



8. To review and approve/disapprove requests by member institutions to initiate new activities or programs at campuses which are not compliant with ACICS retention or placement standards.
9. To recommend Council actions for member institutions that are not compliant with ACICS retention, placement, and/or licensure pass rate (where applicable) standards.
10. To review and assess enrollment data to determine whether there has been significant growth at the campus-level.
11. To review and assess enrollment data to determine if there has been more than 50% growth at institutions that offer coursework via distance education.

Two Council staff members will serve as liaisons to the Committee to support meeting its objectives. The primary liaison's responsibilities include interacting with the Committee Chair, facilitating the items for discussion and the Committee's consideration, and ensuring that all policy changes and institutional reviews are ready for the Committee. The secondary liaison serves as the Committee scribe, preparing the meeting agenda, recording minutes, and ensuring that the final minutes have been reviewed by the primary liaison and approved by the Chair prior to the full Council's discussion and acceptance. The secondary liaison is also responsible for ensuring that the final draft minutes and any materials handed out during the meeting are stored in the ACICS Intranet.

In preparation for the meeting, the draft agenda, policy outlines, reports, and supporting documents are on ACICS' intranet: [Council](#) > [Documents](#) > [POLICY](#) > *IEC* (appropriate year and meeting folder). Upon completion of the meeting and once the minutes have been drafted, they should be also be saved on the intranet: [Council](#) > [Documents](#) > [MEETING](#) > *MINUTES* (appropriate year and folder).



CHAPTER 31: INSTITUTIONAL REVIEWS

INTRODUCTION

During most Council meetings, there may be a number of scheduled, in-writing reviews of institutions. These reviews, described in Section [2-3-500](#), are the result of issuance or continuation of a show-cause directive by the Council.

PROCEDURES

NOTIFICATION OF SHOW-CAUSE DIRECTIVE

An institution is notified of a show-cause directive via an action letter sent by overnight UPS delivery, return receipt requested (or equivalent), and is provided with an opportunity to respond to the show-cause directive for the Council's review. All institutional reviews will be in writing except if specifically directed by the Council to appear in person. An institution's notice of intent to respond to the show-cause directive must be received in the Council office within ten (10) days of the institution's receipt of the Council's action letter notifying the institution of the issuance of the show-cause directive, and must be accompanied by the institution's payment of the appropriate fee. The show-cause review/hearing fees are disclosed in the *Schedule of Fees* and posted on the ACICS web site.

DESIGNATION OF INSTITUTIONAL SHOW-CAUSE REVIEW PANEL

Prior to the next scheduled meeting of the Council, ACICS staff notify ACICS commissioners of their assignment to the review panel for an institutional show-cause. Review panels consist of at least three commissioners, and one commissioner is designated as the panel chair. At this time of notification, the assigned commissioners will confirm that they have no conflict of interest with the institution being review.

PREPARATION OF REVIEW MATERIALS



Staff also prepares a summary of the history leading up to the review. Staff also compiles relevant documentation such as prior action letters, team reports, and institutional responses, which are incorporated into an institutional review binder. This binder is sent to panel members approximately one to two weeks prior to the Council meeting.

REVIEWS SCHEDULED AND ADDED TO COUNCIL AGENDA

Institutional reviews are organized to provide approximately an hour to an hour and a half for the discussion of the institution's show-cause response by the designated panel of commissioners. An institutional review may be scheduled during the week of a Council meeting, or as a remote review (via telephone or WebEx) in the days or weeks prior to the next scheduled Council meeting.

INSTITUTIONAL SHOW-CAUSE REVIEW

During the scheduled review of the show-cause, the panel discusses whether or not the response provided by the institution to the show-cause was complete and provided substantial evidence or not as to whether it is now compliant with the *Criteria* sections cited in the Council's action letter. The panel chair leads the discussion and provides any contextual information to the panel that s/he may have gained from the assigned staff person. The staff person may interject any additional information s/he has received from the institution since providing the binder of show-cause materials to the panel. The panel should reference specific exhibits provided by the institution during its discussion of the institution's compliance. Upon the conclusion of its discussion, the panel will determine its recommended action (vacate show-cause, continue show-cause, or deny the renewal of accreditation application/withdraw the institution's accreditation by suspension) which it will present to the full Council.

CONSIDERATION OF SHOW-CAUSE BY FULL COUNCIL

The panel's recommendation is presented to the full Council by the panel chair. The full Council considers the recommendation, asking questions of the panel about the institution's response, and may accept, revise or reject the panel's recommendation before taking action on the show-cause directive. Staff assists in the preparation of appropriate motion letters following the Council's action.



CHAPTER 32: INTERMEDIATE REVIEW COMMITTEE

INTRODUCTION

The Intermediate Review Committee (IRC) is charged with the responsibility to conduct institutional reviews and make recommendations to the Council for consideration prior to each triennial meeting. The IRC is comprised of an external panel of former Commissioners and experienced evaluators, supported by Council travel staff members. The committee meets at the ACICS office in Washington, D.C. for three consecutive days during the months (March, July, and November) prior to regularly scheduled Council meetings.

Committee members review the complete record of an evaluation visit, which includes the team report, institutional response (if submitted), catalog, and any supplemental documentation presented during the IRC review period. The IRC reviews the documents collectively and recommends an action for the Council's consideration. The recommendation is not binding on the Council. Although file review is assigned to individual IRC members, recommended actions are not the opinion of a single member. All committee members contribute to a group recommendation after the committee as a whole has engaged in a thorough discussion of the issues. See *Accreditation Criteria – Section 2-1-602 – Intermediate Review*

PROCEDURE

The review of individual institutional files is the primary responsibility of each IRC member. Institutional files are assigned to IRC members based on several variables, to include: IRC member did not serve on the visiting team, IRC member has no current or former affiliation with the institution being reviewed, and total files reviewed have an equal number of areas of non-compliance or “citations.”

