

The AWARE Webinar will begin momentarily.

Have questions? Submit them using the dialogue box below. If we don't get to your question during the Q&A portion, we'll reach out to you via email.

We'll keep the dialogue going on Twitter using the hashtag #ACICSaccredits. Follow us on Twitter @ACICSaccredits.





ACCREDITING COUNCIL FOR
INDEPENDENT COLLEGES AND SCHOOLS

Online Public Forum & AWARE Webinar

September 20, 2012

ACICS Webinar **Announcing, Relating & Explaining**
The September 2012 *Memorandum to the Field*





ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

Available at www.ACICS.org

To view the Memo:

> Council Actions

>> Memorandum to the Field

>>> 2012, September

The screenshot shows the ACICS website interface. At the top, there is a search bar and links for 'Create an Account', 'Login', and 'Sitemap'. The main header features the ACICS logo and the text 'ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS'. Below the header is a navigation menu with links for 'Home', 'About Us', 'Accreditation', 'Council Actions', 'Students', 'Evaluators', 'Events/Workshops', and 'News'. A dropdown menu is open under 'Council Actions', listing 'Memorandum to the Field', 'New Grant Schedule', 'Institutions Invited to Apply', 'Institution Closings', 'Accreditation Conditioned', and 'Voluntary Withdrawal'. A blue arrow points to 'Memorandum to the Field'. The main content area shows a list of 'Council Actions' with links for 'Memorandum to the Field', 'New Grant Schedule', 'Institutions Invited to Apply', 'Institution Closings', 'Accreditation Conditioned', and 'Voluntary Withdrawal'. Below this, there is a section for 'Memorandum to the Field' with a blue arrow pointing to the '2012' section. The '2012' section lists dates: 'June 2012', 'April 2012', and 'March 2012'. The '2011' section lists dates: 'December 2011', 'October 2011', and 'August 2011'. A blue arrow points to the '2012' section. The page also includes a 'ShareThis' widget and a breadcrumb trail: 'Home > Council Actions'.





ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

Available at www.ACICS.org

To view the Slides:

> Events/Workshops

>> Webinars

>>> AWARE

ACICS ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

Home | About Us | Accreditation | Council Actions | Students | Evaluators | Events/Workshops | News

Events/Workshops

ACICS Centennial

- Panel Discussion: Webcast
- About the ACICS Centennial
- Centennial News
- Stories of the Centennial
- Upcoming Events
- Community Service Project
- Resources to Download

2012 Workshop Schedule

Registration Instructions

Workshop Descriptions

Webinars

Calendar of Events

Past Annual Meetings

Visiting Washington, DC

Home > Events and Workshops > Webinars

Webinars

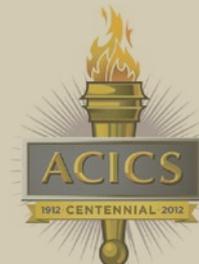
Webinars are free informational seminars that are accessed over the Internet. The sessions are designed for schools but will also be of interest to evaluators and others.

Available Webinars

- Evaluator Training
- AWARE
- IEP Webinar
- Self-Study Submission
- Archived Webinars

Evaluator Training Modules

Please note registration for the Evaluator Workshop has changed. For more information, visit [Step 5 of Becoming an Evaluator](#). Effective January, 2010, evaluator training consists of three pre-recorded Go-To-Webinar modules and one live two hour Go-To-Webinar. The final two hour live Go-To-Webinar is by invitation only.



Today's Presenters

- **Albert C. Gray, Ph.D.**, Executive Director
- **Thomas Wickenden, Ph.D.**, Deputy Executive Director
- **Anthony Bieda, M.B.A.**, Director of External Affairs
- **Susan Greer, M.B.A.**, Assistant Director of Operations
- **Terron Sales, M.A.**, Manager of Policy & Institutional Review



Outline

- **Welcome**
- **Topic I: *Changes to the Accreditation Criteria***
 - Presentation of final and proposed revisions
- **Topic II: *For Information Only***
 - Trial Enrollment Programs
- **Topic III: *For Information Only***
 - Federal Credit Hour Definition



Outline

- **Topic IV: *For Information Only***
 - New Campus Accountability Report (CAR) Deadline
- **Topic V: *For Information Only***
 - New Placement Definitions





Celebrating 100 Years of Excellence!
Professional Development Conference
and Centennial Gala

Register Today!

November 8 - 11, 2012
The Cosmopolitan of Las Vegas



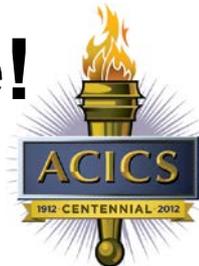
Centennial Conference

Come join the festivities as ACICS marks its 100th Year with a gala celebration, professional development workshops, awards event and annual business meeting.

