available to students and faculty, recency of publications, appropriateness, and relevance to the programs.

3-2-202. ***Distribution of Resources and Materials.*** The instructional resources and references may be consolidated or may be distributed throughout the educational facility, or they may be provided by the institution under contract with an external organization on behalf of its student body which ensures access to library resources and references pertinent to the programs offered by the institution; including resources that are available exclusively online. Easy access to and use of reference materials, periodicals, and information technology are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. Availability and utilization of audiovisual equipment also are important.

3-2-203. ***Inventory.*** A current inventory of instructional materials and equipment shall be maintained by the institution.

3-2-204. ***Budget.*** Budget allocations and expenditures for instructional resources, equipment, and materials shall be sufficient to meet the needs and fulfill objectives of the institution's programs.

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 a maximum of 15 semester hours, 22.5 quarter hours, or the equivalent of general education.

3-3-100 – STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.

3-3-200 – EDUCATIONAL ACTIVITIES

3-3-201. ***Objectives.*** The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. ***Education Requirements.*** The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

There shall be a minimum of 10 semester hours, 15 quarter hours, and a maximum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses. The catalog must identify the courses that satisfy the general education requirements, and it must provide an explanation of the course numbering system.

The Council's expectations for general education and applied general education are outlined in the Glossary section.

3-3-203. ***Curriculum.*** The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-3-204. ***Enrollment.*** Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

3-3-300 – Faculty

3-3-301. ***Preparation.*** An institution offering occupational associate's degrees shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence, consideration shall be given to the academic preparation and experience of each instructor.

3-3-302. ***Assignments.*** During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., medical assisting, business administration, information technology). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and/or related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching applied general education. Instructors at a minimum shall have earned 15 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment.

(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.

Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minors or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

(c) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(d) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-3-303. ***Teaching Load.*** An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

3-3-304. ***Stability.*** There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-3-305. ***Student-Teacher Ratio.*** The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;

(b) the level of existing skills of the students;

(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and

(d) the use of technology in providing alternative instruction or evaluation.

3-3-400 – Library, Instructional Resources, and Technology

3-3-401. ***Staff.*** An individual with the ability to maintain the resources and to assist students and faculty shall be designated to oversee the resources of the institution.

3-3-402. ***Budget.*** An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-3-403. ***Function.*** The library function is shaped by the educational programs of the institution. Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective. The ultimate test of the library's adequacy is determined by the extent to which its resources support all the courses offered by the institutions.

3-3-404. ***Use and Accessibility.*** In evaluating the use of library resources by students, consideration shall be given to accessibility and to methods used by the faculty to encourage the use of these resources by students. Records of physical and/or online circulation and inventory shall be current and accurate.

Physical and/or online library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. Easy access to and use of reference materials, periodicals, and information technology are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. If online resources are utilized, an appropriate number of terminals shall be provided for student

use. Interlibrary agreements are not substitutes for an institution's library, but rather a means to supplement the institution's holdings in limited areas. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students.

3-3-405. ***Holdings.*** The institution shall have available and easily accessible standard reference works, professional journals, and current periodicals appropriate to the curriculum. Consideration also shall be given to supplementary library resources contracted by the institution and online resources available to its student body.

3-3-406. ***Acquisitions.*** Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty. Moreover, it is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources.

TITLE III EVALUATION STANDARDS

Chapter 4 Standards for Academic 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 academic associate's degree programs. All Associate of Art and Associate of Science degree programs are academic associate's degree programs. Any other associate's degree programs that include at least 15 semester hours, 22.5 quarter hours, or the equivalent of general education also are considered to be academic associate's degree programs. Institutions that offer academic associate's degree programs are collegiate institutions.

3-4-100 – STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.

3-4-200 – EDUCATIONAL ACTIVITIES

3-4-201. ***Objectives.*** The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-4-202. ***Education Requirements.*** The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.

General education and academic subject offerings, as distinguished from the professional or vocational offerings of a collegiate institution, shall place emphasis on principles and theory and not on practical applications associated with a particular occupation or profession. General education courses give balance to the total program and must be appropriate for the program and the needs of the students. The Council's expectations for general education, humanities, mathematics and the sciences, and social sciences are outlined in the Glossary section.

3-4-203. ***Curriculum.*** The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-4-204. ***Enrollment.*** Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

3-4-300 – Faculty

3-4-301. ***Preparation.*** The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence, consideration shall be given to the academic preparation and experience of each instructor.

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.

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.

Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

In addition to the degree requirements outlined above, at least one-half of the courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor's degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.

3-4-303. ***Teaching Load.*** Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

3-4-304. ***Stability.*** There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length

of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-4-400 – Library, Instructional Resources, and Technology

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 institutions, 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.

During library hours that are scheduled and posted, there shall be a trained individual on-site who is assigned to oversee and to supervise the library and to assist students with library and information services. This individual shall be competent and technologically literate to use and to aid in the use of the library technologies and resources.

3-4-402. ***Budget.*** An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-4-403. ***Function.*** The library function is shaped by the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

3-4-404. ***Use and Accessibility.*** The faculty should inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online resources including full-text resources support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online resources including full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online resources including full-text reference materials appropriate for the offerings of the institution.

3-4-405. ***Holdings.*** A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and essential professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.

3-4-406. ***Acquisitions.*** Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty.

TITLE III EVALUATION STANDARDS

Chapter 5 Standards for Bachelor's Degree Programs

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to bachelor's degree programs. Institutions that offer bachelor's degree programs are considered to be collegiate institutions.

3-5-100 – STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the bachelor's degree.

3-5-200 – EDUCATIONAL ACTIVITIES

3-5-201. ***Objectives.*** The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-5-202. ***Education Requirements.*** The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.

General education and academic subject offerings, as distinguished from the professional or vocational offerings of a collegiate institution, shall place emphasis on principles and theory and not on practical applications associated with a particular occupation or profession. General education courses give balance to the total program and must be appropriate for the program and the needs of the students. The Council's expectations for general education, humanities, mathematics and the sciences, and social sciences are outlined in the Glossary section.

3-5-203. ***Curriculum.*** The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-5-204. ***Enrollment.*** Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.

3-5-300 – Faculty

3-5-301. ***Preparation.*** The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence, consideration shall be given to the academic preparation and experience of each instructor.

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.

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.

Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

In addition to the degree requirements outlined above, at least one-half of all lower-division courses and all upper-division courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor's degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.

3-5-303. ***Teaching Load.*** Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

3-5-304. ***Stability.*** There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-5-400 – Library, Instructional Resources, and Technology

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 institutions, 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.

During library hours that are scheduled and posted, there shall be a trained individual on-site who is assigned to oversee and to supervise the library and to assist students with library and information services. This individual shall be competent and technologically literate to use and to aid in the use of the library technologies and resources.

3-5-402. ***Budget.*** An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-5-403. ***Function.*** The library function is shaped by the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

3-5-404. ***Use and Accessibility.*** The faculty should inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online resources including full-text resources support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online resources including full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online resources including full-text reference materials appropriate for the offerings of the institution.

3-5-405. ***Holdings.*** A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.

3-5-406. ***Acquisitions.*** Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount emanating from the faculty.

TITLE III EVALUATION STANDARDS

Chapter 6 Standards for Master's Degree Programs

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to master's degree programs.

3-6-100 – NATURE OF GRADUATE EDUCATION

The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.

3-6-200 – STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the master's degree.

3-6-300 – ORGANIZATION AND ADMINISTRATION

3-6-301. ***Committee Oversight.*** The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

3-6-302. ***Program Administration.*** The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

3-6-400 – EDUCATIONAL ACTIVITIES

3-6-401. ***Objectives.*** The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

3-6-402. ***Program Development.*** Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

3-6-403. ***Education Requirements.*** The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

3-6-404. ***Curriculum.*** The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

3-6-405. ***Enrollment.*** Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

3-6-500 – Faculty

3-6-501. ***Preparation.*** The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

3-6-502. ***Assignments.*** Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

3-6-503. ***Teaching Load.*** Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, professional activities and/or scholarship, and community relations responsibilities of the instructor.

3-6-504. ***Stability.*** There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-6-600 – Admissions

3-6-601. ***Enrollment Prerequisites.*** The threshold admission requirement to a master's degree program is a baccalaureate degree. If admission to a professional program is granted without a baccalaureate degree, the burden is on the institution to demonstrate and justify that the alternate admission requirement is accepted by a recognized licensing or specialized accrediting agency and is common practice among accredited institutions of higher education.

In instances where a baccalaureate degree is not used as the threshold for admission, the following conditions must be met: (a) admission to the program may be granted only to eligible students who have completed at a minimum an associate degree or equivalent; (b) the program must ensure that a baccalaureate degree, which meets ACICS standards, is awarded upon completion of baccalaureate degree requirements or concurrently with the award of the master's degree; and (c) the baccalaureate degree program must include in its curricular requirements sufficient and appropriate bridge to master's-level courses in the field of study and must be approved by ACICS.

3-6-602. ***Evaluation of Applicants.*** Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to benefit from graduate study.

3-6-603. ***Transfer of Credit.*** Transfer of credit for appropriate master's-level course work from another institution may be granted according to the policy established by the institution. No more than one-half of the credits required for the master's degree may be transferred from another institution.

3-6-604. ***Conformance to Institutional Objectives.*** Admissions procedures, transfer policies, and requirements for graduation shall be consistent with the overall philosophy and objectives of the institution.

3-6-700 – Library, Instructional Resources, and Technology

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 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.

There shall be a professionally trained individual on duty for sufficient hours, as published by the institution, to support the programs and to assist students with library functions and research. This individual shall be competent both to use and to aid in the use of the library technologies and resources.

3-6-702. ***Budget.*** An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-6-703. ***Function.*** The library function is shaped by the educational programs of the institution. Institutions offering master's degree programs shall provide access to substantially different library resources in terms of their depth and breadth from those required for baccalaureate degree programs.

These resources shall include bibliographic and monographic references, major professional journals and reference services, research and methodology materials, and, as appropriate, information technologies. The depth and breadth of the accessible library holdings shall be such as to exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty.

Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings and to enhance student learning. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective.

3-6-704. ***Use and Accessibility.*** It is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online, full-text resources support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online, full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line, full-text reference materials appropriate for the offerings of the institution.

3-6-705. ***Holdings.*** The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate physical and/or online, full-text resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, on-line data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting an understanding of scholarly research and/or scholarly research at the graduate level.

3-6-706. ***Acquisitions.*** Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty.

3-6-800 – Publications

There shall be a separate section in the institution's catalog describing the master's degree objectives, program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions.

TITLE III EVALUATION STANDARDS

Chapter 7 Standards for Doctoral Degree Programs

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to doctorate degree programs, and are being applied as part of a pilot project. The current scope of recognition for ACICS, as approved by the U.S. Department of Education and the Council for Higher Education Accreditation, includes diploma programs and degree programs through the Master's degree. Therefore, accreditation of a doctoral program by ACICS does not make the program eligible for purposes of participation in federal student aid programs, as described in Title IV of the HEA. Institutions may confer only professionally-oriented doctorate degrees. Unlike academic doctoral degrees that prepare students to work in academia or research, professional doctoral degrees are designed to make students experts in their fields and in the workplace. As such, the outcomes for those earning a professional doctoral degree involve using knowledge and techniques to purposefully address problems and opportunities in their workplace. These include degrees such as the J.D., Ed.D., DFA, DBA, etc., but excluding the Ph.D.

3-7-100 – NATURE OF DOCTORAL EDUCATION

The awarding of a professional doctorate degree signifies that, in the judgment of the faculty, the student has attained specialized and practical competence which qualifies the recipient for opportunities and additional responsibilities beyond the master's degree level.

The doctorate degree is to be professionally oriented and must include the following:

(a) coursework which heightens the level of professional expertise in the area or field of study sought.

(b) an understanding of appropriate research methods relevant to the area or field of study sought. The goal of the research is to apply technologies, knowledge, or concepts in a new way to a workplace problem. This provides the student an opportunity to apply knowledge to a high-level issue in the same way he or she might operate at work.

(c) evidence that the coursework enables graduates to function/perform in the area or field of study sought.

To make a doctoral program distinctive, a component shall be designed to include practical research or a research project, or dissertation, or other required academic activities. A doctoral degree program is further designed to provide the mastery of a subject, theory, and methodology in a specific field of study. The program shall have a strategic plan that describes the purpose of the program, provides guidance about its future, and identified measures used to define its success.

3-7-200 – STATE AUTHORITY

The institution must be legally authorized by the appropriate state or national education agency, where such authority exists, to confer the doctorate degree.

3-7-300 – Organization and Administration

3-7-301. ***Committee Oversight.*** The responsibility for developing, modifying, and maintaining the doctoral degree program shall be carried out by a qualified designated committee to include, but not restricted to, faculty and administrators who, at a minimum, possess a doctoral/terminal professional degree in a related subject area.