Given that IRC is a required process involving several individuals, including staff and volunteers, there are specific steps to follow to ensure all areas are covered successfully.



MEETING PLANNING

The planning process for an IRC meeting begins approximately two months prior to the scheduled meeting. IRC staff maintains a list of individuals approved to serve as an IRC member. Three to four IRC members are selected to serve for each meeting. After availability is confirmed, staff sends a memorandum to all members with logistical and other pertinent information (hotel, reservation confirmation numbers, dinner arrangements, honorarium amount, etc.). Staff secures hotel arrangements for IRC members; however, IRC members make their own travel arrangements. An honorarium of \$250 is provided for each day of service, and expenses are reimbursed through the Concur reimbursement system. Staff host dinners for the IRC every evening of their session, in addition to joining the IRC for lunch at mid-day.

Additionally, training for new members is conducted on the Sunday afternoon prior to the start of the meeting; and orientation for all reviewers is conducted on the morning of the first day. All participants are required to present a signed copy of the IRC Conflict of Interest form prior to, or at the beginning of, the review session. Orientation, which is conducted by the assigned staff and the Vice President of Accreditation, will include any applicable Criteria revisions that impact the review, expectations of the review, and guidance on the possible Council Actions as outlined in Chapter 3 of the *Accreditation Criteria*. See the IRC Training Manual.

INSTITUTIONAL FILE PREPARATION

With direction from staff, IRC members review institutional files and develop recommended actions for discussion. In preparation for IRC, staff produce File Review Worksheets (commonly referred to as ‘orange sheets’) that provide background information on the institution, to include type of visit conducted, retention and placement rates, default cohort rates, financial reporting, complaints/adverse information, maximum time frame, accreditation expiration date, and first date on the Council agenda, along with all areas of non-compliance. IRC members review all relevant materials (File Review Worksheets, team report, institutional response, catalog, supplemental information, if applicable) to make a recommended action for consideration by Council.



FILE REVIEW

IRC members are encouraged to read through the entire team report followed by a careful read through of the narrative portion of the institutional response. Further, IRC members should compare each area of non-compliance with the response submitted. Supporting documentation, such as, exhibits, must also be reviewed. IRC members consult with staff to clarify issues and may request staff who conducted the visit to obtain additional information during their deliberation.

In addition to reviewing the key documents referenced above, IRC members are responsible for drafting an action letter that will be forwarded to Council for review. The recommended action referenced in the letter includes length and type of grant awarded, with rationale.

CONSIDERATIONS

The IRC conducts file review presentations, also known as considerations, during the IRC meetings. Typically, at least two considerations sessions are scheduled per meeting. The IRC staff person serves as chair of the considerations session. During considerations, each IRC member will present an institution indicating name, location, type of visit conducted, and identify staff conducting the visit followed by a complete review of each area of non-compliance, a synopsis of the institutional response, and the IRC member's recommendation. Discussion will oftentimes ensue, and staff are encouraged to engage in the interactive dialogue and clarify any facts or situations presented based on their experience during the visit. Staff take copious notes of pertinent areas of concern to be included in the action letter.

All participants attending considerations receive a packet of File Review Worksheet documents referencing all institutional presentations being made by IRC members.

CONCLUSION

The end product of IRC meetings is two-fold: a completed File Review Worksheet (used for internal review) that provides a rationale for accepting or denying supporting evidence, which augments the team report, in an effort to remediate an area of non-compliance, and a draft action letter to be recommended to the Council as a result of IRC's comprehensive review process.



CHAPTER 33: LEARNING SITE APPLICATION

The Learning Site Application is used for smaller, non-independent locations and it is a shorter, less comprehensive application than the Branch Application. The application consists of questions about the location, the activities that will take place, state compliance, and management by a main or branch campus. A learning site cannot be its own independent location; the application should indicate that a main or branch campus has oversight and is responsible for the overall management of the site (*Accreditation Criteria* – Sections 1-3-103; 2-2-104; and 2-2-110).

PROCEDURES

STEP ONE – SUBMISSION OF APPLICATION

To submit an application, the institution, or campus, logs into the ACICS Member Center and clicks beside *Modify or Add Locations*. They then select *Add a Location*, complete the application and supporting documentation, and remit the appropriate fee. Learning sites can offer either courses or full programs, be either permanent or temporary, and must be within 5 miles of the oversight campus. Learning sites that are greater than five miles from the managing campus and offer student transportation to the managing campus or are 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. All learning sites are subject to an on-site evaluation visit during the managing campus renewal of accreditation evaluation visit. Institutions may also convert current branches to learning sites.

In addition to meeting the requirements listed above, an institution requesting approval to initiate any non-main campus activity cannot (1) be on financial review; (2) have a net loss on their most recent financial statements; (3) be on reporting with the Institutional Effectiveness Committee (IEC); or (4) currently on deferral and submit an application without first obtaining prior permission from the Council. Section 2-2-104 of the *Accreditation Criteria* also indicates



that any institution “under a show-cause directive, a negative action, or in a probation status will not receive approval for the initiation of any nonmain campus activity while the action is in effect.” Documentation required includes the application, evidence of state approval, inventory of equipment, faculty staff summary, and a narrative explaining the rationale for the proposed learning site.

STEP TWO –STAFF REVIEW

If all of the above components are not submitted, staff contacts the institution via e-mail for the missing elements and places the application on hold until the missing documents have been received. **The request for information will be given a two-week time period for submission or the application will be withdrawn. This must be communicated to the campus at the time of request.** In cases where the state requires approval from the accrediting agency before it will grant approval, the institution must present evidence from the state in which accreditor approval is required before final approval can be granted. On a weekly basis, staff must log into the Member Center Analyst Dashboard to check for new Learning Site Application submissions.

