

Procedures for Evaluating Credit Hour Assignment

For campuses that participate in Title IV, HEA, student financial assistance programs, U.S. Department of Education regulations now require accreditors to perform an effective review of the application of the new federal credit hour definition and clock to credit hour conversion ratios, as part of an initial grant or new grant evaluation visit. Beginning with the fall 2012 visit cycle, the questions described below will be added to the Team Report Template. Evaluators responsible for reviewing financial aid policies and academic programs should be prepared to respond to the questions below, which have been added to the team report template. General guidance on addressing the questions is indicated in **bold type**.

PROCEDURES FOR EVALUATING CREDIT HOUR ALLOCATION FOR PURPOSES OF AWARDED FEDERAL FINANCIAL AID

Does the campus have a written policy for assigning credit for purposes of allocating federal financial aid that accurately reflects the U.S. Department of Education's definition of a credit hour?

SR Evaluators are advised to consult Section 2-2-503 of the Accreditation Criteria to ensure that the campus policy is accurate. This would only apply to those institutions that offer Federal Financial Aid.

Does the campus have written procedures that provide for a reliable application of the federal definition of a credit hour through the use of commonly accepted conversion ratios for assignment of credits to credit-bearing courses?

Evaluators are expected to review the accuracy of the conversion ratios and the reliability of the process by which they are applied for assigning financial aid credit to lecture, lab and externship courses that are part of credit hour programs and to courses that are part of clock-to-credit hour programs. The applicable ratios are described

in Sections 2-2-503(b) and 3-1-516 of the Accreditation Criteria.

FOR PROGRAM EVALUATORS

Do the syllabi for lecture classes (classes involving direct faculty instruction) describe:

- ◆ *Out-of-class work assignments that support the intended learning objectives of the course?*
Evaluators may review a sample, chosen at random, of at least three assignments for each syllabus.
- ◆ *The minimum amount of time a student is normally expected to spend on completing the work assignments for the course?*
General descriptions of the average or total amount of time are acceptable, as are descriptions for individual sets of assignments.
- ◆ *A method for evaluating out-of-class assignments.*
Syllabi must indicate how out-of-class learning is evaluated and how this evaluation is incorporated into the student's overall grade.
- ◆ *Has learning based upon out-of-class work assignments been evaluated as part of the student's overall course*

grade?

Documentation may consist of a copy of the instructor's grade book showing that out-of-class assignments were evaluated and incorporated into each student's overall grade.

For courses in clock-to-credit hour programs: Does the total number of hours expected to spend on out-of-class work assignments meet or exceed the number of hours the campus has included in the approved Profile of Clock to Credit Hour Conversion?

The expected time for any out-of-class assignments should meet or exceed the "Additional Outside Clock Hours" listed on the approved form. Out of class work hours may be listed but are not required for these courses.

For credit hour programs: Does the number of hours students are expected to spend on out-of-class work assignments in lecture courses correspond to the temporal work model, consisting of two hours of out-of-class work for each hour of in-class work, for each week of the enrollment period, for each credit?

To comply with this "Temporal Work" model, the expected out-of-class hours of student work, as evidenced on the syllabi for courses in the program, should be double the total number of in-class hours.

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Message from the Evaluator Manager

Hello Everyone

Another travel cycle is upon us once again! There has been a lot going on at ACICS concerning policy changes that require your involvement and cooperation. Please review all Council communication that are posted on our Web site and participate in AWARE webinars, as is possible. Additionally, we are working steadfastly to bring continued improvements and efficiency to the evaluator management sys-

tem and the accreditation evaluation processes. Your continued service and support is appreciated as ACICS manages its growth. With almost 1000 member institutions and more than 1100 evaluators, we are committed to providing excellent customer service to all stakeholders.

I welcome your feedback and pledge to support you as you continue to serve this organization. Have a safe and productive travel cycle and I will see you on the road!

Credit Hour Allocation continued...

If “no,” is there evidence of an equivalent amount of work, defined in terms of student learning, in the courses that comprise the program?

To comply with this “Equivalent Work” model, the actual learning of students in the program, as evidenced by the learning outcomes described in the Campus Effectiveness Plan (CEP), may be achieved over a different amount of time but must be equivalent to the level of student learning that would conform to common, acceptable institutional practice for career-education programs in this field and at this level.

The “Equivalent Work” model may be useful to career-education institutions, because it allows for fewer expected hours of student work than are required by the “Temporal Work” model, as long as learning outcomes for the courses in the program conform to learning outcomes which, based upon the practical experience and professional judgment of the evaluator, are commonly considered acceptable for similar programs at similar institutions.