3-7-302. ***Program Administration.*** The administration of the doctoral degree program shall be the responsibility of a qualified individual with appropriate administrative and educational background and experience related to a doctoral degree program. These qualifications must include a doctoral/terminal professional degree in a related subject area. The duties of this individual should be full-time with adequate staff support. The program must require students to work with a well-qualified and credentialed committee knowledgeable in methods of research and in the subject matter, chaired by an appropriately credentialed individual with expertise in the program area.

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/practicum opportunities. Members of this committee may also provide information regarding the validity and rigor of the program and the quality of the graduates.

3-7-400 – Educational Activities

3-7-401. ***Objectives.*** The objectives of a doctoral degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a doctoral degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Doctoral degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. Specific program objectives must be clearly stated.

The practical application of research methods must be emphasized in professional doctoral degree programs. This emphasis implies development of the student's ability to integrate and apply research to issues related to the discipline and its knowledge base as used in industry.

3-7-402. ***Program Development.*** Doctoral faculty must be directly involved in the development and modification of a doctorate degree program's policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative doctoral degree programs to serve varying students and their needs. The learning objectives must be advanced and provide the depth of practical learning or research.

3-7-403. ***Education Requirements.*** The number of credits required for the doctoral degree shall be, at a minimum, 90 semester hours, 135 quarter hours, or their equivalent, of course work beyond the bachelor's degree. If a master's degree in the same field of study, earned at an institution accredited by an agency recognized by the U.S. Department of Education, is required as a prerequisite for admission to the doctorate degree program, the number of credits required for the doctorate degree shall be, at a minimum, 54 semester hours, 81 quarter hours, or their equivalent. This includes credit for the research project/dissertation or other required academic or professional activities.

The doctoral degree normally is earned over three to five years or the equivalent for full-time students. Limitations on the time to degree for part-time students need to be clearly outlined. Statutes of limitations for program completion and course work must be clearly disclosed to students and included in the institutional catalog, as well as on the enrollment agreement.

For certain first-professional degrees whose structure differs from that of other professional doctoral degrees, the required credit hour total and expected time to degree shall conform to what is typical for the field.

The catalog must provide a detailed explanation of the required courses in the program, as well as a description of the required activities and research elements necessary to complete the program.

3-7-404. ***Curriculum.*** The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering comparable degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of research and library resources.

The program must be designed for each student to accomplish specified goals and objectives and contribute to competence in the subject area or profession at an advanced level. Such activities and requirements must be approved by a designated individual and at least two additional individuals within the respective field of study with appropriate credentials.

The research project or other required academic or professional activities must be reviewed, evaluated, and assessed by a committee as described above. At least one individual on the committee must be from another appropriately accredited institution within the subject area.

For programs that include the following components, credit hours shall be part of the total credits required for program completion and shall be allocated as follows:

(a) Research project or dissertation – Credit hours shall not exceed 15 semester hours (22 quarter hours) for the research project.

(b) Independent and directed studies – Credit hours shall not in total exceed 9 semester hours (14 quarter hours) and must consist of an experience(s) that directly relates to and complements the student's program of studies.

(c) Internship or practicum – An internship or practicum shall be required of students with no or limited experience in the work environment they are be prepared to enter. Credit hours shall not exceed 6 semester hours (9 quarter hours). Credit shall not be awarded for work experience that occurred before the student entered the program or as part of current job.

3-7-405. ***Enrollment.*** Enrollment must be sufficient to support regularly scheduled and conducted classes and coursework. Doctorate-level courses shall be offered and shall be based on appropriate prerequisites.

3-7-500 – Faculty

3-7-501. ***Preparation.*** The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

3-7-502. ***Assignments.*** Faculty shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the enrollment. All doctorate program faculty should have appropriate graduate and terminal degrees. All courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage faculty members to engage in practical or scholarly research and to publish in professional journals.

The principal faculty members must possess doctoral/terminal professional degrees from accredited institutions. These individuals also must demonstrate expertise in the field of study taught and possess applicable experience in participating in a doctorate degree program.

3-7-503. ***Teaching Load.*** Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; academic advising, committee membership, and student guidance assigned; and the other administrative, research, publication, professional activities and/or scholarship, and community relations responsibilities of the instructor.

3-7-504. ***Stability.*** The proportion of faculty employed on a full-time basis shall be sufficient to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes and other measures that the proportion of full-time faculty and the faculty's average length of service to the institution allow the institution to meet its stated mission. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

3-7-600 – Admissions

3-7-601. ***Enrollment Prerequisites.*** The threshold admission requirement to a doctorate degree program is, as appropriate, a bachelor's or master's degree earned from an appropriately accredited institution recognized by the U.S. Department of Education. A specific enrollment agreement must be established for the doctorate degree program.

3-7-602. ***Evaluation of Applicants.*** Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to successfully complete introductory doctoral-level coursework.

International students should have English skills to effectively communicate with faculty, staff, and other students. For non-English speaking students, a TOEFL score of 550 or an equivalent score on an internationally recognized test is required to enter a program offered at a U.S. located institution.

3-7-603. ***Transfer of Credit.*** The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution. If the prerequisites for admission to the doctorate program is a master's degree in the same field of study earned at an institution accredited by an agency recognized by the U.S. Department of Education, a maximum of 36 semester hours, or 54 quarter hours, or their equivalent may be granted as transfer credits according to the policy established by the institution. In all other cases, no more than 20% for the doctorate degree may be transferred from another institution. Academic credit shall not be awarded for experiential learning activity.

3-7-604. ***Conformance to Institutional Objectives.*** Admissions procedures, transfer policies, and requirements for graduation shall be consistent with the overall philosophy, mission, and objectives of the institution.

3-7-700 – Library, Instructional Resources, and Technology

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 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.

There shall be a professionally trained individual on duty for sufficient hours, as published by the institution, to support the programs and to assist students with library functions and research. This individual shall be competent both to use and to aid in the use of the library technologies and resources.

3-7-702. ***Budget.*** An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-7-703. ***Function.*** The library function is shaped by the educational programs of the institution. Institutions offering doctorate degree programs shall provide access to resources which enhance, support, and are influential to research activities conducted with regard to the field of study.

These resources shall include bibliographic and monographic references, major professional and scholarly journals and reference services, research and methodology materials, and, as appropriate, information technologies. The depth and breadth of the accessible library holdings shall be such as to exceed the requirements of the student to encourage the intellectual development of students and to enrich the professional development of the faculty.

Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings and to enhance student learning. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective.

3-7-704. ***Use and Accessibility.*** Faculty are responsible for inspiring, motivating, and directing student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or on-line, full-text resources support all the courses offered by the institution. For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or on-line circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the holdings.

Physical and/or on-line, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line reference materials appropriate for the offerings of the institution.

3-7-705. ***Holdings.*** The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, physical and/or on-line, full-text data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting scholarly research at the graduate level.

3-7-706. ***Acquisitions.*** Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty.

3-7-800 – Publications

There shall be a separate section in the institution's catalog describing the doctorate degree program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions.

Glossary of Definitions

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 drawn from no single source are offered by way of example rather than limitation. The Council recognizes the evolving and dynamic nature of American postsecondary education. It has no intention of imposing rigid expectations. When an institution departs from these norms it may be called upon to defend the academic integrity of the questioned activity.

Ability to Benefit. A determination made by the institution that, in the absence of a high school diploma or GED certificate, the student will be able to benefit, with or without remediation, from the program(s) offered at the institution. The determination should be made before the person is financially obligated or enrolled in a program.

Academic Probation. Students placed on academic probation are subject to increased scrutiny of their academic achievements due to a previous history of academic difficulty. The probation policy must define the conditions of probation, including how long a student may remain on probation and the requirements for being removed from probation. The institution may establish additional policies as it desires.

Academic Credential. A certificate, diploma, or degree stating that the student has been graduated from a certain curriculum or has passed certain subjects.

Academic Year. A period of time generally divided into two semesters, three quarters, or their equivalent, in which a full-time student is expected to complete the coursework equivalent to at least two semesters, three quarters, or their equivalent.

Accreditation. The process whereby a nationally recognized agency or organization grants public recognition to a unit of an educational organization (such as a school, institute, college, university, or specialized program of study) indicating that it meets established standards of quality as determined through initial and periodic self-study and evaluation by peers. The essential purpose of the accreditation process is to provide a professional judgment as to quality of the educational institution or program(s) offered and to encourage continual improvement thereof.

Achievement Test. A test which measures a student's existing skills and knowledge (that which has been taught to the student) in particular areas such as reading, math, map skills, grammar, etc.

Additional Location. Any location of an 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.

Aptitude Test. Aptitude and its tests refer to the ability/potential to do schoolwork in different areas such as mechanics, art, clerical procedures, verbal, and numerical ability. (Important factors such as home environment, familiarity with the English language, and physical and psychological well-being at the time of the test all affect this kind of measure.) Aptitude tests often are timed, often are multiple choice, and are "normed" for cutoff score on a nationwide sampling of students.

Applied General Education. Applied general education is defined as courses that involve the application of principles and concepts in communications, humanities and fine arts, mathematics, natural and physical sciences, social and behavioral sciences, and technology to the practical affairs of a specific occupation or occupational cluster. Applied general education courses enhance the ability of an individual to apply academic and occupational skills in the workplace. Examples of applied general education courses include technical writing, business writing, business statistics, business mathematics, organizational behavior, and human relations.

Area of Concentration. In a degree program, the focus of study. Also known as the major. The requirements for the major or area of concentration are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline, or field. General education and other courses not related to the major do not qualify as concentration coursework.

Articulation. An understanding or agreement between institutions to accommodate the movement of students and the transfer of credits between institutions.

Asynchronous Interactions. Teaching/learning interactions between students and instructors which take place intermittently or non-simultaneously with a time delay.

Audioconferencing. Structured voice-only teaching/learning interaction among individuals or groups in two or more sites.

Blended Course or Blended Learning. A course or learning activity that combines online and face-to-face, in-class sessions. Also called "hybrid" course or learning.

Bulletin Board System (BBS). A computer-based online community which allows participants to interact with each other through text messages.

Calendar. The system by which the institution structures its school (academic) year. The three common types of calendars are the semester, the quarter, and the trimester. The semester calendar is generally composed of two semesters of 15 to 17 weeks of classes each, including final examinations. The quarter calendar is generally composed of three quarters, usually with 10 to 12 weeks of classes each, including final examinations. The summer quarter is sometimes subdivided into terms of shorter length. The trimester calendar is composed of three 15-week terms including final examinations. The third may be subdivided.

Campus. All facilities where educational activities take place that are under the direct control of the on-site administration.

Campus, Main. A main campus is the primary location of an institution accredited by ACICS. This campus is expected to meet fully all applicable standards set forth in the Accreditation Criteria. (See Section 1-3-101)

Campus, Additional Location. An additional location is any location of an 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)

Campus Addition. A location of a main campus or additional location campus which is under the direct control of the on-site administration of that campus but at a site that is apart from the primary location of that campus. (See Sections 2-2-101(b) and 2-2-102(b))

Category Grant. An institutionally financed award to all students who qualify by meeting the published standards for a grant to similarly circumstanced students, such as a grant to active members of the military.

Certificate. A document issued to evidence completion of a course, seminar, or an academic program. An academic program awarding a certificate is usually shorter in length than a program resulting in a diploma. See definition of a Diploma.

Chat Room. An online or virtual meeting space for multiple learners to engage in real-time text-based discussions.

Clock (or Contact) Hour. A minimum of 50 minutes of supervised or directed instruction and appropriate break(s).

Community Resources. Individuals, organizations, or businesses that provide information, guidance or support to an institution, such as professional and trade associations, employers, guest speakers, and advisory committees.

Competency Test. A test with pre-established standards to measure performance. An example would be a spelling component consisting of ten questions where a score of seven or more is passing. The cutoff "pass-fail" point is referred to as criterion referenced. Usually used for promotion or graduation purposes, these tests are not standardized nationally.

Computer-Assisted Instruction (CAI). A type of self-paced instruction that uses the computer as the primary medium for tutorials, drills, repetitive practice, simulation, or games.

Connect Time. The amount of time that an online student has been logged on to the education provider's computer or server for a particular session. The connect time may be used by a school to monitor an online student's "attendance" and participation in a class session.

Course. A single subject described in an institutional catalog or bulletin.

Credit. (1) The quantitative measurement assigned to a course generally stated in semester hours, quarter hours, or clock hours. (2) The recognition awarded upon successful completion of coursework.

Credit Conversion. The process of converting units of credit based on one kind of calendar to units based on another kind of calendar. For example, the three most common calendars convert as follows: quarter hours multiplied by two-thirds equal semester hours; semester hours multiplied by one and one-half equal quarter hours; and trimester hours are equal to semester hours unless the trimester is of less than 15 weeks' duration, in which case the number of weeks and length of class sessions must be considered. While the institution may present itself as credit-without-term, one of the three traditional calendars must be used.

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 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.