Section 2-2-104(b) of the Accreditation Criteria also indicates that any institution “...under a show-cause directive or a negative action will not receive approval from ACICS for the initiation of any such campus activity while the action is in effect.”

Therefore, the Program Analyst, as part of the review, will access the institution’s account via Member Center and review the **Council Action** section of the dashboard to confirm that none of the conditioning actions above are in effect. In the event that the institution needs to obtain prior approval, an email communication will be sent to the primary contact to explain the waiver submission process (by the Senior Manager).

Upon receipt, staff reviews the completed application and supporting documentation for compliance with the *Accreditation Criteria* and determines if the change is appropriate. If the requested change is found to be in compliance with the *Accreditation Criteria* and less than 50% of an approved program will be offered, an approval letter, is generated, turned into a PDF file, e-mailed to the institution, with copies to the U.S. Department of Education representative (included in the template), the appropriate U.S. Department of Education Case Management



representative (found in the most recent Directory of Higher Education Officials), and the appropriate state representative (found in the most recent Directory of Higher Education Officials).

If more than 50% of a program will be offered at the learning site, this will be considered a substantive change requiring the review of the [Substantive Change Committee](#). The committee will take into account the outcomes of the managing campus as well as the programs proposed to be offered at the site, the distance from the managing campus, and other factors consistent with its review of substantive change already detailed in that Chapter.

STEP THREE – DOCUMENT MANAGEMENT

The approval letter is saved in, U:\COUNCIL\Non-Main Campuses Approvals (Branch, Learning Sites), in the folder for the appropriate year using the institution's id code as the name of the file.

Staff uploads the approval letter into the Learning Site Application in the Member Center and changes the application status to Visit Required.

STEP FOUR – VISIT SET-UP

Staff logs into the database (Personify), finds the application task flow in the *Application Approval Management* module (previously mentioned), grabs and completes the first task (“Review Learning Site Application”). Staff should also add the appropriate tasks for learning sites that need a verification visit (*SCHEDULE- Schedule Learning Site Verification Visit; PRODUCT- Create Visit Invoice; and GENERAL- Record Council Action*); Staff then goes into *Visit Management* and assigns a cycle to the Learning Site Verification Visit (if applicable).

STEP FIVE-- LEARNING SITE ANNUAL REPORT

Approximately one year after approval, the oversight campus must submit an Annual Report, an assessment of activities taking place at the site. Staff reviews the report and sends an acknowledgement to the school.



CHAPTER 34: MONITORING SIGNIFICANT ENROLLMENT GROWTH

INTRODUCTION

Significant enrollment growth at institutions is monitored annually with the submission of data in the [Campus Accountability Report](#). ACICS defines significant enrollment growth at the institutional level in two ways:

1. Growth of 100% or greater in enrollment at institutions within the reporting period covered by the CAR, July 1 through June 30. Because a small institution may experience rapid growth that does not represent a large number of additional students, an exception is made for institutions whose beginning enrollment is less than 200 students and where enrollment does not exceed 400 students by the end of the reporting period.

2. Growth of 50% or greater in enrollment at institutions where distance education coursework is offered within the reporting period covered by the CAR, July 1 through June 30.

PROCEDURES

Data Collection – Headcount enrollment data is collected and analyzed within two to four weeks of the data submission. The operational definitions and formulas used to calculate headcount enrollment are described in the CAR Guidelines and Instructions.

Monitoring Enrollment Growth – Institutions that report either type of enrollment growth as defined above are considered by the [Institutional Effectiveness Committee](#) for monitoring and reporting action. Staff will provide to the Committee an institutional profile - accreditation history, whether the campus is new, number of new programs, enrollment growth in specific programs, and modes of delivery. The Committee reviews the profile to determine why the institution is experiencing such rapid growth and then reviews information on all risk factors - financial reporting status, student achievement outcomes, cohort default rates, as well as



any complaints or adverse information, to determine the impact that growth has had, if any, on financial stability as well as the quality of education provided to the students.

Monitoring/Reporting Actions - If the Committee determines that the rapid rate of growth at an institution is negatively affecting either financial stability or the quality of education, the following actions may be taken:

- Enrollment Growth Monitoring – Formal communication is sent to the institution requiring a response for the Committee’s review at the next meeting. The response will request information on the following areas:
 - Graduate and employer satisfaction by program
 - Key resource indicators including faculty-student ratios
 - Student services staffing levels and related operating budget ratios
 - Any reports required by the failure of the institution’s student outcome metrics to meet Council expectations

- Direct a Special Quality Monitoring visit – to evaluate the institution’s capacity and operations as they relate to the large enrollment. The visit will also focus on academic quality, instructional depth and student satisfaction.

- Issue a Show-Cause Directive

Information requested, report of the visit conducted with the institution’s response, or documentation for the show-cause review will be considered by a member of the IEC at the Council’s next meeting. If the institution is able demonstrate that it able to successfully manage its growth, then the Council may take action to remove the institution from Enrollment Growth Monitoring or continue monitoring through the next CAR submission. Ongoing concerns with growth may result in additional Council actions consistent with the review processes.

Information that an institution is subject to enrollment growth reporting requirements is taken into consideration by the Council if that institution applies for approval for any new programs or campuses or for distance delivery of additional programs.



Parallel with the Council's review of the institution, if the institution offers coursework via distance education, correspondence will be forwarded to Secretary of Education within 30 days of the Council's review of the data. This information will not be shared with the institution but the Department will also be copied on all communication to the institution if an action is taken, as described above.



