

TO: ACICS-Accredited Institutions and Other Interested Parties
FROM: Accrediting Council for Independent Colleges and Schools
DATE: March 8, 2013
SUBJECT: Proposed Criteria and Other Information

<u>TABLE OF CONTENTS</u>	<u>PAGE</u>
I. PROPOSED CRITERIA REVISIONS	2-13
A. Unannounced Visits	2-3
B. Satisfactory Academic Progress	3-6
C. English as a Second Language Programs	6-9
D. Disclosure and Notification	9-11
E. Eligibility Requirements	11-12
F. Learning Resources and Services Requirements	12-13
II. FOR INFORMATION ONLY	13-15
A. Cohort Default Rates	13-14
B. ACICS Web Site	14
C. Workshops	14-15
D. Public Comment	15
E. Public Participation	15
III. COMMENT FORM – PROPOSED CRITERIA REVISIONS	16-17

(Please respond by April 5, 2013)

I. PROPOSED CRITERIA REVISIONS

At its January 2013 Policy meeting, the Council reviewed the specific areas of the ACICS *Accreditation Criteria* outlined in Section II and approved the revisions as **proposed** (new language is underlined, ~~deleted language is struck~~). **Public comment on these revisions is requested on the Comment Form provided at the end of this memorandum.**

A. UNANNOUNCED VISITS

Explanation of Proposed Changes

The Council proposes to modify dated language and to eliminate the use of the resource room/library as a possible location for a visiting team in Appendix B.

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 ~~or the resource room/library~~, 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 ~~Annual Institutional Report~~ 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.

B. SATISFACTORY ACADEMIC PROGRESS

Explanation of Proposed Changes

The Council proposes to modify language to eliminate redundancy; to include information for programs that are less than one academic year and to incorporate a minimum CGPA for graduate programs.

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. ~~The policy must contain all of the elements required by the Council and federal regulations. The Council expects institutions to publish those standards for students enrolled in the institution's educational program(s). The Council also expects institutions to monitor whether a student meets the minimum qualitative and quantitative components of the standards.~~

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.

~~Each of these requirements must be strictly observed:~~

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 monitoring 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) (or at 50% of the normal program length if the program is one academic year or less) 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. 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 and the student's eligibility for financial aid will be reinstated. A student on probation may receive federal financial aid funds for one payment period. 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. 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.

If a student is not making satisfactory academic progress, the institution may place the student in an extended enrollment status. A student placed in an extended enrollment status is not eligible for financial aid. 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.

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 ~~from all programs~~.

C. ENGLISH AS A SECOND LANGUAGE PROGRAMS

Explanation of Proposed Changes

The Council proposes to modify the language in Appendix F to reflect that the information detailed in this section is a requirement.

APPENDIX F Requirements Guidelines for English as a Second Language Programs

This appendix consolidates information regarding the Council's guidelines 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 guidelines 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 guidelines 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.

D. DISCLOSURE AND NOTIFICATION

Explanation of Proposed Changes

The Council proposes to modify language to remove dated terminology from Appendix G.

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 ~~an annual~~ 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 accreditation due 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.

E. ELIGIBILITY REQUIREMENTS

Explanation of Proposed Changes

The Council proposes to modify language to consider distance education institutions that offer a residential component.

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).

F. LEARNING RESOURCES AND SERVICES REQUIREMENTS

Explanation of Proposed Changes

The Council proposes to modify language regarding library resources and services due to the advancement in online learning resources.

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. 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 and the transcript must be translated into English and 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. The professionally trained individual must participate in documented professional growth activities.

During ~~scheduled~~ library hours that are scheduled and posted, there shall be a trained individual on-site duty and who is assigned to oversee and to supervise the library and to assist students with library ~~functions and information services~~. This individual shall be competent ~~both to~~ and technologically literate to use and to aid in the use of the library technologies and resources.

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. 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 their government and the transcript must be translated into English and 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. The professionally trained individual must participate in documented professional growth activities.

During ~~scheduled~~ library hours that are scheduled and posted, there shall be a trained individual on-site duty and who is assigned to oversee and to supervise the library and to assist students with library ~~functions and information services~~. This individual shall be competent ~~both to~~ and technologically literate to use and to aid in the use of the library technologies and resources.

III. FOR INFORMATION ONLY

A. COHORT DEFAULT RATES

As a result of the most recent reauthorization of the Higher Education Opportunity Act 2008, changes were made to the time frames used to calculate institutions' cohort default rates (CDR). In the past, the U.S. Department of Education has used a two-year time frame in its calculation. However, under the new provisions an institution's CDR is calculated as the percentage of the borrowers in the cohort who default before the end of the second fiscal year following the fiscal year in which the borrowers entered repayment. This represents a one year extension of the current default monitoring period. The FY 2009 cohort (borrowers who entered repayment between October 1, 2008 and September 30, 2009) will be the first CDR calculation using the new standard. Thus, an institution's FY 2009 three-year CDR will be the percentage of its borrowers who were included in the 2009 cohort who subsequently default on or before September 30, 2011. Draft rates will be provided to institutions in February of 2012 with official rates released

in September of 2012. For more information, visit the U.S. Department of Education’s Web site at www.FSADataCenter.ed.gov.