Credit Hour, Quarter. The number of credit hours assigned to a traditionally delivered course consists of a minimum of 10 classroom lecture periods of not less than 50 minutes each and which assumes outside reading and/or preparation; 20 laboratory clock hours where classroom theory is applied and explored, or manipulative skills are enhanced; 30 hours of external discipline-related work experience with indirect instructor supervision or employer assessment; or an appropriate combination of all three. The number of credit hours assigned to a nontraditionally delivered course must be determined and justified by the institution and approved by the Council.

Credit Hour, Semester. The number of credit hours assigned to a traditionally delivered course consists of a minimum of 15 classroom lecture periods of not less than 50 minutes each and which assumes outside reading and/or preparation; 30 laboratory clock hours where classroom theory is applied and explored, or manipulative skills are enhanced; 45 hours of external discipline- related work experience with indirect instructor supervision or employer assessment; or an appropriate combination of all three. The number of credit hours assigned to a nontraditionally delivered course must be determined and justified by the institution and approved by the Council.

Credit Hour, Trimester. A minimum fifteen-week term. Trimester credits are equivalent to semester credits.

Curriculum. A program of courses fulfilling the requirements for a certificate, diploma, or degree in a particular field of study. (See definition of Program.)

Degree. Credential awarded as official recognition for the successful completion of an academic program.

Degree, Advanced. A degree beyond the bachelor's degree (e.g., M.A., M.S., M.B.A., Ph.D.).

Degree, Associate. The academic credential granted upon successful completion of an educational program of at least two but less than four academic years of college work.

Degree, Baccalaureate. The academic credential granted upon successful completion of an educational program of at least four academic years of college work.

Degree, First Professional. The first degree signifying completion of the minimum academic requirements for practice of a profession. A first professional degree is most commonly a bachelor's degree, but is sometimes a master's or doctorate (e.g., M.L.S., J.D., M.D.).

Degree, Graduate. (1) In general, any degree conferred by a graduate division or a graduate school of an institution of higher education. (2) More specifically, all advanced degrees, and also all first professional degrees which are conferred by graduate schools.

Degree, Professional Doctorate. The degree signifying completion of the advanced academic requirements for practice of a profession. A professional doctorate degree is most commonly a practitioner-based degree beyond the master's degree level (i.e., J.D., Ed.D., DFA, DBA, etc., but excluding the Ph.D.).

Degree, Specialized. The credential granted upon successful completion of an educational program of at least two academic years or equivalent of college-level work which includes an emphasis on occupational and technical course work.

Diploma. A document issued to evidence successful completion of an academic program. A diploma is awarded for programs varying in length from only a few months to those lasting several years and awarding degrees.

Distance Education or Distance Learning. A structured educational situation in which the students and instructors are physically separated. Distance education supports regular and substantive interaction synchronously or asynchronously between instructor and learner, among learners, and between learners and learning resources through one or more interactive technologies.

Electronic Learning or E-learning. Refers to a wide range of methodologies used in the delivery of instructional content via Internet, satellite broadcast, interactive TV, CD-Rom, etc.

Employer Satisfaction. The level of employer satisfaction is a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). Employer satisfaction and the level of satisfaction are defined by the institution based upon information collected on a regular basis from employers who have, or might, hire graduates from the programs offered by the institution. Recommended information includes a survey of local employers as well as non-local employers who have hired graduates. Satisfaction questions should cover different aspects of career preparation in general (such as professionalism, foundational and soft skills) as well as specific skills in the particular field and the overall satisfaction of the employer with the preparation of graduates provided by the institution.

Enrollment, Full-Time Equivalent. The equivalent number of full-time students at an established census date, equivalency being established by dividing the total student credit hours by the assumed normal individual load of credit hours.

Externship. See Practicum.

Face-to-Face or F2F. Refers to the traditional classroom teaching/learning environment. Also known as Instructor-led Training or ILT, on-ground training, or on-site training.

Faculty Contact Hours. The total hours of scheduled instructional activity spent by instructional faculty as of a specific period of time. If a course meets three hours per week for 15 weeks, it yields 45 contact hours.

Faculty Development. The activities by which faculty gain knowledge and skills to enhance expertise in the specific area(s) of instruction or on new curriculum concepts, theories and techniques of instruction, and educational media. The institution must demonstrate that the balance between methodology training (in-service) and content knowledge enhancement (professional growth) is appropriate for the individual faculty member. All activities must be documented. (See also "in-service training" and "professional growth")

Financial Aid. Student financial assistance funded by state or federal programs and administered by the institution.

Follow-up. The study of any group of students or former students of the institution who have shared a common experience to determine if patterns emerge in their subsequent actions or behavior which prove useful in understanding, counseling, and establishing policies for other students; for example, a study of the number of graduates who have entered graduate schools or a study of the number of graduates who have obtained employment.

Four-Year Institution. (1) Literally, an institution of higher education offering four years of college-level work culminating in a bachelor's degree. (2) In common usage, distinguished from a two-year institution, and characterized by offering four or more years of coursework normally creditable toward a bachelor's or higher degree or equivalent award. In addition to coursework normally creditable toward a bachelor's or higher degree, four-year institutions may also offer other types of instruction; e.g., courses in general and continuing education, short courses, occupational curriculums leading to an associate degree, etc.

Full-Motion Video. Transmission of the complete action taking place at the originating site.

General Education. Those areas of learning which are deemed to be the common experience of all "educated" persons, including subject matter from the humanities, mathematics and the sciences, and the social sciences.

General Education. Humanities—Courses in fields such as literature, philosophy, logic, foreign language, art, music appreciation, and communications, including rhetoric, composition, and speech; but excluding business communica

tions, spelling, letter writing, and word study.

General Education. Mathematics and the Sciences—Courses such as biology, chemistry, physics, geology, astronomy, and mathematics theory and analysis, including algebra, trigonometry, geometry, calculus, and other advanced mathematics courses, but excluding business mathematics and basic computations.

General Education. Social Sciences—Courses such as history, economics, political science, geography, sociology, anthropology, and general psychology, but excluding courses such as practical psychology, selling techniques and social or business behavior.

Graduate Satisfaction Level. The level of graduate satisfaction is a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). Graduate satisfaction and the level of satisfaction are defined by the institution based upon information collected on a regular basis from students who have graduated from the programs offered by the institution. Recommended information includes the results of survey of graduates who left the institution at least six months prior to being contacted. Satisfaction questions should cover different aspects of the program and the institution as well as overall satisfaction of the graduate with the preparation for the position provided by the institution.

Graduation Rates (when available). ACICS is developing a measure of graduation rates that is comprehensive and applicable at the program, campus, and institution level. Once the measure has been implemented through the Campus Accountability Report and validated, the graduation rate will be a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). The comprehensive graduation rate is defined by ACICS in terms of the number of students who have completed or graduated during a reporting year, divided by the

number of completers and graduates plus the number of students who have withdrawn, and expressed as a percent. The graduation rate, also called the graduates-to-leavers ratio, is calculated at both the program and campus levels, based upon data submitted for the annual Campus Accountability Report (CAR) and according to the detailed formula and terms defined in the Guidelines and Instructions for the Campus Accountability Report, which is available on the ACICS website. The detailed formula includes definitions, adjustments, and exclusions for calculating completers, graduates and withdrawals.

Home Institution. In a case where an institution collaborates with another entity for the delivery of distance education courses, "home institution" is the campus through which the student enrolls for the course. The Home Institution is responsible for assuring that accrediting standards are met, for providing on-campus services, and for clearly demonstrating through a formal Consortium Agreement the roles and responsibilities of the Home Institution and the Host Institution, which may deliver the distance education courses and specified online services. The Consortium Agreement must be approved by ACICS and must provide for evaluation visits to the Host Institution as may be required by ACICS.

ACICS expects the Home Institution to offer a minimum of 25% of a program if courses are delivered under a distance education Consortium Agreement with an approved accredited institution, and to offer a minimum of 75% of a program if courses are delivered under a distance education Consortium Agreement with an approved unaccredited entity.

Host Institution. The institution which collaborates with an accredited institution in delivering distance education courses and specific online services as described in a formal Consortium Agreement approved by ACICS. The Consortium Agreement must provide for evaluation visits to the Host Institution as may be required by ACICS.

If the Host Institution is an approved unaccredited entity, it is subject to an evaluation visit once every three years as required by ACICS.

Humanities. See General Education (Humanities).

Hybrid Course or Hybrid Program. A hybrid course is one which mixes face-to-face, traditional classroom instruction with online instruction. A hybrid program is one which offers or requires a percentage of the required courses in a program online. ACICS requires the school to clearly outline the percentage of online activity included in a course or a program. Institutions are required to apply for and secure approval prior to initiating any distance education activity and also when it increases its distance education activity to the extent that it constitutes 50% or more of a program.

In-Service Training. Special planned and systematic experiences sponsored by an institution and related to curriculum and instruction that affect the majority of the faculty in a collective fashion. In-service education has as its major goal the updating of teachers in (1) subject matter, (2) curriculum concepts, (3) new theories and techniques of instruction, and (4) new educational media. The most common activity is a lecture by an outside speaker on a subject related to curriculum, the institution, or a societal issue.

Independent Study. Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract signed by the student and institution shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

Information Technology. Method or modes of delivering training, education, or research information via current or new tele-communications technologies, such as television broadcasts, closed circuit television systems, cable television, satellite transmissions, computers and computer-based access to external learning resources, videotape and interactive

video disc, audio by disc, tapes or broadcasts, and other such information and telecommunications systems that alone or in combination assist in teaching and learning.

Institution. A main campus and any additional locations of that main campus. As an institutional accreditor, ACICS accredits institutions as a whole and does not separately accredit individual campuses or programs. (See Title I, Chapter 3, Introduction)

Institution, Single Campus. An institution that provides educational programs at one main, free-standing campus. (See Sections 1-3-201 and 2-2-201)

Institution, Multiple Campus. An institution that provides educational programs at one main campus and one or more additional locations. (See Section 1-3-202)

Institution, Distributed Enterprise. An institution that provides educational programs at multiple locations operating within the context of a well-established and highly centralized administrative system. (See Section 1-3-203)

Integrated Learning System or ILS. A network system that provides a complete package of curriculum, assessment capabilities, record keeping, and other aids to monitor and manage student learning activity.

Internship. See Practicum.

Laboratory. A setting, usually with equipment, where students apply knowledge or instruction acquired in another setting, usually a class lecture or outside reading, to enhance skills and solve problems. Normally, two hours of work in a laboratory setting with an instructor present has the credit equivalency of one hour of classroom lecture.

Learning Management System or LMS. A system to manage courses created by a variety of publishers and providers. The LMS also helps the school manage online or distance education activity by providing critical reporting mechanisms.

Learning Object. An e-learning content module which is reusable, easily classified and stored in a data repository.

Lecture. A setting, usually a classroom, where a teacher instructs students in the theory, principles, or history of an academic or vocational subject. To maximally benefit from such instruction, a student is assumed to have done outside preparation. Two hours of preparation for each hour of lecture instruction are generally assumed.

Loan. An advance of money, generally evidenced by a promissory note, on the agreement to repay absolutely such advance, with or without interest.

Lower-Division Course. Generally, a survey course that includes an introductory overview of a particular area of knowledge. These courses often do not include a prerequisite for enrollment and frequently are offered to freshmen- and sophomore-level students. Lower-division courses usually carry course numbers in the 100-299 or 1000-2999 range.

Mathematics and the Sciences. See General Education (Mathematics and the Sciences).

Need-based Grant. An institutionally financed award to a student who demonstrates a need for financial assistance in order to participate in the educational program. Need-based grants must be made available to all students on the same terms.

Online Learning. A term used interchangeably with Internet-based Learning, Web-based Learning, or Distance Learning.

Outcomes. The effectiveness of an institution is determined by its outcomes. In determining effectiveness, institutions are required to evaluate the following outcomes: placement rates (in field, related field); graduate pass rates relative to minimum quantitative standards for state licensing examinations; employer satisfaction as determined by

periodic surveys of those who employ graduates; graduate satisfaction as determined by periodic surveys of graduates; and student satisfaction as determined by periodic surveys of current students. Institutions also may use additional outcomes in evaluating effectiveness.

Placement Rate. The placement rate is a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). The Placement Rate is defined by ACICS in terms of the total number of completers and graduates minus those who are not placed (employed) in their field of study or a related field of study, divided by the total number of completers and graduates. The placement rate is calculated at both the program and campus levels, based upon data submitted for the annual Campus Accountability Report (CAR) and according to the detailed formula and terms defined in the Guidelines and Instructions for the Campus Accountability Report, which is available on the ACICS website. The detailed formula includes definitions of in field and related field placement, adjustments, and exclusions for students not available for placement. Three years of placement rate data are required in the CEP, and the institution is required to define and publish goals for placement rates. ACICS also publishes standards for campus-level and program-level placement rates which accredited institutions are expected to meet or exceed. Institutions falling below Council standards are subject to planning requirements, monitoring, show cause directives or negative action including loss of program approval, campus inclusion or institutional accreditation.