The Cosmopolitan of Las Vegas

November 8-11, 2012 Attendees can call The Cosmopolitan of Las Vegas hotel directly at 877-551-7778 and reference “ACICS - 2012 ANNUAL MTG” or “SACIC2” which is the group code*

Register today for the entire conference!



Centennial Conference

Free workshop, register today!

Best Practices for Placement Success:

Meet the Challenge of ACICS' New Standards with Practical Placement Strategies

Time : 1pm – 4:30pm on Thursday, November 8th

Place: The Cosmopolitan of Las Vegas

Start off the conference with a free, interactive workshop that will help you prepare to meet or exceed the new ACICS Student Achievement Standards.

Join a facilitated discussion by a panel of institutional, Council, and staff representatives.

Facilitators include:

Ms. Jeanne Herrmann, Chief Operating Officer

Globe University/Minnesota School of Business, and ACICS commissioner

Dr. Thomas Wickenden, Deputy Executive Director, ACICS

Ms. Torri Hayslett, ACICS Accreditation Coordinator



Welcome



Albert C. Gray, Ph.D.
Executive Director
ACICS



TOPIC I: Changes to the Criteria

Criteria Effective Immediately

- Professional Master's Degree
- Electronic Transcripts
- Definition of Distance Education
- Definition of Campus Effectiveness Plan Elements

Proposed Criteria Revisions

- Extensive Substantive Changes
- Waivers



Professional Master's Degree- *Final Revisions*

- **Section 3-6-601. *Enrollment Prerequisites.***

- ✓ Institutions are permitted to accept eligible students to enter professional Master's degree programs* prior to completion of a baccalaureate degree if such a practice is accepted by a specialized accrediting or state professional agency.

* *“Professional” programs are those that prepare graduates to take an industry recognized certification, licensure, or registration examination required to practice in the field.*



Electronic Transcripts- *Final Revisions*

- **Section 3-1-542. *Verification of Credentials***
 - ✓ Permission to utilize electronic official transcripts to verify faculty credentials.



Definition of Distance Education- *Final Revisions*

- **Glossary- *Distance Education or Distance Learning***
 - ✓ Clarification of the definition of distance education.



Definition of Campus Effectiveness Plan Elements- *Final Revisions*

- **Glossary- *Retention Rate, Placement Rate, Graduation Satisfaction Level, Employer Satisfaction, Student Learning Outcomes, Graduation Rate (when available)***
 - ✓ Addition of definitions for required elements of the Campus Effectiveness Plan.



Extensive Substantive Changes- *Proposed Revisions*

- **Section 2-2-501. *Initiation and Evaluation of New Programs.***
 - ✓ Institutions must have approval for initiation of new programs while under review for extensive substantive changes..



Waivers- *Proposed Revisions*

- **Section 2-1-809. *Student Achievement Review.***
- **Section 2-2-501. *Initiation and Evaluation of New Programs.***
 - ✓ Clarification regarding the Council's authority to impose requirements to campuses and institutions that must submit student achievement improvement plans and to institutions and campuses that are found to be out of compliance with ACICS standard.



TOPIC II: Trial Enrollment Programs

Member institutions have inquired about admission of students for a trial period.

- ❑ Students are admitted but not officially enrolled in a program until a date certain
- ❑ Students who enroll may be charged retroactively and receive financial aid
- ❑ Students who drop out are not counted as withdrawals and therefore do not lower the campus' Retention Rate.



Trial Enrollment Programs

At its August 2012 meeting, Council determined that these programs are covered under Section 3-1-411 of the *Criteria* (Memo, pp. 9-10).



Trial Enrollment Programs

During trial period, program must meet all other ACICS criteria including conditions regarding:

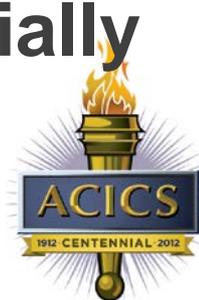
- Disclosure – in the catalog
- Other Admission requirements – must be met
- Regular Enrollment – must be determined
- Academic Credit – depends on performance



TOPIC III: Federal Credit Hour Definition

PROGRESS REPORT

- ❑ USDOE Regulations effective 7/1/11
- ❑ USDOE “Good Faith” extension until 7/1/12
- ❑ ACICS Memo and AWARE Webinar 1&2/12
- ❑ ACICS New Criteria (2-2-503) effective 7/1/12
- ❑ ACICS Implementation Guidelines 5/1/12
- ❑ ACICS Memo and AWARE Webinar 6/1/12
- ❑ **ACICS Update on implementation , especially the “Equivalent Work” option – Today**
- ❑ ACICS Accreditation Advisory – Next Month