CHAPTER 35: NEW PROGRAM APPLICATION

INTRODUCTION

An institution wishing to initiate a new program must seek and receive Council approval prior to advertising and admitting students into the program. This is considered a substantive change. All new program applications are processed according to the standards set forth in the *Accreditation Criteria*, including Sections 2-2-500, 2-2-501, 2-2-502, and 2-2-503 - **Programs of Study**.

PROCEDURES

STEP ONE– SUBMISSION OF APPLICATION

Institutions must log into their Member Center account complete and submit the New Program Application using either a major credit card, or by submitting a check to the ACICS, to remit the appropriate fee. In cases where a check is being sent, it may be necessary to work with the Accounting department.

STEP TWO– STAFF REVIEW

A Program Analyst reviews the application to ensure that:

- a. The application includes the appropriate state approval.
- b. The application meets Education Requirements at the credential level which apply (*Accreditation Criteria* Title III, Chapter Two, for non-degree programs, Title III, Chapter Three, for occupational associate's degree programs, Title III, Chapter Four, for academic associate's degree programs, Title III, Chapter Five, for bachelor's degree programs, Title III, Chapter Six, for master's degree programs.
- c. All contact/credit hours are distributed, converted, and totaled accurately in the Academic Credit Analysis.
- d. Courses are scheduled with appropriate prerequisites.
- e. Proposed syllabi for the new program meet the Council's standards (Glossary definition).



STEP THREE– COMMUNICATION WITH SCHOOL

Once the new program is reviewed, **one** of three options is followed:

1. If the application submitted contains errors or is incomplete, an e-mail detailing areas of non-compliance is sent to the member institution and the application is held in the office of the respective reviewer for two weeks. **If the requested information is not provided by the institution within two weeks, the application is withdrawn.**
2. If a program is complete, meets the standards of the *Accreditation Criteria*, and is within the institution’s current scope of accreditation, staff drafts a letter of approval which is emailed directly to the application preparer with a copy to the campus administrator. Staff will add the new program to the institution’s “Accredited Programs” tab in the Personify system and change the status of the program from “pending” to “active”.
3. If the reviewed program constitutes a program outside the scope of the institution’s mission and currently approved programs, the program must be presented to the [Executive Committee](#) for consideration for an expansion of the institution’s scope of accreditation. If the expansion of scope is approved by the Committee, the institution is sent a letter acknowledging the approval, and addition to the Accredited Programs tab in Personify. The institution is sent an approval letter for the new program and a visit by an appropriate subject matter specialist is scheduled. This visit is scheduled for one year from the anticipated start date of the program. The institution’s visit is then added to the “Visit Management” in the Personify system, where it will be assigned to the appropriate travel cycle.
4. If a program is to be at a higher credential level than any program currently approved within the institution (main and branch locations), the program must be presented to the Executive Committee for consideration for an expansion of the institution’s scope of accreditation. If the expansion of scope of accreditation is approved, a readiness visit must be scheduled and the communication and visit set up procedures followed.



CHAPTER 36: NOMINATING COMMITTEE

INTRODUCTION

The mission of the Nominating Committee is to provide a slate of qualified candidates for commissioners to the ACICS membership while assuring the integrity of the processes for candidate selection, election, and appointment (*Accreditation Criteria* – Article V Committees, Section 1(a) *Nominating Committee*).

PROCEDURE

The Nominating Committee will achieve its mission through the accomplishment of identifying, and screening of nominees and the selection of candidates for election as commissioners.

- Identify persons qualified to be appointed or elected as commissioners and recommend them to the Council for appointment, or to stand for election.
- Oversee the voting process.
- Assure that these procedures are followed: The membership 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.
- Assure that each member institution has a designated delegate.

VETTING PROCESS

In addition to the tasks enumerated above, the Nominating Committee is charged with soliciting and reviewing documentation that supports a candidate's eligibility and qualifications for serving as an effective decision maker on the Council. Every candidate for a Council vacancy is required to submit a resume of their professional experiences and a transcript of their academic background. The steps of the process are as follows:



1. Establish an outreach activity to solicit responses from interested and qualified candidates for Council. The outreach is made to member institutions, evaluators, the accreditation community, and other key stake-holders as appropriate.
2. Review applications to screen out any candidates who lack experience or education background commensurate with the responsibilities of an ACICS Commissioner.
3. Screen out individuals whose current or recent affiliations may create a risk of exposure to the agency or a possible conflict of interest.
4. Analyze the documentation to determine the category (academic, administrative, public, or member) that the candidate fulfills.
5. Select one or more qualified candidates for each vacancy on the Council; only candidates representing a member institution are eligible to stand for election.
6. Bring the slate of candidates to the full Council for its review and approval, prior to the electronic election process.
7. Appointed public representatives are identified and vetted in a similar manner but with no voting. Once the candidates have been interviewed and accepted by the Nominating Committee, their final recommendation for acceptance is made to the full Council, who will then approve the individual's addition to the Council for a specified number of years.⁵²

All materials pertinent to the function of the Nominating Committee are maintained and managed by a senior member of staff and stored [Council](#) > [Documents](#) > [MEETING](#) > [MINUTES](#) (appropriate year and folder) as appropriate. Application Review Materials are maintained by the staff member and shared confidentially with the Committee and/or Council.



CHAPTER 37: NON-CREDIT, SHORT TERM COURSE PROGRAM APPLICATION

INTRODUCTION

In light of the changes to the Federal 90/10 rule in 2009, ACICS developed a new application, the Non-Credit, Short Term Module (NCST), for those institutions that wish to generate revenue from cash-based modules and/or courses.