Practicum. 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.

Professional Growth. The process by which employees gain knowledge and skills which enhance their expertise. Professional growth may be accomplished through a combination of the following activities: membership and participation in educational associations, professional organizations, continuance of education, concurrent related business experience, educational research, and awareness of current practices and standards.

Attendance at seminars, conventions, field visits, vendor shows, equipment exhibits, etc., are excellent opportunities for instructors to gain enrichment. Professional writing by an instructor is also an example of professional growth.

Program. A sequential grouping of courses which forms a considerable part, or all, of the requirements for an academic credential or an occupational objective. May refer to the total educational offering of an institution. See Curriculum.

Record, Permanent Academic. The official document on which is listed the courses attempted, grades and credit earned, and status achieved by a student.

Record, Student. A file which may contain the following: a record of the student's scholastic progress, the extracurricular activities, personal characteristics and experiences, family background, secondary school background, aptitudes, interests, counseling notes, etc.

Refund. Return of money, cancellation of obligation, or otherwise resolution of the debt.

Regular student. A student who is enrolled in a program leading to a certificate, diploma, or degree at an institution and is satisfactorily progressing toward program completion in compliance with the Standards of Satisfactory Progress as stated in Sections 3-1-420 through 3-1-423. Any other student attending the institution is considered in an extended enrollment status and is not eligible for government student aid.

Retention Rate. The retention rate is a required element of the Campus Effectiveness Plan (see Section 3-1-111 of the Accreditation Criteria). The Retention Rate is defined by ACICS in terms of the total student enrollment, minus those students who withdraw, divided by the total student enrollment and expressed as a percent. The retention rate is calculated at both the program and campus levels, based upon data submitted for the annual Campus Accountabil-

ity Report (CAR) and according to the detailed formula and terms defined in the Guidelines and Instructions for the Campus Accountability Report, which is available on the ACICS website. The detailed formula includes definitions adjustments, and exclusions for calculating total enrollment and withdrawals. Three years of retention rate data are required in the CEP, and the institution is required to define and publish goals for retention rates. ACICS also publishes standards for campus-level and program-level retention rates which accredited institutions are expected to meet or exceed. Institutions falling below Council standards are subject to planning requirements, monitoring, show cause directives or negative action including loss of program approval, campus inclusion or institutional accreditation.

Scalability. Provisions available for a computer application to handle expansions in size, volume, or number of users without undue disruption.

Self-paced Instruction. An educational delivery method by which a student progresses through a course or program of study in residence utilizing either computer software or instructional materials and resources. Students progress through the course or program at their own pace with limited interaction with the instructor. The instructor, however, is responsible for overseeing the progress of the student and for evaluating and grading the student.

Scholarship. (1) The quality of a student's achievement in the student's studies. (2) A financial award which does not involve repayment. A scholarship may be institutionally financed or funded by a third party. It is awarded by the institution in accordance with published standards which describe student qualifications and the source of funding. Reasons for the award may include one or more qualifications such as the student's performance (or potential for performance) in the educational program of the institution, financial need, talents sought or service valued by the institution or the third party.

Simulations. Computer applications that offer highly interactive options for the learner to practice skills, model or role-play in realistic scenarios.

Social Sciences. See General Education (Social Sciences).

Student, Full-Time. A student who is enrolled in a minimum of 12 credit hours per term or its equivalent.

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 grades, 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.

Syllabus. A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, out-of-class learning activities and assignments, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.

Synchronous Interactions. Teaching/learning interactions between instructors and students which take place in real time or simultaneously through the use of various online technologies. These may include: virtual classrooms, audio- or videoconferencing, Internet teleconferences, etc.

Term. (1) A calendar unit. (2) Division of the school year during which an educational institution is in session; it may designate the summer term or may be used as a synonym for quarter, school term, semester, or trimester. Historically, a term has been any one of the two or three major periods during which classes were in session, specifically referred to as the fall term, spring term, etc.

Terminal Degree. The highest credential generally available in a discipline, which usually is an earned doctorate such as Ph.D., Ed.D., J.D., or D.B.A. In some disciplines, however, the master's degree is considered the terminal degree. Examples include the M.F.A., M.S.W., and M.L.S.

Threaded Discussions. Online classroom activity in which the instructor may post a series of messages on a particular topic and invite the students to participate in the discussion forum.

Transcript. A copy of the permanent academic (educational) record at an institution of higher education. It becomes an official transcript when the seal of the institution is affixed and the signature of an authorized person is appended.

Two-Year Institution. (1) Literally, an institution of higher education offering the first two years of college-level coursework. (2) In common usage a two-year institution is distinguished from a four-year institution and is characterized by offering at least two, but less than four, years of an organized curriculum. The curriculum may be of the transfer type (with credits normally transferable at full value toward a bachelor's degree), terminal-occupational, or open-ended. Two-year institutions include junior colleges, technical institutes, and semi-professional schools. In addition to organized curriculums, two-year institutions also may offer other types of instruction, e.g., courses in general education and adult education, short courses, and special lectures.

Upper-Division Course. Generally, a course that presents more specialized course content and is more rigorous than a lower-division course, and that often includes at least one prerequisite. Upper-division courses usually carry course numbers in the 300-499 or 3000-4999 range.

Validated Test. A nationally recognized, standardized or industry-developed test which consistently measures what it is designed to measure, e.g., ability of non-high school graduates to benefit from post-secondary education.

Videoconferencing. A teaching/learning activity which uses video and audio signals to communicate with student groups at diverse locations.

Webinar. A synchronous online conference in which the teacher or presenter may communicate with students via text, audio, video, electronic whiteboard and other devices. The event may include listener participation and archived for asynchronous delivery.

Withdrawal. The termination of a student's attendance in a class or in all classes before the end of the term.

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS (ACICS)

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Bylaws

Article I
General Provisions and Definitions

Section 1–Name. The name of the corporation shall be the Accrediting Council for Independent Colleges and Schools, which corporation also is referred to herein as "ACICS" or "the Corporation".

Section 2–Board of Directors. The governance and administration of the affairs of the Corporation shall be vested in a Board of Directors (sometimes referred to herein as the "Board"). The Board shall be constituted as provided in Article II.

Section 3–Council. The Council shall consist of elected and appointed commissioners.

Section 4–Recognition. ACICS shall be the body holding recognition from the U.S. Secretary of Education and any other appropriate recognition bodies.

Section 5–Directors. Directors are those persons serving on the Board of Directors.

Section 6–Commissioners. Commissioners are those persons elected by their peers or appointed by the Council to serve designated terms on the Council.

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 or formerly employed 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.

Section 8–Membership. Membership shall be institutional or organizational in nature and shall consist of accredited colleges, postsecondary schools, additional locations, and other entities, all as defined in the Accreditation Criteria of ACICS.

Section 9–Offices. The main offices of ACICS shall be in the Washington, D.C., metropolitan area. ACICS may have other temporary or permanent offices to facilitate its work. The office of the Corporation's registered agent shall be an office of ACICS.

Section 10–President. The President of the Accrediting Council for Independent Colleges and Schools shall be designated by the Board of Directors and shall be ACICS's chief executive officer.

Article II
Board of Directors

Section 1–Composition. The Board of Directors shall be composed of the commissioners and the President. The President shall serve ex officio as a member of the Board and shall have no vote.

Section 2–Powers and Duties. Except as otherwise provided by law or in these Bylaws, the Board of Directors shall have the right and responsibility to manage and direct the affairs and exercise the powers of the Corporation. Responsibilities of the Board shall be to:

(a) provide for an annual certified audit and management letter regarding all financial affairs of ACICS;

(b) develop and approve an annual budget;

(c) oversee revenues, expenditures, and investments;

(d) monitor and coordinate external affairs, including government and consumer concerns;

(e) assure canons of ethical business operations and personal conduct;

(f) employ a chief executive officer whose title shall be President;

(g) conduct an annual meeting of the membership of ACICS;

(h) facilitate communication and coordination among the commissioners;

(i) coordinate strategic planning, assess the effectiveness of the strategic plan, and take final action on the strategic plan;

(j) assess the effectiveness of ACICS in fulfilling its mission and meeting its goals and objectives;

(k) take all actions necessary to perform required functions of the Corporation; and

(l) amend the Bylaws as provided for herein.

Section 3–Officers of the Board and officers of the Council. The officers of the Board of Directors shall be: Chair; Chair-elect; Secretary, by virtue of service as President; and Treasurer. The officers of the Council shall be: Chair and Chair-elect.

(a) *Chair.* The Chair of the Council shall serve also as the Chair of the Board of Directors. The Chair shall preside over all meetings of the Board and of the Council and is responsible for seeing that policies established and actions taken by those bodies are carried out. The Chair will represent the Board and the Council in their dealings with governmental bodies, the press, and the public, and may sign or approve correspondence and other instruments.

(b) *Chair-elect.* The Chair-elect of the Council shall serve also as Chair-elect of the Board. The Chair-elect assumes responsibilities as delegated by the Board; in the absence of the Chair, shall serve as Chair of the Board and of the Council; serves as Chair of the Nominating Committee; and shall serve as Chair of the Board and Council in the subsequent year.

(c) *Secretary.* The President shall serve as the Secretary of the Board. The Secretary is responsible for preparing and maintaining custody of the minutes of all meetings of members, the Board, and the Council for the purpose of authenticating the records of the Corporation for each, for giving all notices required in accordance with these Bylaws, for receiving service in legal matters, and for performing all duties

customary to the office of Secretary. The Secretary shall have custody of the corporate seal and authority to affix the seal to any instrument requiring it.

(d) *Treasurer.* The Treasurer shall be a Director and shall be elected by majority vote of the Directors present and voting at a duly constituted meeting of the Board. The Treasurer shall keep or cause to be kept complete and accurate accounts of receipts and disbursements and shall direct the President to ensure deposit of all moneys and other valuable property of the Corporation in such banks or depositories as the Board may designate. The funds, books, and vouchers under supervision of the Treasurer or other delegated persons, with the exception of confidential reports submitted by the members, shall at all times be subject to verification and inspection by the Board. The Treasurer shall serve on the Audit and Investment Committees of the Board of Directors. The Treasurer shall, at the annual meeting of members or by direct mail, report on the financial condition of the Corporation at least once annually.

(e) *Additional Officers.* The Board may create positions of Assistant Treasurer and Assistant Secretary as necessary for the orderly conduct of business. When so authorized, the President shall appoint individuals from the professional staff to fill such offices and may assign appropriate duties to them. The President shall be responsible for filling all vacancies occurring in these positions.

(f) *Terms.* Except as otherwise provided in these Bylaws, officers of the Board or the Council shall serve in office for one (1) year or until election of a successor or, if ex officio, as long as they hold the position which entitles them to serve as an officer of the Board or Council.

ARTICLE III
Council

Section 1–Composition. The Council shall consist of the elected and appointed commissioners generally representing member institutions, and appointed commissioners-at-large, who are unaffiliated with a member institution and public representatives. 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. 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.

Section 2–Powers and Duties. Responsibilities of the Council shall be to:

(a) promulgate standards of accreditation and establish eligibility conditions, policies, and procedures for accreditation;

(b) take final action on initial grants of accreditation;

(c) take final action on denial, suspension, and withdrawal motions;

(d) provide mechanisms for appeals and dispute resolution to ensure due process in resolution of conflicts between members and the Council;

(e) provide to members appropriate accreditation-related services such as consultation, accreditation process workshops, and training opportunities for evaluators;

(f) disseminate information on standards, procedures, and activities;

(g) monitor compliance with the standards;

(h) receive and act on other applications;

(i) issue show-cause directives and place institutions on probation;

(j) serve as liaison to recognition agencies or bodies;

(k) issue a list of accredited colleges, schools, and organizations;

(l) assess and collect fees from members;

(m) take final action on the strategic plan; and

(n) exercise other powers and duties incidental to the foregoing.

Section 3–Chair and Chair-elect. The Chair of the Council shall be the Chair-elect from the previous year. The Council shall elect the Chair-elect of the Council, who will become Chair in the subsequent year, annually by majority vote of the commissioners present and voting at a duly constituted meeting of the Council.

Article IV
Elections, Terms, Vacancies, Removal, Resignations, and Compensation

Section 1–Elections. Elections shall be held annually, in years when elected positions must be filled, for the selection of persons each of whom shall serve as elected commissioners on the Council and the Board. No person shall serve as a member of the Council and not of the Board, nor shall any person other than the President serve as a member of the Board and not of the Council.