Federal Credit Hour Definition

RATIONALE (Memo, pp. 12-13)

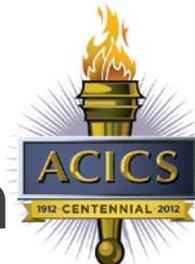
- ❑ Accreditors are required by the USDOE to conduct “an effective review and evaluation of the reliability and accuracy of the institution’s assignment of credit hours”
- ❑ The review is to include campus
 - ❑ Policies
 - ❑ Procedures, and their application to
 - ❑ Programs and Courses (Syllabi)



Federal Credit Hour Definition

APPLICATION

- ❑ **Credit Hour Definitions** – apply to Degree Programs of at least two years and non-degree programs that are fully transferrable to degree programs
- ❑ **Clock-to-Credit Hour Conversion Ratios** – apply to Short-Term Degree Programs and Non-Degree Programs whose credits are not fully transferable
- ❑ **Site Team Evaluation** – Applied to both



Federal Credit Hour Definition

POLICIES

- ❑ If Title IV participant, a Campus must have available for review (recommended: in catalog) written policies for determining the allocation of credit for federal financial aid:
 - ❑ Definition of a clock hour (e.g., 50 minutes)
 - ❑ Unit for a credit hour (semester, trimester, or quarter)
 - ❑ Type of programs offered (credit, &/or clock to credit, &/or clock only)
 - ❑ Federal Requirements for out-of-class assignments (time-based, &/or equivalent work, and/or 0-25%)



Federal Credit Hour Definition

ACICS TERMINOLOGY FOR CREDIT

“Time-Based Option” for Credit Courses: Two hours of homework for every hour of lecture, OR

“Equivalent Work Option” for Credit Courses: Student learning outcomes equivalent to commonly accepted outcomes for this type of course in this type of program and institution

“Time-Based Option” for Clock-to-Credit Courses: Homework from 0% to 25% of total hours of direct instruction

“Financial Credit Hours”: Credit hours based on the Federal definition for purposes of allocating Title IV student financial aid. May differ from academic credit hours.



Federal Credit Hour Definition

“Equivalent Work Option” for Credit Courses: Student learning outcomes equivalent to commonly accepted outcomes for this type of course in this type of program and institution

Federal Definition: “A credit hour is **an amount of work** represented in intended **learning outcomes** and verified by evidence of **student achievement** ...that reasonably approximates not less than – (1) One hour of classroom ... instruction and a minimum of two hours of out of class student work each week ..., **or the equivalent amount of work over a different amount of time....**”



Federal Credit Hour Definition

PROCEDURES

- ❑ A Title IV campus must have written procedures that provide for a reliable application of the federal definition to assignment of credit hours, including:
 - ❑ Time-based procedures for credit courses
 - ❑ Equivalent work procedures for credit courses
 - ❑ Time-based procedures for clock-to-credit courses



Federal Credit Hour Definition

PROCEDURES

Time-Based Procedure for Credit Courses

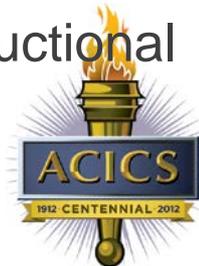
(Divide semester class hours by 15/30/45 or quarter class hours by 10/20/30 to determine credits for lecture, lab or practicum, with twice the number of homework hours than lecture hours)

Equivalent Work Procedure for Credit Courses

(Assign credits per above – with different hours of homework – and provide documentation of equivalent student learning outcomes in the CEP and learning objectives in course syllabi)

Time-Based Procedure for Clock-to-Credit Courses

(Add homework in the amount of 0% to 25% of direct instructional hours to each syllabus, and divide total hours by 37.5 for semester and by 25 for quarter credit hours)



Federal Credit Hour Definition

SYLLABI

- ❑ Each detailed syllabus for a lecture or course involving direct faculty instruction must include all required elements (see Glossary) and required out-of-class learning activities, **unless**:
 - ❑ No out-of-class hours are required by the campus for clock-to-credit conversion
 - ❑ The syllabus is for a laboratory, internship, practicum, studio or clinical, for which homework is not required by ACICS.