In anticipation of having to comply with the new three-year cohort default standard, the Council reviewed options and strategies to help ACICS institutions remain in compliance. The Council has requested all institutions with cohort default rates approaching thresholds of non-compliance to submit Default Improvement Plans this spring. Institutions are also encouraged to review the informational resources and default prevention and management strategies available from ACICS and the U.S. Department of Education. The Council will closely monitor CDR rate changes, and continue to develop and deliver resources on default prevention. If you have any questions, please contact Ms. Sarah Frazier sfrazier@acics.org.

B. ACICS WEB SITE

Please visit the ACICS Web site. It continues to be revised and updated based on Council activities. The site contains revised and detailed information about accreditation, accredited institutions, applications, publications, workshops and special events. New features are now available.

NOTE: All institutions were mailed eight digit IDs and passwords to access the new ACICS website. The information was sent via U.S. postal mail and addressed to the campus director or president of each institution. The institution and corporate username (unless changed by the account holder) is the eight-digit ID. This ID should be used on all future correspondence to and from ACICS. If you have questions about your ID code or our new website, please send an email to ebiz@acics.org.

C. 2013 WORKSHOP SCHEDULE

RENEWAL ACCREDITATION WORKSHOP		
Renewal Accreditation Workshop	April 18, 2013	St. Louis, MO
Renewal Accreditation Workshop	May 31, 2013	Portland, OR
Renewal Accreditation Workshop	August 28, 2013	ACICS Office
Renewal Accreditation Workshop	August 30, 2013	ACICS Office
Renewal Accreditation Workshop	October 8, 2013	Pasadena, CA
Renewal Accreditation Workshop	October 24, 2013	Indiana
CEP/CAR WORKSHOP		
CEP/CAR Workshop	August 29, 2013	ACICS Office
EVALUATOR WEBINAR		
Evaluator Webinar	January 25, 2013	On-Line
Evaluator Webinar	March 29, 2013	On-Line
Evaluator Webinar	May 31, 2013	On-Line
Evaluator Webinar	July 26, 2013	On-Line

Evaluator Webinar	September 27, 2013	On-Line
INITIAL ACCREDITATION WORKSHOP		
Initial Accreditation Workshop	February 27, 2013	ACICS Office
Initial Accreditation Workshop	June 4, 2013	Orlando, FL
Initial Accreditation Workshop	October 7, 2013	Pasadena, CA
RETENTION & PLACEMENT WORKSHOP		
Retention & Placement Workshop	February 8, 2013	ACICS Office
Retention & Placement Workshop	February 27, 2013	ACICS Office

D. PUBLIC COMMENT

The Council encourages institutions to provide feedback regarding Council operations and procedures. Comments on the proposed *Criteria* revisions are due by **Friday, April 5, 2013**.

E. PUBLIC PARTICIPATION

ACICS has given high priority to promoting and defending ACICS accreditation, and the quality of education delivered by member institutions. Schools play an important role acting as the eyes and ears of ACICS: that is, looking and listening for opportunities to promote ACICS accreditation, and to correct misinformation that may lead to negative perceptions and attitudes among policy makers, the post-secondary education community and the general public. As you identify those opportunities in communities where you operate, please let us know about them. Send an email to Mr. Quentin Dean at qdean@acics.org and let him know the source of the information and when it appeared.

IV. COMMENT FORM – PROPOSED CRITERIA REVISIONS

ACICS ID Code: _____ Date: _____

Name of
Organization: _____

Address : _____

Please check (as appropriate):

Proposed *Accreditation Criteria* revisions:

- Procedures and Guidelines for Unannounced Visit
[] Accept as Written [] Modify (please explain)
- Standards of Satisfactory Progress
[] Accept as Written [] Modify (please explain)
- Guidelines for English as a Second Language Programs
[] Accept as Written [] Modify (please explain)
- Guidelines on Disclosure and Notification
[] Accept as Written [] Modify (please explain)
- Minimum Eligibility Requirement
[] Accept as Written [] Modify (please explain)

Prepared by: _____

Title: _____

Signature: _____

Please respond by Friday, April 5, 2013 to:

Ms. Terron King
Manager of Policy & Institutional Review
Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980
Washington, DC 20002-4241
Fax (202) 842-2593
fieldcomments@acics.org