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. 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 3–Voting Procedures. Specific election procedures concerning candidate qualifications, deadlines for registration, dates and methods of balloting and absentee balloting shall be developed by the Board and may vary from election to election. Electronic voting, properly secured, shall be allowed. The following general procedures shall apply to all voting:

(a) there shall be at least two candidates nominated for each elective position by the Nominating Committee;

(b) nominations by petition for each elective position will be permitted if such petition (i) is received at least 45 days prior to the date of the election, (ii) contains the names and signatures of Designated Delegates representing at least ten percent of the institutions that are members of ACICS, (iii) demonstrates that the petitioner satisfies the eligibility requirements contained in Section 2 of this Article, and (iv) meets any other procedural requirements which may be established by the Board;

(c) every member, if properly registered and current with financial obligations, shall have the opportunity to vote;

(d) proxy voting is not permitted in elections;

(e) no more than one person from any institution or group of institutions commonly owned, may serve at any one time on the Council;

(f) voting on behalf of multiple members under common ownership and control by one Designated Delegate may be permitted on membership-wide matters. The multiple members represented by one Designated Delegate must be recorded with the Secretary prior to the vote, and the multiple members represented by a single Designated Delegate shall count toward a quorum;

(g) only the Designated Delegate of each member is eligible to vote;

(h) voting shall be by secret ballot, which includes secure electronic balloting;

(i) a majority vote, unless otherwise provided by these Bylaws, shall decide all non-candidate matters; and

(j) a plurality vote shall decide all candidate elections.

Section 4–Assumption of Office. New commissioners shall assume office on January 1 of the calendar year following election or appointment, unless otherwise provided for by the Council. Incumbent commissioners will remain in office until new commissioners are seated.

Section 5–Terms. Term of service as a commissioner shall be five years. A person elected or appointed to fill a term of less than two and one-half years is entitled to apply 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. However, 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. If nominated, public representatives may serve one additional appointment without the three-year waiting period.

Section 6–Vacancies. Where a vacancy exists, the Nominating Committee shall review and make recommendations to the Council for its consideration.

Section 7–Resignations. Resignation from service as a commissioner and Director may be voluntarily tendered at any time. The resignation becomes effective upon receipt of written notice by the Chair of the Board and Council or the President. Automatic tendering of resignation is required under the following circumstances or conditions:

(a) denial, suspension, or revocation of accreditation at the institution with which affiliated;

(b) cessation or announced cessation of operations at such institution;

(c) filing for reorganization or bankruptcy by such institution or its parent corporation;

(d) debarment by the U.S. Department of Education from employment at any institution participating in federal student funding programs;

(e) indictment for a criminal offense;

(f) change of control or ownership at the institution with which affiliated;

(g) failure of such institution to meet its financial obligations to ACICS which results in loss of membership;

(h) change in employment status (other than internal); and

(i) change in Designated Delegate status.

Not all of the foregoing necessarily will result in acceptance of resignation but must be considered by the Council before service can continue.

Section 8–Removal. A commissioner may also be removed by not less than a two-thirds (2/3) vote of the Council for breach of any code, canons, or tenets of ethics formally adopted pursuant to these Bylaws.

Section 9–Compensation. Commissioners shall serve without compensation. Public representatives shall receive honoraria for service in such amounts as the Board shall fix. Commissioners, as well as members of committees, if so provided in advance, shall be reimbursed for expenses incurred in performance of authorized duties.

Article V
Committees

Section 1–Standing Committees of the Council. There shall be the following standing committees of the Council:

(a) Nominating Committee. The Nominating Committee shall be responsible for the screening of nominees and the selection of candidates for election as commissioners. It also shall identify persons qualified to be appointed as commissioners and recommend them to the Council for appointment. The Nominating Committee shall seek to maintain a Council that is generally representative of the types of member institutions.

(1) Composition. The Nominating Committee shall be appointed by the Chair of the Council and shall consist of five (5) members, at least four (4) of whom are current commissioners. Members representing both nondegree and degree granting institutions are encouraged. There shall be two (2) representatives from the Executive Committee of the Board of Directors and one (1) person from an ACICS-accredited institution who may or may not be a member of the Council. The Chair-elect of the Council and Board automatically serves as the Chair of the Nominating Committee.

(2) Procedures. The membership of ACICS shall be notified of the composition of the committee and invited to submit to it names of qualified nominees. The committee in its selection of candidates shall be mindful of diversity of programs, size and types of institutions, and geographic representation. It shall develop and publish eligibility criteria, permissible campaign practices by candidates, and any special voting procedures. Interviews of nominees by the committee are permitted.

(b) Business Practices Committee. The Business Practices Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to identify and promote quality business practices of career colleges and schools, to ensure integrity and ethical relations, and to foster cooperation among institutions on behalf of students and others served.

(c) Education Enhancement and Evaluation Committee. The Education Enhancement and Evaluation Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to establish standards for educational quality that assist institutions in mission fulfillment, program planning and development, institutional evaluation activities, and successful educational outcomes.

(d) Financial Review Committee. The Financial Review Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to monitor the financial stability of accredited institutions in order to ensure they maintain sufficient financial resources to deliver a quality education to their students.

(e) Institutional Effectiveness Committee. The Institutional Effectiveness Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to assist institutions in the improvement of their outcomes by establishing and assessing criteria for institutional effectiveness. In order to assist ACICS-accredited institutions to meet established standards, the committee shall review Campus Accountability Reports, Institutional Effectiveness Plans, and institutional outcomes and measurements.

Section 2–Standing Committees of the Board of Directors. There shall be the following standing committees of the Board:

(a) Executive Committee. The Executive Committee shall consist of the Chair of the Board of Directors, who shall serve as Chair of the Executive Committee; the Chair-elect of the Board, who shall serve as Chair of the Executive Committee in the absence of the Chair of the Board; the Secretary; the Treasurer; and two additional Directors elected annually by majority vote of the Board. The Executive Committee acts on behalf of the Board and/or Council during the periods between Board and Council meetings. Accurate minutes of each Executive Committee meeting shall be maintained and shall be provided to the Board of Directors and/or Council at the next subsequent meeting of the Board of Directors or the Council. The Executive Committee's responsibilities shall be: between meetings of the Board and/or Council, act on issues requiring the timely attention of the Board or Council and assume such other duties as the Board of Directors or Council may from time to time delegate to the Executive Committee.

(b) Audit Committee. The Audit Committee shall consist of a minimum of three members of the Board, including the Treasurer, as well as such other members as the Chair appoints. The committee shall work with the President to ensure an annual certified audit of the organization's financial activities is completed, that the findings of the audit are reviewed, and that actions are taken to address recommendations and areas of concern identified as part of the audit process.

(c) Investment Committee. The Investment Committee shall consist of the President, a minimum of three other members of the Board, including the Treasurer, and such other members as the Chair appoints. The Investment Committee shall work with the President to provide oversight of ACICS's investment funds. The Investment Committee shall select investment advisors, develop an investment plan, and review investment reports at least annually.

(d) Governance Committee. The Governance Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to ensure that ACICS operates within the construct of the Bylaws. The committee will evaluate and make recommendations for modifications to the Bylaws in response to proposed changes in standards or operational policies at ACICS.

Section 3–Other Committees. The Board of Directors may establish and appoint members to other ad hoc committees as deemed necessary.

Article VI
Membership, Fees, Meetings

Section 1–Gaining Membership. Membership in ACICS is voluntary and can only be obtained through accreditation. Members shall be institutions or organizations which provide education or training as heretofore defined. Each main or additional location is entitled to all of the rights and privileges and assumes all of the obligations of membership as provided in these Bylaws. The term of membership shall be coexistent with accreditation.

Section 2–Loss of Membership. Any member that ceases to be accredited by ACICS shall automatically, and without the necessity for further action, be deemed to be removed from membership. Members may voluntarily resign, which also results in loss of accreditation. All obligations owed to ACICS, including payment of fees, shall be fulfilled prior to resignation. The loss of accreditation shall be retroactive to the date that all outstanding obligations had previously been fulfilled.

Section 3–Types of Fees. There shall be three types of fees: (a) annual sustaining fees, (b) user (or service) fees, and (c) late fees. The annual sustaining fee shall be scaled by formula to the annual educational revenue generated by each member. The user fees shall relate to the cost of services requested or the actions initiated by the members or applicants for membership. The late fees shall be established by the Council.

Section 4–Change in Fees. The Council may adjust the fees annually equivalent to the change in the national Consumer Price Index. Any increase above the CPI percentage shall be presented to the membership for approval.

Section 5–Conditions of Payment. Sustaining fees are due and payable on October 31. The Council may authorize a discount for sustaining fees received by September 30 each year. Nonpayment of annual fees by October 31 subjects a member to automatic loss of membership and loss of accreditation without a hearing. Any request for extension of time to pay or for a periodic payment plan must be received and approved prior to September 30. Payment plans will not extend beyond December 31. Institutions using periodic payment plans shall be assessed an interest rate of one and one-half percent (1.5%) per month on the unpaid balance. User fees must accompany the request for applicable service before the request will be processed.

Section 6–Proration of Fees. A member becoming eligible for membership during the first month of the fiscal year shall pay the full amount of the annual sustaining fees as applicable. Members becoming eligible during succeeding months shall pay a proportionate amount of the otherwise applicable fee as determined by the number of months remaining in the fiscal year, including the month in which membership is attained.

Section 7–Other Costs. In addition to fees herein described, costs of visits conducted by the Council will be invoiced to the institution.

Section 8–Assessments. The Council, upon a majority vote, may propose an assessment in addition to the annual sustaining fees provided for in this Article where there has occurred or is impending an emergency which may impair the ability of the Council to achieve its purposes and the amount of annual dues is insufficient to meet the Council's requirements. The proposed assessment shall be submitted to the members for approval or disapproval on majority vote.

Section 9–Annual Meeting. A meeting of the members shall be held annually at a date and place to be determined by the Board of Directors. The purpose of such meeting shall be the receipt of reports on the budget and finances of ACICS and its activities and affairs, and the transaction of other business as may be specified by the Board in the call for and notice of the meeting. The meeting may combine these business purposes with informational and educational sessions; meetings of the Board, the Council, commissions, or committees; and special events for the members.

Section 10–Special Meetings. Special meetings of the members may be called by the Board of Directors upon request of a majority of the Board or upon petition to the Board by not fewer than the lesser of fifty (50) members or ten percent (10%) of the membership not under common ownership or control.

Section 11–Notice of Meetings. Normally, members shall be notified at least thirty (30) days in advance of the date, location, time, and purpose of all meetings of the members. Waiver of notice may be recorded at any special meeting of the members by majority vote of a quorum present at such meeting.

Section 12–Quorum. Twenty percent (20%) of the members eligible to vote and represented by Designated Delegates shall constitute a quorum at a meeting of the members for the transaction of business, except that any issue not

properly noticed in the call for the meeting and that requires membership-wide participation may not be acted upon under new business. The Board of Directors may adopt such procedures as it deems necessary for the conduct of business. In the absence of an established procedure, Robert's Rules of Order shall apply.

Section 13–Meetings of the Council. The Council shall convene as often as necessary to review materials attendant to the accrediting process and to take formal action on the accredited status of applicants.

Article VII
Appeals Process

Section 1–Review Board of Appeals. A Review Board of Appeals shall be appointed by the Council. The purpose of the Review Board shall be to review, according to pre-established procedures and guidelines, appeals by members, of final negative actions by the Council and in each case either to affirm the action of the Council or to remand the case to the Council for further review, or to amend or overturn the action. The Review Board shall consist of fifteen (15) persons, all of whom have had experience in accreditation. The Review Board shall include at least two (2) academic representatives, two (2) administrative representatives, and three (3) public members, as defined in Article III, Section 1 herein. Review Board panels will consist of a minimum of three (3) members and be comprised of at least one (1) public, one (1) academic, and one (1) administrative representative. Members of the Review Board shall be appointed to terms of three years, with terms of initial appointees staggered so that one-third of the terms expire each year. A person appointed to the Review Board shall not have been a commissioner within one year prior to appointment. The President shall convene timely a panel of the Review Board when necessary.

Section 2–Due Process. Criteria promulgated by the Council shall ensure that institutions are provided a fair and reasonable opportunity to present reasons why denial, suspension, withdrawal, or other final actions taken by the Council are inappropriate and should be remanded for further consideration. The due process provided is an appeal to the Review Board, pursuant to the procedures described in 2-3-604. All appeals to the Review Board of Appeals shall be on the record and shall provide for the submission of briefs and oral testimony by institutional representatives.

Article VIII
Miscellaneous

Section 1–Liability. No applicant, member, or former member shall be liable for the debts of ACICS in any amount except to the extent of the fees required of each member pursuant to Article VII, Sections 3 and 8, hereof.

Section 2–Corporate Seal. The corporate seal shall be in such form as may be approved by the Board of Directors.

Section 3–Checks, Notes, Contracts. The Board of Directors shall determine the persons who will be authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidences of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments. These persons (positions) will be designated in the Board approved Governance Policy Document. The Board of Directors shall, at its discretion, require officers, agents, employees, and other persons so authorized pursuant to this Section to give security for the faithful performance of their duties.