A **Guide for Evaluators** is being prepared with detailed information on how to complete these new questions. An **Accreditation Advisory** will also be published providing assistance and suggestions for member institutions on how best to comply with these new requirements.

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.

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.

The following individuals have undergone chair training and is in the process of completing the on-site mentoring program for new chairs:

Dr. John Mago Dr. Andrea Olson Ms. Lisa Bynoe

Evaluator Recruitment—Your Help

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	Occupational Therapy Assistant
Electrical Engineering Technology	Physical Therapy Assistant
Wind Energy Technology	Cardiovascular Sonography
Solar Energy Technology	Respiratory Therapy
Environmental Technology	Maintenance Technician
Renewable Energy Technology	Anesthesia Technology
Criminology And Forensic Technology	Gerontology Assistant
Public Administration	Dialysis Technology
Human Services Assistant	Diagnostic Medical Sonography

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>.

Additionally, if you have contacts at professional associations and organizations who would be invaluable resources with access to experts, please introduce them to ACICS and send us an email for follow up.

ACICS wishes to thank those evaluators who are already engaged in the recruitment process or provide referrals of individuals who could add value to the program.

As part of our recruitment efforts and a focus on reaching a larger cross-section of professionals, the ACICS evaluator manager has joined the social network. If you have not yet already done so, please add (invite) us to join your professional network so that we can gain access to individuals who may be able to meet a number of critical need areas.

Maurice Wadlington



Maurice joined ACICS as an Accreditation Coordinator in April. Over the last eight years, his experiential background consisted of Financial Aid and Admissions. Maurice aspired to attain a career in the Accreditation industry. Now that he has accomplished that goal, he is assured that his career path is in the right direction. Thus, giving him the opportunity to work with institutions on compliance standards, travel the world, and assure that students are provided education that they deserve. His favorite quote is: “Ability may get you to the top, but it takes character to keep you there.” ~John Wooden

Sharon Myles



Sharon joined ACICS as an Accreditation Coordinator in April. Her most recent position has been with Vatterott College, Cleveland, Ohio, where she was the Director of Education. Her prior experiences included curriculum manager at Grantham University and program manager at ITT Technical Institute.

Her philosophy of life is best put in the following quote: “The difference between school and life? In school, you’re taught a lesson and then given a test. In life, you’re given a test that teaches you a lesson” ~Tom Bodett

Solicitation of Visits

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.

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.

Report Templates - September 2012 Version

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.

Revisions have been made throughout the templates but questions have been added to the following sections:

SR- Credit Hour Allocation for Financial Aid

- CAR data verification for programs with specialized accreditation

Program Evaluation - details of items that should be in syllabus along with the appropriate demonstration that procedures have been implemented concerning credit hour assignment.

Reviewing of Materials for Programs with Specialized Accreditation

Section 3-1-515 allows for the exemption from review, during a new grant visit, programs which hold specialized accreditation such as CAAHEP, AVMA, AHIMA, AOTA, and ACOTE. However, this exemption applies **solely** to the review of curriculum and/or faculty qualifications. Since this was not clearly communicated previously, the following areas will be reviewed during the visit:

The Student Relations (SR) expert will verify all data reported in the CAR related to the program(s) including retention, placement, and waivers. Additionally, student files in the program(s) will be selected for compliance with admissions, financial aid, and SAP requirements.

The Educational Activities expert will review faculty files in that program for compliance in all areas (original transcripts, degree-level qualifications, foreign credential evaluations, faculty development plans, etc.).

Please note these changes in the review process and consult with your chair and staff coordinator as needed.

“Visit Savers”

ACICS would like to publicly acknowledge and thank the following evaluators and institutions for their sacrificial support during the Spring 2012 travel cycle. Additional visits were picked up, additional reports completed, or last minute trips made to cover cancellations and emergencies. Some even signed up just to help out. Your dedicated service is appreciated:

Rogena Kyles

Daniel Snyder

Angela March

Jack Jones

Moema Shortridge

Andrea Martin-Montella

Al Nikroo

Owate Chujor

Michael Tang

Norbert Thomes

Sara Ratekin

Yolanda Staff

Linda Tibbetts

Gail Robins

Victoria Wise

Tibby Loveman

Samy Hanna

Lonnie Echternacht

Westwood Colleges—thank you!

This list is not comprehensive so ACICS would like to give an honorable mention to all the others who give sacrificially of their time.