Federal Credit Hour Definition

SYLLABI (lecture or clock-to-credit course)

- ❑ The description of out-of-class learning activities must include the following:
 1. The work that a student is assigned to complete outside of class (weekly assignments are common)
 2. The time that a student is expected to spend completing that work (a summary statement is common)
 3. The evaluation of the work and how this is incorporated into the overall grade (a table is common)



Federal Credit Hour Definition

SYLLABI (lecture or clock-to-credit course)

1. The work that a student is assigned to complete outside of class should describe
 - Assignments whose nature and scope conform to common practice in the field, OR
 - Campus should document how assignments support learning objectives and the expected time for completion



Federal Credit Hour Definition

SYLLABI (lecture course)

2. The time that a student is expected to spend completing the assignments. A **summary statement** should describe

- A time-based description for credit courses, OR
- An equivalent work description for credit courses, OR
- A time-based description for clock-to-credit courses



Federal Credit Hour Definition

SYLLABI (lecture course)

2A. EXAMPLE OF TIME-BASED DESCRIPTION

Students are expected to spend approximately six (6) hours a week, on average, completing homework assignments in order to achieve the learning objectives for this 15 week, three (3) financial credit hour course. This meets the Federal Government's expectation of two (2) hours of homework for each hour of lecture.



Federal Credit Hour Definition

SYLLABI (lecture course)

2B. EXAMPLE OF EQUIVALENT WORK DESCRIPTION

Students are expected to spend approximately three (3) hours on homework a week, in order to achieve the learning objectives for this 15 week, three (3) financial credit hour course. The learning outcomes for this course meet the Federal Government's expectation of an amount of work equivalent to that achieved in comparable courses.



Federal Credit Hour Definition

SYLLABI (clock-to-credit hour course)

2C. EXAMPLE OF CLOCK-TO-CREDIT HR DESCRIPTION

Students are expected to spend at least 22 total hours on homework in order to achieve the learning objectives for this three (3) financial credit hour course. Together with 91 hours of instruction, these 113 hours of work meet the Federal Government's expectation for conversion of clock hours to semester credit hours for purposes of awarding financial aid.



Federal Credit Hour Definition

SYLLABI (lecture course)

3. The evaluation of the work and how this is incorporated into the overall grade:

- The syllabus should describe the percent of the student's overall grade that is determined by evaluation of homework. For example:

Midterm Exam 20%

Homework 20%

Quizzes 20%

Final Exam 40%



Federal Credit Hour Definition

SYLLABI (lecture course)

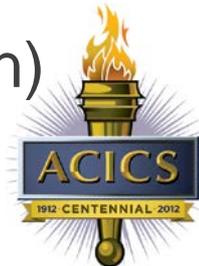
- The evaluation of the work should be documented by a copy of the instructors grade sheet.
- If homework is not evaluated separately from in-class learning, a copy of several evaluations (e.g., graded exams or papers) should be provided for documentation.



Federal Credit Hour Definition

SYLLABI (lecture or clock-to-credit course) Evaluators will be asked to determine if the out-of-class work is:

- Described in the syllabus
- Relevant to the learning objectives of the course
- Evaluated as part of student learning
- Expected to take the required amount of time (“2 out for 1 in” or “0 – 25%,” as specified)
- OR representative of an equivalent amount of work (not applicable for clock-to-credit conversion)
- And conform to common practice in similar programs in career education colleges & schools



Federal Credit Hour Definition

SYLLABI (lecture course)

- ❑ Documentation should also be available to support
 - ❑ the evaluation of out-of-class work (grade book or several examples)
 - ❑ (for the equivalent work option) the equivalence to commonly accepted practice of the program's learning outcomes in the CEP and the intended learning objectives described in the course syllabi



Federal Credit Hour Definition

Questions?

Comments?

Please type in any questions or comments.

NOTE: You can also use the comment form at the back of the Memorandum to the Field to send in comments.



Federal Credit Hour Definition

Questions?

Comments?

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TOPIC IV: New CAR Deadlines

In August, the Council voted to extend the CAR deadlines as follows:

- CAR submission **November 1
11:59 PM EDT**

- Reporting Period for Placements & Licensure Pass Rates **November 1st**

- Reporting Period for all other enrollment data **June 30th**



TOPIC V. New Placement Definitions

In August the Council proposed to replace the current definitions of “in-field placement” and “related-field placement” with the following four definitions:

Placement: The position is either included on the list of job titles published by the institution for which the program prepares students, or it requires the use of skills learned in the student’s program as a predominant component of the job.



TOPIC V. New Placement Definitions

“In-field placement” and “related-field placement” will be replaced by “placed.”

“Out-of-field placement” will be replaced by “Employed, not placed”

Length of Employment: For graduates placed in traditional jobs, the intention is that employment will be continuing.

Payment: Placements must involve paid employment, not internships/volunteer work



TOPIC V. New Placement Definitions

Required Documentation:

Traditional Employment – statements by employers or graduates

Non-traditional Employment – business licenses, lists of clients/contracts, attestations or disclosure

Possible Promotion – attestation or policy

Professional Development – attestation or policy



Other Information

Questions?

Comments?

Please type in any questions or comments you might have? **NOTE:** You can also use the comment form at the back of the Memorandum to the Field to send in comments.