Section 4–Books and Records. The Corporation shall keep at its office correct and complete books and records of the accounts and transactions of the Corporation and a current list of the members, directors, and officers of the Corpo-

ration. Such books and records may be in written form or in any other form capable of ready conversion to written form.

Section 5–Confidentiality. The Council shall maintain the confidentiality of the accrediting process with members insofar as permitted by accrediting criteria, law, and regulation. The Council shall have written policies on disclosure of information to third parties.

Section 6–Indemnification and Insurance. The Corporation shall indemnify and hold harmless each director, officer, commissioner, member of an appeals board, member of a visiting team, agent, employee, or other person acting on behalf of the Corporation or the Council against and from all loss, cost, and expense reasonably incurred by such person in the payment, defense, or settlement of any claim, suit, or proceeding brought against such person because they acted as part of or on behalf of ACICS, the Council, or the Review Board, as a director, officer, commissioner, member of an appeals board, member of a visiting team, agent, or employee. The rights specified in this Section shall apply whether or not persons continue to act in such capacity at the time the loss, cost, or expense is incurred. Such rights shall not apply in relation to any matters as to which any such person shall be finally adjudged to be liable for willful misconduct. The Board of Directors also may authorize the purchase and maintenance of insurance on behalf of such persons and the Corporation against any liability that arises from their actions in such capacities.

Section 7–Amendments. The Bylaws of the Corporation may be amended by the Board of Directors by majority vote of all the directors.

Section 8–Dissolution. ACICS shall use its funds only to accomplish the objectives and purposes set forth in these Bylaws, and no part of said funds shall inure or be distributed to the members of ACICS. On dissolution of ACICS, any funds remaining shall be distributed to one or more regularly organized and qualified charitable, educational, scientific, or philanthropic organizations to be selected by the Board of Directors.

Section 9–Fiscal Year. The fiscal year of ACICS shall be July 1 through June 30.

Article IX
Litigation, Jurisdiction and Venue, and Expenses

Section1–Suits Against ACICS, Jurisdiction, and Exhaustion of Administrative Remedies. Jurisdiction and venue of any suit, claim, or proceeding relating to membership, accreditation, or accredited status, whether a claim for damages or injunctive or declaratory relief, brought by an accredited member, former member, or applicant for membership and accredited status against ACICS, the Council, the Review Board, or a commissioner, officer, committee member, Review Board member, or staff member acting in his or her official capacity shall only be in the U.S. District Court for the Eastern District of Virginia, Alexandria Division, or the Circuit Court for the City of Alexandria, Virginia. Accredited members, former members, and applicants must exhaust all administrative remedies provided for in the ACICS Criteria and Bylaws before initiating any suit, claim, or proceeding in Court.

Section 2–Reimbursement of ACICS's Litigation Expenses. An applicant for membership, member, or former member of ACICS shall reimburse ACICS for all costs and expenses (including attorney's fees) actually and reasonably incurred by ACICS in defending any suit, claim, or proceeding, whether for damages or for injunctive or declaratory relief, brought by an applicant, member, former member, or one or more present or former students of any of the foregoing

against ACICS, the Council, the Review Board, any commissioners of the Council, or members of the Review Board, or officers, employees, or agents of ACICS, the Council, acting in their official capacity, where ACICS, the Council, the Review Board, the commissioner, officer, employee, or agent shall have been adjudged to be the prevailing party in the suit, claim, or proceeding.

Section 3–Other Expenses. Each member shall reimburse ACICS for all costs and expenses (including attorney's fees) incurred by it in the production of any of the Corporation's, or the Council's, records relating to such member in response to lawful requests from parties in litigation or from state or federal agencies.

Section 4–Binding Effect.

(a) Each existing member and new member of ACICS shall be provided with a copy of these Bylaws. Acceptance or continuation of membership in ACICS shall constitute each member's agreement to be bound by the provisions of these Bylaws, as they may be amended from time to time, while a member of and subsequent to the termination of membership in ACICS.

(b) Each applicant for membership in ACICS shall be provided with a copy of these Bylaws. Application for membership in ACICS shall constitute such applicant's agreement to be bound by the provisions of these Bylaws, as they may be amended from time to time, regardless of whether such applicant becomes a member of ACICS.

APPENDIX B Procedures and Guidelines for Unannounced Visits

UNANNOUNCED VISIT FACT SHEET

The Council, at its discretion, may direct an unannounced visit to occur at an institution about which it has received adverse information or when general operations of the institution may be called into question. This Fact Sheet is designed to assist the institution and the visiting team in conducting this visit as smoothly and efficiently as possible.

VISIT PROCEDURES

The purpose of this visit is to review records, interview students and staff, and, if applicable, review previously cited problem areas and verify responses to previous requests for information, such as complaints and admonishments. The team may consist of a staff member, an experienced evaluator, or both. Expect the team to spend the full day at your institution.

Upon arrival, the team will ask to speak with the chief on-site administrator. Following a brief interview, the team is to be given a short tour of the facility, including records storage areas, and then shown to a work room. This room could be an empty classroom or office, and it should be available exclusively for the team for the entire visit.

The institution must make the following information available to the visiting team:

1. Most recent Campus Accountability Report.
2. Current catalog and addenda (if applicable).
3. Current class schedule, including names of instructors and room numbers.
4. Most recent ACICS accreditation visit team report and institutional response.
5. Copy of each government program review and compliance audit conducted within the prior two years and any institutional responses.
6. Faculty/personnel records.
7. All student records, including admissions, academic, and financial.
8. Copies of institutional advertising.

Additional records may be requested by the team. Staff, faculty and students will be interviewed. Institutions are encouraged to have these records in a central location where more than one person can access them, should the chief on-site administrator not be present.

REPORT AND SUBSEQUENT ACTIONS

A report will be prepared and sent to the institution for response. If the institution is found to be operating in accordance with the *Accreditation Criteria*, no further action will be taken.

If the institution is found to be violating provisions of the *Accreditation Criteria*, the Council may direct the institution to show cause why its accreditation should not be withdrawn, or it may direct that a full team visit the institution to evaluate its correction of these violations.

Exit Conference

At the conclusion of the visit, the team will meet with the chief administrator to discuss the visit and to answer any questions regarding the Council policies, procedures, and standards.

Expenses

A fee will not be assessed for this visit, but each institution will be billed for expenses incurred during the visit. Failure to remit payment for expenses may result in a directive to show cause why the accreditation of the institution should not be withdrawn.

Institutional Participation

Any institution that refuses to undergo an on-site unannounced visit evaluation will be directed to show cause why its accreditation should not be withdrawn by suspension._

APPENDIX C Institutional Publications Requirements

This Appendix includes the Council's criteria for institutional publications, including catalogs, advertising literature, and other published documents describing the institution.

CATALOG

The Council requires all accredited institutions and all applicant institutions to publish an acceptable catalog. An accredited institution with additional locations may publish a common catalog, but it should be specific as to the faculty, programs, and student services available at each location (see "Multiple-Campus Catalogs" in this Appendix). All enrolled students must have access to the current catalog.

A catalog is written for many purposes and is directed toward a varied audience. The catalog becomes an announcement and a record and should be dignified in appearance. It must not be primarily a promotional publication, nor should it be directed toward a single segment of its varied audience. The catalog has been determined by the courts to be a legal document of the institution concerned.

The catalog should explain the offerings and services of an institution, but it should not glorify or extol. It should reflect the dignity and integrity of the institution it describes. The catalog must be available in hard copy, and may also be available in a read-only electronic format. The hard copy catalog must be appropriately printed and bound. The catalog may include illustrations and photographs that are pertinent to the institution.

At a minimum, the catalog must contain the following items:

1. A table of contents and/or an index.
2. An indication, on the front cover or on the title page, of the year or years for which the catalog is effective.
3. The names and titles of the administrators of the institution.
4. A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
5. If the institution is now accredited, a statement denoting this fact (see "Statement of Accreditation" in these Guidelines).
6. A statement of the mission of the institution.
7. A listing of the full-time faculty members, showing:
   (a) academic credentials held;
   (b) institutions awarding the credentials; and
   (c) the area of teaching specialization.
8. An academic calendar (calendar of events) showing beginning and ending dates of terms, quarters, or semesters; holidays; registration dates, etc.
9. The full disclosure of the institution's admission requirements, policies, and procedures, including the basis for admissions, test requirements, advanced standing requirements, and experiential learning assessment requirements.
10. A statement of the curriculums (programs) offered, including for each:
    (a) a statement of the objective or purpose of the curriculum;

(b) an accurate and complete listing of the courses included in each curriculum, each with a unique identifying number and title;

(c) the credit or clock hours awarded for each subject;

(d) the total credits or clock hours required for satisfactory completion of the curriculum;

(e) requirements for certification, licensing, or registration in the program career field, as appropriate; and

(f) any additional or special requirements for completion (such as practica or externships).

11. A description of each course (subject) offered, including:

(a) identifying number;

(b) title;

(c) credit or clock hours awarded;

(d) a complete but concise description of the contents of the course; and

(e) prerequisites, if any.

12. An explanation of the grading or marking system (consistent with that appearing on the student transcript).

13. A definition of the unit of credit. If credit hour, identify whether quarter or semester. (See Section 3-1-515 for additional information.)

14. An explanation of standards of satisfactory progress. (See Section 3-1-420 for additional information).

15. A description of the certificates, diplomas, and/or degrees awarded, together with a statement of the requirements to be met in each instance.

16. A statement of the tuition, fees, and all other regular and special charges.

17. A complete and accurate listing of all scholarships offered (see Section 3-1-431 of the *Accreditation Criteria*).

18. A statement of the institution's refund policy and formula relative to method of financial obligation. This policy must be clearly outlined and must comply with Sections 3-1-433 and 3-1-434, of the *Accreditation Criteria*.

19. A statement pertaining to the nature and extent of student services offered (e.g., counseling and placement).

20. A grievance procedure that includes the name and address of ACICS, unless the grievance procedure is published in a student handbook.

21. If the institution offers degrees, the catalog must include the following information:

(a) for occupational associate's degree programs, identification of courses that satisfy the general education requirement and an explanation of the course numbering system;

(b) for academic associate's degree programs, identification of courses that satisfy the general education and concentration requirements and an explanation of the course numbering system;

(c) for bachelor's degree programs, identification of upper-division courses and courses that satisfy the general education and concentration requirements and an explanation of the course numbering system; and

(d) for post-baccalaureate or graduate degree programs (master's and doctorate degree programs), a separate section in the catalog describing the program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions. (See Sections 3-6-800 and 3-7-800).

22. If the institution offers courses via distance education, the catalog must include the following information:

(a) a description of each mode of distance education delivery method used;

(b) the admission requirements for the courses or program(s) of study offered through distance education required only if different from the admission requirements for the residential programs;

(c) a description of tests used in determining access to distance education courses and programs, if applicable;

(d) a description of the resources and equipment the students must have to avail themselves of the instruction (including, computer requirements such as hardware and software, internet access, access to library/college for monitoring of examinations, etc.); and

(e) the special costs and fees associated specifically with distance education (e.g., platform access fees, on-line library access fees, purchase of books on-line).

Addenda/Supplement to the Catalog

Listing of administrative staff and faculty, tuition and fees, and academic calendar may be included in a catalog addendum/supplement as standing items. In addition, the addendum/supplement may include other reasonable changes that occur after a catalog has been printed until the next printing. An institution is expected to update its catalog at an appropriate interval and the addendum/supplement should not be used as a substitute for meeting this expectation.

The addendum/supplement must clearly state that it is part of the catalog and must include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary). The addendum must be included with each copy of the catalog.

Multiple-Campus Catalogs

1. Pictures of the physical facilities of any of the institutions must be captioned to identify the particular campus depicted.

2. Faculty and administrative staff must be listed in the catalog and be clearly identified for each campus. The administrative staff of the institution also must be listed.

3. Any information contained in the catalog that is not common to all campuses in the group shall be presented in such a manner that no confusion, misunderstanding, or misrepresentation is possible.

4. The catalog must comply with the existing standards in all respects as outlined in these Guidelines.

Advertising

Any advertisement or promotional literature written or provided by an institution through any type of media shall be completely truthful and dignified. The material shall be presented in a manner which avoids leaving any false, misleading, or exaggerated impressions with respect to the institution, its personnel, its courses and services, or the occupational opportunities for its graduates. An English translation for advertising that is in a language other than English must also be available.

1. All advertising and promotional literature provided by an institution must clearly indicate that training or education, and not employment, is being offered.

2. All advertising and promotional literature must include the correct name of the institution. So-called "blind" advertisements are not permitted.

3. Institutions advertising to attract students in classified columns of newspapers or the equivalent on websites and the other electronic publications must use only classifications such as "Education," "Schools," or "Instruction." Headings such as "Help Wanted," "Employment," or "Business Opportunities" may be used only to procure employees for the institution.