“Not so Rookie” Coordinators

You have already seen them on the road for two cycles or have received an email or phone call requesting your participation on a visit. The following two coordinators joined the ACICS “road warriors” in January 2012 and are already well on their way to mastering the intricacies that give uniqueness to the ACICS coordinator role.



Chad Hartman



Melonie Vanderpool—
Wyatt

On the Road...

The Evaluator is pleased to introduce this new segment to share the perspective of the new coordinators' first experience.

A day in the life of a professional juggler!!

By Kathryn Sellers (Contractor)

Have you ever respected someone and their job, only to actually do it and realize what respect you had was not enough? If not, then step in the shoes of an ACICS coordinator.

As a veteran of ACICS, I marvel at how calm, cool and collected the coordinators are. However, much like the gymnasts in the Olympics make a back flip look easy, the coordinators make their job look easier than it actually is. They work behind the scenes; dealing with last minute cancellations, less than perfect driving conditions, and making sure dinner is good for vegetarians, carnivores, and for those with food allergies. Somehow they always fill

the teams, arrive at the school in one piece and find the most spectacular restaurants to please the most discerning tastes.

In the spring 2012 cycle, I gained a new found respect for the coordinators. I learned a few tricks, like printing MapQuest maps as a gps backup. However, the single best thing I learned is how important the navigator is! As Barry Phillips and Dianna Murphy found out, the navigator role may be the most important role on a visit, at least if I am driving!

As the spring cycle drew to a close, I found a new perspective on the importance of each team member's role. A good chair is one who also is calm and can edit! (See the dictionary for a picture of Tom Duff, Rogena Kyles, Dianna Murphy, Donna Stewart, Lonnie Echternacht, and Libby Guinan) Each of these incredible individuals made my contractor role look easy. See, the key to being an effective

coordinator is to surround yourself with professional, organized, and energetic individuals. There are so many more great individuals I worked with in the spring cycle, each one helped me improve as a contractor, a specialist and a chair. I would have been lost without the guidance and patience of Karly Zeigler and Perliter Walters-Gilliam and the support and encouragement from Jocelyn Harris and Torri Hayslett. I am so grateful for all the team members I worked with in the spring cycle. Now, I hope I can make the contractor role look as easy as the 'real' staff do.

Articles and stories in this newsletter rely on submissions from staff and evaluators. If you wish, please share one of your "stories from the road" or article of interest with our Evaluator Management Team for possible inclusion in the next newsletter. Please send any submissions to pwgilliam@acics.org

Are you ready for your van?

By Chad Hartman

I arrived in Minneapolis for my first official unsupervised visit as a new coordinator. I knew that with a pretty large team, I should probably request the largest vehicle that AVIS offers. This ended up being a 12 passenger van. Since I had never rented a passenger van, I didn't quite realize the size of such a vehicle, especially having become very comfortable with my new "car-less" life in D.C. After several rounds of the GPS getting me lost and "recalculating", I finally found my way to the Minneapolis City Center Marriott. I pulled up to the front, where I was greeted

by a bellman that wanted to know which guests I was there to pick up. It was clear that I looked much more like a shuttle service than a guest. I asked if there was parking and he pointed me to a garage just a half block from the hotel. As I started to enter, I quickly realized that this van was too large to fit into the garage. There was no way that I was going to make it under the 6 foot clearance without making it into a convertible. I managed to back my way onto the street again where I circled for what felt like an eternity, trying to find a parking garage with a large enough entry to fit this monster vehicle. With no luck and also being denied overnight parking in an open air lot, I returned to the bellman once

again for assistance. Realizing my frustration, he said to wait and he would see what he could do. A few minutes later he returned and agreed that they would valet the vehicle...into the loading dock! On the bright side, no valet ticket was necessary. Whenever I called for my car that week, they would simply say "are you ready for your van Mr. Hartman?" Later as I was driving around the airport, doing drop offs for my team at each airline, I realized that if my new position as a coordinator didn't work out, I certainly now had plenty of practice as a shuttle driver.

Executive Director's Call for Commission Nominations

The Accrediting Council for Independent Colleges and Schools (ACICS or the Council) is calling for nominations for the position of commissioner on the Council. Commissioners also comprise the ACICS Board of Directors. The following commissioner positions are to be filled:

- **Appointed Public Member Representative for the term**

beginning January 1, 2013 and continuing through December 31, 2017. (2 positions)

- **Elected ACICS-Accredited Member Representative for the term beginning January 1, 2013 and continuing through December 31, 2017. (2 positions)**

Please visit our Web site, www.acics.org, for more information on the application process. If you have any questions concerning your eligibility, please send me an email and I will be happy to assist.