PROCEDURES

STEP ONE – SUBMISSION OF APPLICATION

To submit an application, the institution, or campus, logs into the ACICS Member Center and clicks beside *Non-Credit Short Term Program Course*. They then select the campus, complete the application and supporting documentation, and remit the appropriate application fee.

If the intent is to offer the module or course at a learning site of a campus, the application must be submitted by the oversight campus (since the learning site does not exist independently). If the module /course will be offered at both the main oversight campus and a learning site, only one application needs to be completed. Documentation required includes the application, module details, draft announcement or promotional materials, and state approval, if applicable. Some states do not acknowledge such modules, others only require notification and some actually approves the module. It is the institution's responsibility to obtain and submit the appropriate document or notice from the state.

STEP TWO – STAFF REVIEW

If all of the above components are not submitted or additional information is needed, staff contacts the campus via e-mail for the missing elements and places the application on hold until the missing documents have been received, which must be within **two weeks of communication**. **If the requested information is not received within that time, the**



application will be withdrawn. On a weekly basis, staff must log into the Member Center Analyst Dashboard to check for new Non-Credit Short Term Application submissions.

Upon receipt, staff reviews the completed application and supporting documentation for compliance with the *Accreditation Criteria* and determines if the change is appropriate. If the requested change is found to be in compliance with the *Accreditation Criteria*, an approval letter, U:\COUNCIL\Programs\Non-Credit Short Courses, is generated, turned into a PDF file and e-mailed to the campus. If the President determines that courses are in fact programs, the campus may be directed to submit new program applications.

STEP THREE – DOCUMENT MANAGEMENT AND APPLICATION COMPLETION

The approval letter is saved in the folder for the appropriate year, in SharePoint, using the campus's ACICS ID Code as the name of the file.

Staff uploads the approval letter into the Non-Credit Short Term Module Application in the Member Center and changes the application status to Approved.



CHAPTER 38: NON-SUBSTANTIVE PROGRAM MODIFICATIONS

INTRODUCTION

Institutions wishing to make non-substantive changes to approved programs must notify the Council prior to the implementation of these changes. (*Accreditation Criteria* - Section 2-2-151). These changes must be communicated via the submission of an application.

PROCEDURES

STEP ONE–SUBMISSION OF APPLICATION

Institutions must log into their Member Center account to download and complete the application and remit the appropriate application fee.

STEP TWO– STAFF REVIEW

A Program Analyst will conduct a review of the Non-Substantive Program Modification Application.

The Non-Substantive Program Modification Application must meet criteria at the credential level for which the program applies (*Accreditation Criteria* Title III, Chapter Two, for non-degree programs, Title III, Chapter Three, for occupational associate’s degree programs, Title III, Chapter Four, for academic associate’s degree programs, Title III, Chapter Five, for bachelor’s degree programs, or Title III, Chapter Six, for master’s degree programs):

1. All contact/credit hours are converted, distributed and totaled accurately, as indicated on the academic credit analysis;
2. The revisions submitted do not equal or exceed 25% of the total existing contact hours, credit awarded, curriculum content (courses offered), or program length; and
3. The revisions do not constitute a change in the program objective or institutional mission.

STEP THREE– STAFF COMMUNICATES WITH INSTITUTION



Once the Non-Substantive Program Modification Application is reviewed, one of two options is followed:

- a. If the application submitted contains errors or is incomplete, an email detailing areas of non-compliance is sent to the member institution requesting revisions to the application and/or the supplemental documentation. **If the requested information is not received within two weeks of communication, the application will be withdrawn.**

- b. If the program modification is complete and meets the standards of the *Accreditation Criteria*, the application is processed and the acknowledgement letter is signed and dated by the Program Analyst with an indication of the type and percentage of change. A letter of acknowledgement is emailed to the institution, and the institution's "Accredited Programs" tab in Personify is updated to reflect the non-substantive change to the respective program.



CHAPTER 39: PLACEMENT VERIFICATION PROGRAM (PVP)

INTRODUCTION

ACICS launched its internal Placement Verification Program (PVP) on July 1, 2016, for the monthly submission, verification, and validation of placements for all campuses. Campuses cannot report, on the Annual institutional [CAR](#) report any placements that have not been validated by ACICS. Hence, it is critical that the procedures outlined below are followed systematically to strengthen the integrity of the data and establish a record of review for the Council's consideration of Student Achievement (Placement) actions. (*Accreditation Criteria - Section 3-1-203*).


PROCEDURE

Campus Submission Procedures

Pertinent PVP process information is provided to the campuses once they log into the system. Any change to the process or any enhancements would be recorded in these materials accordingly as well as being published in the Memo to the Field *For Information Only* Section and further discussed in the AWARE webinars. Campuses are able to submit placements individually, once confirmed, or a group for the month's submission. Once submitted, the system automatically sends an email to the employer and graduate, two weeks later if not verified, and two weeks after that (that is, there are three attempts by the system to obtain a verification).

Campuses are also able to update email addresses (and other placement information) to improve verification response rates and monitor the response and validation activity through their account. Further, campuses are able to contest placements deemed to be invalid by ACICS.

Contesting a Placement Determination

- Click on the  button to start the process
- The following window will open



Contest Result



If a placement has been deemed invalid by ACICS, the institution may contest the decision by submitting supporting documentation to the PVP review panel. The panel will complete a one-time review and their decision will be final. Documentation should include the following:

Title classification: evidence that the title identified is aligned with the program of study and may be unique to a field, employer, etc.


For a placement by skills: written evidence to demonstrate that the graduate is utilizing a predominant number (majority) of skills they obtained from their program, on a regular basis, in the position. Documentation should consist of program descriptions/course listings, and a position description from the employer or attestation(s) from the graduate and/or employer identifying the skills utilized in the position.