4. Testimonials used in advertising must reflect the opinions or experience of a current or prospective student or graduate of the institution. Testimonial messages must be factual and portray current conditions. They cannot contain any representations that would be deceptive or could not be substantiated by the institution. The institution must maintain a written release from the individual providing the testimonial on file.

5. An institution shall not use the words "free" and "guarantee" for advertising or marketing purposes in a manner that is misleading to prospective or current students. A disclosure must be made for services which are funded by third parties that are offered at no cost to students.

6. An institution shall not offer monetary incentives to the general public to visit, enroll in, attend, or complete a program. The institution cannot make guarantee or similar claims regarding job placement or salary for graduates.

7. References to financial aid availability must use the phrase "for those who qualify." Financial aid cannot be the sole source of an advertisement.

Statement of Accreditation

When making public disclosure of accredited status in its catalog, the institution must include the name, address, and telephone number of ACICS.

For institutional catalogs, the fact of accreditation shall be stated only as follows:

"Accredited by the Accrediting Council for Independent Colleges and Schools to award (name all applicable specific credential levels from among certificates, diplomas, associate's degrees, bachelor's degrees, and master's degrees).

Institutions may add the following statement in announcing their accreditation:

The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

For publications and advertising other than catalogs, institutions that wish to state the fact of accreditation shall use either the catalog language noted above or one of the following disclosure statements:
"Accredited by the Accrediting Council for Independent Colleges and Schools"; or

"Accredited Member, ACICS"

An institution is not permitted to use such statements as "fully accredited" or "accredited" without including the name of ACICS. An institution will not use or publicize the term "accredited" unless it is in fact accredited by ACICS or

another recognized agency, or it has affirmative authority under state law. Any reference to stated authority for status as "registered," "approved," or "accredited" must include the name of the state extending the approval and must accurately identify the state agency. An applicant for ACICS accreditation may not disclose this fact in any manner.

For electronic media and web sites, the institution may provide a hypertext mark-up language link ("html") to the ACICS web site when making public disclosure of its accredited status. Disclosure must be in compliance with Appendix C.

APPENDIX D Standards of Satisfactory Progress

An essential element in providing appropriate instruction and support services to students is monitoring their satisfactory academic progress (SAP). The Council requires all institutions to develop a policy of satisfactory academic progress that measures whether students are maintaining satisfactory academic progress in their educational program.

Institutions located outside the United States, which serve students not participating in the U. S. Title IV student financial assistance programs, are required to publish in the catalog an SAP policy and systematically monitor academic progress of their students. At a minimum, the SAP policy must address the following elements: (a) minimum qualitative standards, such as a grade point average, which must be achieved by the end of each academic year or at 50% of the normal program length if the program is less than one academic year; (b) maximum time frame in which the educational objectives must be successfully completed; (c) a rationale if the maximum time frame for program completion exceeds 150% of the normal program length; (d) institutional procedures for a systematic monitoring of each student's progress in meeting the SAP policy; (e) a description of actions that must be taken by the institution if the student fails to make satisfactory academic progress; and (f) a minimum cumulative grade-point average of 2.0 or C or equivalent that must be achieved by each student upon graduation.

The Council has determined that the institutional policy must include the following requirements, which are consistent with the regulations specified by the U.S. Department of Education for student eligibility for receiving Federal Title IV financial assistance.

1. The institution has written standards and a schedule of satisfactory academic progress for all students, which are published in the catalog and in appropriate institutional literature, and are consistently applied to all students.
2. The institution strictly adheres to its published standards of satisfactory academic progress, monitors whether a student meets the minimum qualitative and quantitative components of the standards, and notifies students when satisfactory academic progress is not being made.
3. The standards of satisfactory academic progress provide for minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.
4. The policy defines a maximum time frame, not to exceed 150% of the normal program length, as defined by the institution, for all programs, in which the educational objective must be successfully completed (e.g., number of academic years, credit hours attempted, clock hours completed, months/weeks, terms or modules, etc. as appropriate), as opposed to simply setting a time limit on eligibility for Title IV financial aid.
5. The institution has provisions for an evaluation point at least by the end of each academic year (or at 50%of the normal program length if the program is one academic year or less) that determine whether the student has met the qualitative and quantitative components of the standards.
6. The institution has provisions for utilizing and publishing a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each increment to complete the educational program within the maximum time frame.
7. The institution has provisions for determining at the end of each increment whether the student has met the qualitative and quantitative components of the standards. The qualitative and quantitative standards

must be cumulative and must include all periods of the student's enrollment regardless of whether or not the student receives federal financial aid.

8. The institution's policies define the effect on satisfactory academic progress of course withdrawals, incomplete grades, repeated courses, and non-punitive grades. The institution's policies define the effect of non-credit or remedial courses on satisfactory academic progress.

9. The institution has provisions for an evaluation at the end of the second academic year and at the end of each subsequent academic year(s) where the student must have a minimum cumulative grade point average (CGPA) of 2.0 on a scale of 4.0, C, or its equivalent, or has academic standing consistent with the institution's requirements for graduation. A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances (i.e., death in the family, sickness of the student, etc.).

10. If the institution places students on warning, or on probation, as defined in sections 11 and 12 below, the institution's policy must describes these statuses.

11. An institution that evaluates academic progress at the end of each payment period may assign warning status to a student who fails to make satisfactory academic progress. A student may be assigned to warning status without an appeal or other action by the student. For institutions awarding U.S. Department of Education Federal Financial Aid, a student on warning may continue to receive assistance under federal financial aid programs for one payment period despite a determination that the student is not making satisfactory academic progress.

12. The institution must have an appeal process for students who do not meet the requirements of the institution's satisfactory academic progress policy. When an institution grants a student's appeal for mitigating circumstances, the student will be placed on probation for a specified period of time and considered to be making regular satisfactory progress. While a student is on probation, the institution may require the student to fulfill specific terms and conditions such as taking a reduced course load or enrolling in specific courses.

    If a student is not making satisfactory academic progress, the institution may place the student in an extended enrollment status. However, all credits attempted count toward the 150% of the normal program length even if the student is on extended enrollment. Grades may be replaced if that is the institution's written policy. At the discretion of the institution, a student with an approved appeal who exceeds one and one-half times the standard time frame as defined by the institution either as a regular student or in an extended enrollment status may receive the original academic credential for which he or she enrolled, provided that there are no additional financial obligations to the student.

    For institutions awarding U.S. Department of Education Federal Financial Aid Only: A student on probation will have their eligibility for financial aid reinstated. A student on probation may receive federal financial aid funds for one payment period. At the end of one payment period on probation, the student must meet the institution's satisfactory academic progress standards or meet the requirements of the academic plan developed by the institution and the student to qualify for further federal financial aid funds. A student placed in an extended enrollment status is not eligible for financial aid.

13. The institution must have clearly defined procedures for re establishing satisfactory academic progress.

14. The institution has rules for students who change programs, as well as for students who seek to earn additional credentials. For instance, an institution may have a policy that for a student who changes programs it will include in the determination of a student's satisfactory academic progress standing the

credits attempted and grades earned that count toward the student's new program of study. Such a policy must be part of the institution's written policy.

15. The institution must have a policy that addresses the implications of transfer of credit on satisfactory academic progress.

16. The institution has provisions that the student must have a minimum CGPA of 2.0, C, for undergraduate programs and 3.0, B for graduate programs or their equivalent upon graduation. For approved professional graduate programs, which require attainment of specified competencies and a licensure or certification, the institution has published and consistently follows an appropriate SAP policy.

APPENDIX E Guidelines for Institutionally Funded Student Aid

In evaluating institutionally funded student aid, ACICS will consider the characteristics listed below. These characteristics are not listed in any priority order. Any institution whose aid program is not in accordance with any or all of these characteristics may be subject to a directive by ACICS to show cause why its grant of accreditation should not be suspended, revoked, or otherwise conditioned. The greater the number of these characteristics evident in an institution's grant program, the greater the presumption of acceptability. ACICS will, however, review each institutional grant program in its entirety.

1. Grants are made from segregated funds or from identifiable funds which have been provided for in the institution's operating budget.
2. The percentage of students receiving institutionally funded grants, as compared to the overall student population of the institution, is not inordinately high.
3. The total amount for institutionally funded grants is publicly and clearly identified prior to the beginning of the academic year or term.
4. Institutionally funded grants may be awarded on the basis of student need or standards describing similarly circumstanced students.
5. The amount of institutionally funded grants is not based solely on the difference between the tuition charged and the amount of federal or state financial aid received.
6. The tuition charged reasonably and closely represents the cost to the institution of the instruction provided and does not significantly vary in amount from similar or same instruction in another certificate or degree program.
7. The amount of tuition retained as nonrefundable by the institution from those students who drop out prior to the end of the academic term or period is proportionally allocated between the institutionally funded grants and the federal and state financial aid received by the student.
8. The type and amount of institutionally funded needs-based grants is determined by an independent selection or review panel.

Appendix F Requirements for English as a Second Language Programs

This appendix consolidates information regarding the Council's requirements for institutions offering stand-alone ESL programs and/or ESL coursework as part of a Title IV-eligible program, and federal requirements for the awarding of financial aid.

The following information is intended to combine the highlights of the ACICS requirements and federal regulations noted above and should assist institutions in understanding Council criteria for offering stand-alone ESL programs and the major differences between Council requirements and federal regulations for these ESL programs. Additionally, an overview of federal guidelines for ESL coursework offered within an eligible program is included.

Separately Eligible, Stand-Alone ESL Programs

Council Requirements

The requirements for reporting information on separately-eligible ESL programs are the same as for all other programs. The institution must immediately notify ACICS when these programs are initiated, changed, or discontinued. An on-site evaluation with an appropriate subject specialist will be required when a new ESL program is initiated, and may be required when the program is changed.

The objective of stand-alone ESL programs is to enhance the English-language proficiency of individuals who have pre-existing vocational knowledge, training, or skills, but cannot use that knowledge, training, or skill because of their English-speaking deficiency. No vocational training is provided in a stand-alone ESL program.

In order to receive approval from ACICS to provide stand-alone ESL programs, the institution shall:

1. Adhere to the stated mission of the program when developing the curricula;
2. Administer, at entrance and exit, a nationally recognized exam of English comprehension (e.g., Test of English as a Foreign Language, Test of Spoken English.)
3. Provide documentation that all admitted students are enrolled in accordance with Section 3-1-303.
4. Verify or assess at entrance, with supporting documentation, that the enrolling student already has knowledge, training, or skills in a vocational field, unless the student is enrolled solely to obtain ESL competency unrelated to a vocation (also a Department of Education regulation.)
5. Describe the placement services, if any, to be offered to graduates of the ESL program. Institutions are not required to include these graduates in their placement statistics.
6. Employ degreed faculty who have prior experience in this field of instruction.
7. Involve faculty in professional organizations and workshops enabling them to meet the special needs of the ESL student.

Department of Education Regulations

The institution must provide information or documentation that the program:

1. Consists solely of ESL instruction.
2. Admits only undergraduate students who it determines need ESL to use already existing knowledge, training, or skills.

3. Meets the other program and institutional eligibility requirements including:
   (a) that it leads to a degree or certificate,
   (b) that it is at least a one-year program at a public or private nonprofit institution of higher education, or a six-month program at a postsecondary vocational institution or a proprietary institution of higher education,
   (c) that it admits as regular students only persons who have a high school diploma or the recognized equivalent (GED) or who are beyond the age of compulsory school attendance in the state in which the institution is located and have the ability to benefit from the training offered,
   (d) that it is legally organized by its state to offer the ESL certificate or degree program,
   (e) that it is approved by the school's nationally recognized accrediting agency or association, or that it meets one of the statutory alternatives to accreditation, and
   (f) if it is a credit-hour program, that it meets any applicable state and accrediting agency requirements governing the use of credit hours.

NOTE: ESL is an eligible program only for purposes of the Pell Grant Program.

ESL Courses as Part of an Eligible Program

Council Requirements

Conversion from clock to credit hour for the ESL courses must be appropriate and in compliance with Department of Education regulations for remedial coursework.

Department of Education Regulations

ESL coursework required by a student when accepted into an existing, Title IV-eligible program must be considered remedial in nature for the purpose of calculating student financial aid. Note that remedial coursework is by regulation either noncredit or reduced credit, for purposes of the postsecondary program, although these noncredit or reduced academic credit hours are converted to the credit value of non-remedial courses for the purpose of calculating Title IV payments to students.

It is important to remember that a program of study must be Title IV-eligible excluding the remedial courses (i.e., for a 300 clock-hour Hospitality and Tourism program to be eligible for student loan programs, any remedial courses offered must be added to the 300 clock hours).

Summary

ACICS members currently offering or planning to offer stand-alone ESL programs or ESL as remedial courses taken with an eligible program must be aware of and in compliance with all Council requirements and Department of Education regulations. In comparing the two, it is apparent that if an institution is not in compliance with the Department of Education, it will not be in compliance with ACICS because all of the Department's requirements are inherent to the *Accreditation Criteria*; ACICS is, however, more restrictive in several areas.