The Evaluator staff thanks all those who provide editorial and contextual feedback as well as those who have contributed articles for this issue. The Evaluator is managed by Perliter Walters-Gilliam. Any questions or concerns about the publication may be directed to pwgilliam@acics.org.

“Linked-In” with ACICS

Being an Independent Subject Matter Expert (SME)

Whether you are an evaluator, coordinator, or staff member, we collectively represent ACICS. Although each of our roles is different, our vision remains the same. ACICS has become more transparent in disclosing its policies and practices in efforts of continued excellence. In doing so, the agency gains public trust and respect from governmental and other regulatory bodies. This is why representing ourselves in a realistic and truthful manner, especially in social media, is more important than ever.

As an evaluator, your name is automatically associated with the agency. Just think about the impact your name has with current social media giants such as Face Book, LinkedIn, or

Twitter. In today’s world, you can be followed globally if you hold membership with these social media services and your affiliation with ACICS goes right along with it.

In an effort to preserve the integrity of the accreditation process, evaluators who sign up for Face Book or LinkedIn accounts should avoid using ACICS to denote their current place of employment. Evaluators are considered to be volunteer contractors, not paid or salaried employees. You may mention that you serve as an “independent contractor” vs. “program specialist at ACICS, etc.” Self-identifying in your actual role is the best way to dispel any confusion about how you serve ACICS.

Since we rely on you to keep us updated on your professional endeavors, please log into your account, via our Web site, to update your contact information. Institutional affiliations that are incorrect have to be corrected in the office so please send an email to [evaluatorman-](mailto:evaluatorman-ager@acics.org)

ager@acics.org to inform us of any such changes. Additionally, if your program listing needs to be updated based on the acquisition of new skills and expertise, please send us an email with an updated resume which clearly demonstrate the areas in question. This will be reviewed by the evaluator manager who will follow up as appropriate.

Disclosure Reminder: Evaluators must be identified in a volunteer role; therefore, all references to your role as an ACICS evaluator must be as “volunteer evaluator”, “independent evaluator”, or “independent contractor”. Examples of phrases to avoid in your LinkedIn page or other online affiliations would include “employed by ACICS”, “Program Specialist for/at ACICS” or “site visit evaluator for ACICS.” It is acceptable for you to describe yourself as an ACICS volunteer. All references to employment with ACICS must be avoided.

We thank you in advance for your cooperation.

ACICS 2012 Evaluator Awards

It is with great pleasure that the ACICS Evaluator Program recognize the following evaluators for their outstanding service this year:

Evaluator of the Year:

Dr. David Teneyuca

A Business, Information Technology, DE and Computer Science programs expert, Dr. Teneyuca joined the evaluator pool in 2009 after participating in the distance education workshop .

Student Relations of the Year:

Ms. Pan Fuchs from Corinthian College,

Inc.

Ms. Fuchs has been an evaluator since 2002 and received her training from chair Scot Ober and ACICS staff Elizabeth Tua (Konicoff).

Chair of the Year:

Ms. Rogena Kyles

In addition to serving as team chair, Ms. Kyles is also a student relations and paralegal program evaluator. Determined to understand the review process during her tenure as a college president, she became an evaluator in 1997.



Contract Coordinators

As we continue to grow and the evaluation needs of our membership also continues to grow, more field coordinators are needed to manage visit projects. The following evaluators serve as contract coordinators:

- ◆ Ms. Judy Anderson-Kotts
- ◆ Ms. Lisa Bynoe
- ◆ Ms. Kathryn Sellers
- ◆ Ms. Christine Kiely-Granstaff

Evaluator Training Workshop Participants

ACICS acknowledges the following new evaluators. These individuals attended an Evaluator Training Workshop since our last issue. Thank you.

Robert Roggio	Jae Gruber	Iris Daniel	Betty Herard
Adam Malson	DeWayne Johnson	Jacquelyn Harris	Bard Meier
Lorraine Linkhauer	Taunya Rock	Janet Copelle	Brian Merritt
Michael Bleacher	Holly Tapper	Gayle York	Gillian Levi
Lily Hsiao	Christopher Wasson	Gary Maluf	Elton Li
Norbert Thomes	Joycelyn Benham	Jeff Fiore	Anna Rider
Arkady Khazin	Lorraine Rowe	Silvia Gimbutas	
Samy Hanna	Kevin Oskovich	Diane Lascot	

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