For a placement by benefit: written evidence that the graduate received a promotion, pay raise, or that the completion of the program enabled them to keep their current position. Documentation should include an attestation written by the employer/student identifying the benefit gained; comparative pay stubs which shows an increase; change in employment status or position (from coordinator to supervisor, etc.)

***Note:** Submissions are only for placements that have been verified but marked invalid. Questions regarding placements that have not been verified should be submitted to verification@acics.org.

Notes to PVP Review Panel:

Attach up to 3 files:

File 1:  **BROWSE**

File 2:  **BROWSE**

File 3:  **BROWSE**

SUBMIT DATA **CLOSE**

- Enter the narrative you would like the review panel to consider in the notes field
- Click on the browse button to upload any supporting documentation
- Click on the submit data button to send the request to the review panel for consideration

- The "ACICS Verified" cell will look like this  if the request was successfully submitted



- If the PVP Review Panel rules in your favor, the “ACICS Verified” cell will look like

✘ Invalid



this

- If the PVP Review Panel does not rule in your favor, the “ACICS Verified” cell will

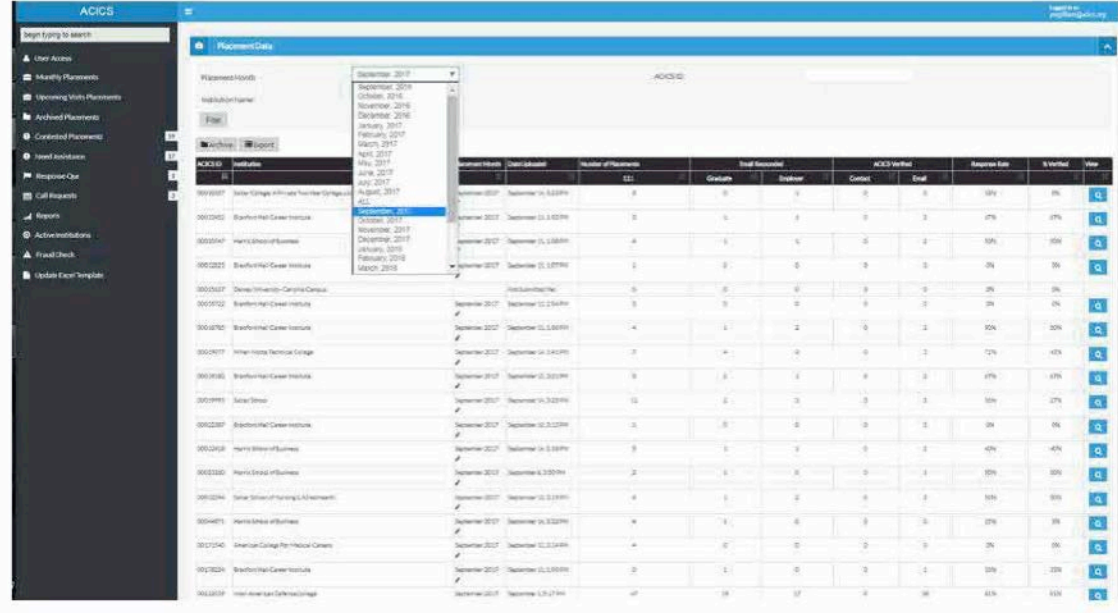
✘ Invalid



look like this

ACICS Administrative Review Procedures

PVP analysts and other assigned staff, after logging into the system at www.acicspvp.com/admin, will have access to a number of tools on the left hand bar, one of which allows for the review of **Monthly Placement** submissions. The following screen will be seen with filtering available to review a specific campus and/or a specific month of submission:



Clicking on the View magnifying glass, the analyst is able to conduct the validation of the placements that have been verified by the graduate and/or the employer. Placements that have not been verified would not be reviewed **except in cases where the reported placements have already been deemed unacceptable by ACICS** (additional information provided further in this document).



To review a placement, the analyst would click on the magnifying glass to open the screen below:

Upon reviewing the placement, if the placement is appropriate and verified, the analyst would mark the record as “Verified by Email”. When the verification is done via telephone, the record would be marked as “Verified by Contact”. If the placement does not meet the necessary criteria as stated below, then the analyst would comment as to why the placement is invalid and click the “Mark Invalid” button.

It is critical that a detailed comment is made for the record and to inform the campus of the reasons behind the action (to educate and modify any unwanted behavior).

In order to ensure consistency in the review process, when cases arise that question the validity of the placement, the analyst may request assistance from a member of the leadership team by selecting “Need Assistance” in the verification window:



Administrators would then access the Need Assistance section of the system to review the concern and comments and provide feedback to the analyst about the validity of the placement. It is critical that the manager provides details on why the placement is or is not acceptable to provide guidance to the analyst and to help craft the External Comment seen by the campus:

Graduates and employers are able to request a phone call in lieu of responding to the email verification. These are viewable via the **Call Request** section of the portal and are automatically entered into a calendar for the Analyst. These phone calls are generally in lieu of using the email



or if the graduate has questions. Calls are only able to be requested during normal business hours, Monday – Friday.

ACICS	Institution	Name	Phone Number	Contact Number	Date and Time Requested	Quantity	Unit
ACICS	University of Regina	John	306-343-3333	306-343-3333	September 20, 2017 10:00 AM	1	
ACICS	University of Regina	John	306-343-3333	306-343-3333	September 20, 2017 10:00 AM	1	
ACICS	University of Regina	John	306-343-3333	306-343-3333	September 20, 2017 10:00 AM	1	

Summary	Quantity	Unit	Quantity	Unit	Quantity	Unit	Quantity	Unit
All Time	1		1		1		1	
This Month	1		1		1		1	

There are a number of reports available, for analysts and managers alike, to monitor the verification and validation activity by campus or all institutions. These include:

- ACICS Verification
- ACICS Totals
- Contested Placement Report
- Corrections Report

There are also reports to assess the integrity of the data submitted as well:

- Contradiction Report: to track any discrepancies between graduate and employer responses.
- Fraud Check: to ensure that the IP addresses of the PVP submitter, graduate, and/or employer are not the same (except if they are employed by the campus). This check is conducted by the IT manager and reported to the PVP review team.