Be advised that compliance with Appendix F does not ensure that a program will be determined by the U.S. Department of Education to be eligible for Title IV participation. Should the institution desire Title IV funding for an ESL program, it should discuss program eligibility with the appropriate Department of Education regional office before applying for Council approval.

APPENDIX G Guidelines on Disclosure and Notification

These guidelines are designed to inform institutions of the policies of the Council and to guide staff in disclosing information and providing materials to third parties regarding an institution's accreditation. Many policies are required by federal law and regulation.

The policies presented below are not intended to cover every situation, and the Council exercises considerable discretion in balancing the need for confidentiality in the accreditation process with the need to disclose information to the public, including students and student applicants, and to other interested third parties, including government agencies. The Council will provide information requested by the U.S. Department of Education that may bear on an institution's compliance with federal student financial aid requirements. Please refer to Title II, Chapter 3 for additional information.

1. The Council maintains and makes available to member institutions, appropriate governmental agencies, and the public complete information regarding its accreditation criteria, policies, and practices; the institutions that it currently accredits, including the dates when the institutions are scheduled to be reviewed for new grants of accreditation; and the names, educational backgrounds, and professional qualifications of its commissioners and senior administrative staff. This information is provided in written documents available from the Council office or on the Council's Web site. These documents include a directory of accredited institutions and an annual report, copies of which are forwarded automatically to the U.S. Department of Education, state regulatory agencies, and other recognized institutional accrediting agencies.

2. The Council will notify the U.S. Department of Education, state regulatory agencies, other accrediting agencies, other interested third parties, and the public of all Council actions that affect an institution's grant of accreditation, institutional closings, and of the voluntary withdrawal or expiration of accreditation within 30 days.

   In the case of the public, however, the Council will provide written notice of the decisions listed below within 24 hours of its notice to the institution:

   (a) A final decision to place an institution on probation or equivalent status.

   (b) A final decision to deny, withdraw, suspend, revoke, or terminate the accreditation of an institution.

   Deferral actions will include an explanation that the institution's application is pending and that additional information has been requested. Negative actions subject to appeal will be denoted with a statement that the action is subject to appeal and is not final unless the institution does not exercise its appeal rights or until the institution's appeal rights have been exhausted. The disclosure of Review Board decisions will be in accordance with the procedures described in Section 2-3-607. The Council retains the discretion and the responsibility to communicate other relevant accreditation information with appropriate agencies and regulatory bodies.

3. Within 60 days of a final negative action, the Council will also make available to the agencies above and the public upon request, a brief statement summarizing the reasons for the negative action determination and the official comments that the institution may wish to make with regard to the Council's decision, or evidence that the affected institution has been offered the opportunity to provide official comment.

4. The Council will inform the U.S. Department of Education of any institution which the Council believes fails to comply with Title IV law or regulations or is engaged in fraud and abuse or demonstrates systemic

noncompliance with respect to use of the Department's definition of credit hour or significant noncompliance regarding conformity with commonly accepted practice in the assignment of credit hours to one or more programs at the institution. The institution will then be given an opportunity to evidence why it is in compliance with Title IV requirements.

5. The Council will notify the public through its Web site and other means, as appropriate, of the following:

   (a) at least one year in advance of grant expirations, a listing of all institutions with current grants of accreditationdue to expire; and

   (b) as soon as practical, a listing of all institutions which have applied for initial grants of accreditation.

   This notification will include guidance on how third parties may comment on these institutions' qualifications for accreditation.

6. The Secretary of Education's grant of recognition constitutes a "grant of authority" to the Secretary to conduct site visits (both to ACICS and to the institutions) and to gain access to agency records, personnel, and facilities on an announced and unannounced basis.

7. The Council automatically will submit an annual report to the Secretary of Education.

8. The Council will provide information regarding debarment actions on request.

APPENDIX H Principles and Requirements for Nontraditional Education

DISTANCE EDUCATION

In addition to the general standards in Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 6, the following standards apply specifically to distance education delivery methods. These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating distance education forms of educational delivery.

Institutional Readiness

(a) Institutions must notify and receive approval from ACICS prior to using distance education as a mode of delivery (See Section 2-2-501.

(b) Institutions must have a plan to implement distance education instruction. At a minimum, the plan should include the rationale, resources, course/program objectives, content, and student assessment. Institutions must integrate this plan into the Campus Effectiveness Plan.

(b) The instructional delivery method must be appropriate for students and the curriculum.

(c) Institutional policies and procedures should be consistently applied using procedures that are appropriate to the mode of delivery.

(d) Institutions must designate a qualified individual to oversee the distance education activities.

Admissions Requirements and Enrollment

(a) Institutions must identify the admission requirements of distance education courses/program/s and how it differs from, if applicable, the on-ground admission requirements.

(b) If an on-line admissions test is required, it must be administered in a manner which verifies the student's identity. Institutions must make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program, how the student's privacy will be protected, and if the student will be assessed any additional charges associated with the verification of student identity.

(c) Institutions must clearly and appropriately state any requirements the students must possess or have access to in order to access this mode of delivery.

(d) Institutions must provide an on-line orientation program to familiarize the student with the equipment, resources used in the distance education activities, and orient the student to the distance education learning process.

Curriculum and Instructional Delivery

(a) Regardless of instructional delivery method, the syllabi must identify the course learning objectives. Each course learning objective must support one or more program learning outcomes. (See Glossary definition of Syllabus.)

(b) The course must provide sufficient and appropriate opportunities for interaction between faculty and students and among students.

(c) 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/practicum formulas for credit calculations (See Section 3-1-516, Course and Program Measurement).

(d) Curriculum must be administered in a way that maintains security of access.

(e) Institutions must demonstrate that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The verification method, at the option of the institution, may include a secure login and pass code, proctored examinations, and other appropriate student authentication or verification technology.

Faculty and Instructional Support

(a) The institution must employ academically and/or experientially credentialed faculty to teach online courses appropriate to the subject matter.

(b) Faculty hired to facilitate online instruction must be properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment.

(c) The instruction must provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning.

(d) The institution must demonstrate that the student/teacher ratio appropriately supports faculty and student interaction, facilitation of interaction among students and interaction with curriculum content.

(e) The institution must have a faculty development plan on file that is appropriate for each individual. For further information, see Section 3-1-543.

Resources and Equipment

(a) The institution must demonstrate that it has adequate financial resources to support the form of delivery.

(b) The institution must demonstrate that students taking online courses have access to the same or equivalent library resources and support as students taking courses in a physical classroom.

Students and Student Services

(a) The institution must orient online students to its learning management system, resources and support services, including technical support.

(b) Student support services available to students enrolled in online programs must be the same or equivalent to those provided to students enrolled in ground-based programs, including but not limited to student services such as counseling, academic advising, financial aid, and employment assistance.

Student Evaluation and Program Assessment

(a) The course learning objectives for a course delivered online must be the same as the learning objective for the same course delivered on ground.

(b) Regardless of instructional delivery method, assessments and assignments should demonstrate student achievement of course learning objectives.

(c) The institution must document that it conducts course/program evaluations, including assessment of student learning outcomes, student retention and placement, and student, graduate, faculty, and employer satisfaction (See Section 3-1-111.)

Publications

(a) The institution must fully disclose what form(s) of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22).

Self-Paced Instruction

In addition to the general standards in Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 6, the following standards apply specifically to self-paced instruction delivery methods. These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating self-paced instruction forms of educational delivery.

Institutional Readiness

(a) Institutions must notify and receive approval from ACICS prior to using self-paced as a mode of delivery. (See Section 2-2-501)

(b) Institutions must demonstrate a shift from a teacher-centered to a learner-centered environment.

(c) Institutions must employ faculty who possess the technical skills to teach in a self-paced environment.

(d) The delivery method must be appropriate for students and the curriculum.

Admissions Requirements and Enrollment

Institutions must identify the admissions requirements of self-paced courses/programs.

Curriculum Content and Instruction and Delivery

(a) Regardless of instructional delivery method, the syllabi must identify the course learning objectives. Each course learning objective must support one or more program learning outcomes. (See Glossary definition of Syllabus.)

(b) 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 self-paced delivery of courses or programs generally do not use the traditional lecture/laboratory/practicum formulas for credit calculations. (See Section 3-1-516, Course and Program Measurement.)

(c) Institutions must demonstrate compliance with applicable federal and state regulations.

Faculty and Instructional Support

(a) The institution must employ academically and/or experientially credentialed faculty to oversee the self-paced course/program.

(b) The faculty must be adequately trained to instruct in a self-paced environment.

(c) The faculty must be supported with the appropriate education resources and technology to facilitate self-paced instruction.

(d) The institution must demonstrate that the student/teacher ratio appropriately supports faculty and student interaction, facilitation of interaction among students and facilitation of student interaction with curriculum content.

Resources and Equipment

The institution must provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning.

Students and Student Services

(a) The institution must orient online students to its learning management system, resources and support services, including technical support.

(b) Student support services available to students enrolled in self-paced programs must be the same or equivalent to those provided to students enrolled in ground-based programs , including but not limited to student services such as counseling, academic advising, financial aid, and employment assistance.

Student Evaluation and Program Assessment

(a) The course learning objectives for a self-paced course must be the same as the learning objectives for the same course delivered on ground.

(b) Regardless of instructional delivery method, assessments and assignments should demonstrate student achievement of course learning objectives.

Publications

The institution must fully disclose what form(s) of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22.

Appendix I Principles and Guidelines for International Partnership Agreements

In addition to the general standards in Section 2-2-508; Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 7, the following standards apply specifically to institutions proposing to initiate an international partnership agreement with an entity outside the United States or its territories.

The programs and/or courses offered abroad must be consistent with the institution's educational mission and goals and must meet the same academic standards, educational effectiveness and student achievement.

These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating an International Partnership Agreement (IPA).

The partnership agreement should include the following items and detail each entity's responsibility in the following areas:

Elements in an International Partnership Agreement

I. Duration and Jurisdiction
   1. Institutions must identify the start and end date of the agreement.
   2. The agreement must list the signatories/partners involved in the international partnership.
   3. The agreement must describe under which jurisdiction(s) the agreement will legally be bound, i.e. legal jurisdiction of ACICS institution.

II. Administration of the International Partnership Activity
   1. Institutions must identify the individual with the overall responsibility for the activity.
   2. Institutions must identify the on-site administrator for the activity.

Curriculum Content, Instruction, and Delivery

Institutions shall ensure the quality and rigor of courses/program offered through the international partnership agreement.

III. Faculty and Instructional Support
   1. Institutions must employ academically and experientially credentialed faculty to oversee the instruction, evaluation, and grading requirements of the courses/ program.
   2. Institutions must have faculty credentials evaluated by a recognized service for evaluation of foreign credentials.
   3. The faculty must be supported with the appropriate education resources and technology.

IV. Admissions Procedures and Requirements

The institution must identify the admission requirements for enrolling in courses/programs abroad.

VI. Students and Student Services

1. Advising and Counseling

   (a) Institutions must provide academic advising and counseling services to students.

   (b) Institutions must have procedures for adding and dropping courses.

2. Financial Aid

   If applicable, institutions shall detail the institution's procedure for awarding, disbursing, and counseling students on financial aid funds that will be used for overseas study.

3. Transfer of Credit

   Institutions must in compliance with Section 3-1-413 as it relates to transfer of credit.

4. Student Orientation

   The institution must provide pre-departure orientation and on-site orientation programs for students, if applicable.

5. Grievance Procedure

   A grievance policy and procedure must be included in the catalog and list name and address of ACICS, unless published in a student handbook.

6. Student Records

   The institution must provide a plan for storing student records and providing access to on-site administrator at the international location.

7. Student Accommodations

   Institutions should detail the plan for arranging student accommodations during the study abroad period, if applicable.

VII. Security

1. Institutions must describe how student, staff and faculty safety at the international education facility will be ensured.

2. Institutions must describe the plan to ensure security of students, staff and faculty in case of civil unrest or natural disaster in host country.

VIII. Financial Requirements

Institutions must be in compliance with Section 3-1-430 as it relates to financial aid, tuition and charges.

IX. Resources and Equipment

Instructional resources and equipment must be readily available, accessible, and reliable.

X. Student Evaluation and Program Assessment

The institution must implement an assessment plan that measures attainment of core competencies for courses/program and measurable objectives for each course.

XI. Publications

The institution must fully disclose what form(s) of instruction it uses in its catalog and Web site, and when appropriate,

in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22.

XII. Termination of Agreement and Teach-out Plan
Institutions must detail the plan for completion of program or courses should international partner fail to provide services.

XIII. International Site Facilities
Institutions must include a description of facilities at the international site and provide evidence that the facilities are in compliance with host country building code regulations.

Summary
ACICS members planning to enter into an international partnership agreement must be aware of and in compliance with all Council requirements and Department of Education regulations.

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