Placements Rejected

Even in cases where the graduate and/or employer have verified a placement, ACICS may deem a placement invalid for the following reasons:

- The placement is reported for a position previously held (prior to graduation) with no evidence of skill enhancement or benefit.
- There is no evidence that role is utilizing predominant amount of skills obtained from their program. Some examples may include:



- Medical assistant - phlebotomist, mental health tech; donor tech, home aide, etc.
- Nurse – Certified Nursing Assistant (CNA)
- Criminal Justice - security guard/officer
- Cosmetology/Esthetician – Mary Kay, salon receptionist
- Culinary – fast food cook
- EMT/Paramedic – driver

Additionally, placements will be rejected when:

- The position is not sustainable (temporary, only lasted a few days).
- The graduate and employer contradict each other.
- The graduate and/or employer update the title or skill and there is no match.
- The graduate or employer does not verify the placement before the closing of that CAR period.

Contested Placement Review

Contested placements are reviewed by the Panel to determine whether the documentation provided addressed the original concern when the placement was rejected and/or demonstrated the appropriateness of the placement that was missed during the verification process. Via the **Contested Placement** section, the reviewer will see the contested listing which can be sorted by a number of fields including date of contest, institution, program, and placement date.

As part of its review, the Panel will consider the following:

- The documentation included a position description from the employer that clearly outlines a predominant use of skills from the program.
- The documentation includes signed employer/graduate attestation of employment in instances where the party may have clicked the “ not correct” in error.

However, the following will NOT be accepted:

- Verbal verification (on campus forms) from the graduate/employer
- Third-party verification forms
- Institutional verification forms or graduate/employer surveys



Once its review is complete, the Analyst or manager will update the record and either:

1. Grant the appeal request, make a comment, and mark the record as “Grant Request Verified by Email”

2. Deny the Request, comment very clearly why it was rejected, and mark the record as “Mark Invalid”:



Placement Data - New Placement Entry

Placement Information

Placement Comments

Placement Statistics

It is critical that a detailed comment is made for the record and to inform the campus of the reasons behind the action (to educate and modify any unwanted behavior).

Data Integrity Review

On an annual basis, the PVP review team will meet with leadership to evaluate the reliability of the placement data being reported by campuses and the instances of invalid placements. **(ACICS Totals Report)**





This can also be done at the campus level, which is s provided to the administrators and included in the team’s report:

ACICS ID	Institution Name	Total Placements	Verified	Verified %	Invalid	Invalid %	Not Verified	Not Verified %
00010071	Divey University- Hato Rey Campus	111	58	52%	3	3%	50	45%
00010096	Pinnacle Career Institute	20	12	60%	0	0%	8	40%
00010101	Everest University - Brandon	58	37	64%	0	0%	21	36%
00010106	Cope Institute	8	6	75%	0	0%	2	25%
00010123	Beckfield College	142	110	77%	2	1%	30	21%
00010126	Everest University - Pompano Beach	59	35	59%	2	3%	22	37%
00010128	Bryan University	31	19	61%	4	13%	8	26%
00010133	Hickey College	219	181	83%	10	5%	28	13%
00010139	National College	24	14	58%	1	4%	9	38%
00010142	Daymar College	22	8	36%	2	9%	12	55%
00010147	American National University	15	8	53%	0	0%	7	47%
00010154	American National University	10	7	70%	1	10%	2	20%
00010164	Brightwood College	238	164	69%	6	3%	68	29%
00010165	Brown-Mackie College - Findlay	56	47	84%	0	0%	9	16%
00010190	EDIC College	247	188	76%	26	11%	33	13%
00010191	King's College	232	206	89%	9	4%	17	7%
00010193	Lincoln University	0	0	0%	0	0%	0	0%
00010215	Long Island Business Institute	10	6	60%	0	0%	4	40%
00010218	Brown-Mackie College - Fort Wayne	43	40	93%	0	0%	3	7%
00010219	Everest College	68	40	59%	0	0%	28	41%
00010233	Miller-Motte College	316	240	76%	20	6%	56	18%
00010250	American National University	21	9	43%	0	0%	12	57%
00010251	Daymar College	10	5	50%	0	0%	5	50%

These reports and observations will be presented to the Council, as appropriate, for consideration of strengthening and enhancing placement definitions, expectations of employment, revisions of outcomes standards, and implementing enforcement actions based on PVP results.



CHAPTER 40: POLICY DEVELOPMENT AND REVIEW

INTRODUCTION

To help institutions and peer evaluators meet their responsibilities in conducting the accreditation process, ACICS has developed and periodically has revised a set of policies, procedures, and standards governing these activities. Collectively, they comprise the “Accreditation Criteria” which, when complied with by institutions, results in the awarding of accreditation. This document is updated following each Council meeting to incorporate all changes agreed to by the institutions since the last published edition, as well as any editorial and organizational modifications.

The responsibility for conducting appropriate research and propose policies for consideration by the Council is one of the primary responsibilities of staff.

PROCEDURES

The need for the development or review of existing policies may originate from the following sources: (1) member institutions; (2) Council members; (3) the Intermediate Review Committee and Council committees; (4) evaluators; (5) ACICS staff; (6) the U. S. Department of Education, state higher education licensing agencies, and other regulatory agencies. Staff members may be called upon by the President to explore further the need for the revision of existing policy or development of new policy and propose policy for the initial consideration of the President. The internal mechanisms for ensuring wide participation and input to this process are explained in this section.

POLICY DEVELOPMENT MEETINGS

The Council reviews and acts on proposals to modify the *Accreditation Criteria* at each of three regular file and policy review meetings and its annual policy and planning meeting. However to ensure that dedicated time is committed to policy development, the Council holds an annual Policy Meeting in the Winter to conduct its Systematic Review of Criteria, as outlined below.



SYSTEMATIC REVIEW

An assigned staff member conducts a survey of various constituencies each fall regarding certain sections of the *Accreditation Criteria*. Suggestions for improving the currency, relevance or consistency of the *Criteria* are reported to the Council at its December meeting for future review, and substantive issues are placed on the agenda for the next year's policy and planning meeting in February. Special reviews, sometimes involving ad hoc committees and external consultants, are utilized to supplement the systematic review process.

The constant, systematic review of the *Accreditation Criteria* has as large a role at each tri-annual meeting of the Council as the Council's review of institution files, in order to ensure that the standards for which ACICS institutions are being reviewed are adequate to evaluate the quality of the education and training provided by its institutions, and relevant to the current educational and training needs of its student population. In addition, the Council meets for two supplementary days at a meeting, in February, prior to its first meeting in April, to discuss policy items on ACICS standards and procedures which will dominate its conversation and actions over the subsequent year.

ACICS' policy development and implementation plan for each year follows the general outline below but is subject to change based on immediate need and attention:

Major Events	Recommended Activities
FEBRUARY POLICY COUNCIL	<ul style="list-style-type: none">• Identify need for new or revised standards and criteria• Consider input from the field on systematic review of criteria• Assemble Commissioners' initial input to the crafting of new criteria• Establish <i>ad hoc</i> committees if needed and assign staff to coordinate research and development of proposed policy• Unless required to meet regulatory deadlines, refrain from voting on any final criteria to eliminate the need for a Memo to the Field prior to the April meeting
APRIL COUNCIL SESSION	<ul style="list-style-type: none">• Present Policy Discussion proposals• Get Council and staff input and revise proposals accordingly• Present supporting research data and impact analysis



AUGUST COUNCIL SESSION	<ul style="list-style-type: none"> • Present Policy Decision proposals • Vote on proposals for publication in the Memorandum to the Field <i>Note: Publish Memo to the Field and conduct webinar to clarify or answer any questions concerning the proposed standards</i>
DECEMBER COUNCIL SESSION	<ul style="list-style-type: none"> • Analyze input from the field on proposed criteria • Revise proposed policy as needed, based on public input • Vote on final criteria and identify effective dates <i>Note: Revise Evaluator Templates and quality assurance processes for the following Winter review cycle to reflect any updated Criteria. Train staff, evaluators and chairs on the changes</i>
Publication of the Annual ACICS Accreditation Criteria and Effective Dates for Policy Implementation	<ul style="list-style-type: none"> • Publish the annual <i>ACICS Accreditation Criteria</i> for the new year in January and clearly identify effective dates • Designate JULY 1 following the December Council as the general effective date of new or revised Criteria <i>Note: The Council may vote an extra year's lead time for selected policies—July 1 of the following year.</i>

POLICY ACTION/DECISION OUTLINES AND BINDER

Proposed changes to Sections of the *Accreditation Criteria* are described in writing in the form of policy action/decision outlines. Policy discussion outlines are used for issues that may not be developed enough for action. The agendas for all Council committee and full Council meetings along with all policy outlines, reports, commentary and other materials are provided to commissioners and staff in a policy binder for each meeting.

STAFF POLICY REVIEW

ACICS staff draft, review and contribute to the development of policy outlines, as suggested by commissioners, directors and the staff policy workgroup. The directors review policy issues in their meetings and join staff to review draft policy materials at a staff policy meeting prior to each Council meeting.

COUNCIL MINUTES

Following each meeting of the Council, formal minutes recording the actions that are taken on each of the policy issues are drafted and distributed. The minutes are then reviewed, revised as necessary, and approved at the next meeting of the Council.



MEMORANDUM TO THE FIELD

Based upon the Council minutes, a Memorandum to the Field is posted on the website and a message is sent by email to institutional members and others informing them of changes to the Accreditation Criteria (final and proposed) as well as providing information on other Council actions.

AWARE WEBINAR

Based upon the Memorandum to the Field, a webinar (ACICS Webinar to Announce, Relate and Educate) is held in order to provide information and answer questions about Council actions, primarily regarding policy updates, and activities. Staff leads, along with leadership, summarizes the final and proposed changes, informational items, and provide guidance on questions asked. This Webinar is facilitated through Go-to-Webinar and scheduled and managed by the Manager of Institutional Compliance.

COMMENTS ON PROPOSED POLICY CHANGES

The Memorandum to the Field includes a form on which institutions and others are encouraged to provide comments regarding each of the proposed changes to the criteria. Participants in the AWARE Webinar are also encouraged to use the form to provide written comments. In order to allow adequate time for participants to review proposals and respond, the deadline for submitting comments is at least 30 days after posting of the Memorandum to the Field.

All comments that are received by the published deadline are included, without editing, in the Council's Policy Binder. In addition, comments are mentioned, and where appropriate they are analyzed in the relevant policy outlines, so that the Council can take them into account when deciding to approve a proposed change.

ACICS ACCREDITATION CRITERIA

Following each Council meeting, based upon the Minutes of the meeting, the *Accreditation Criteria* are revised by ACICS staff to include any changes approved as final and effective prior to the next Council meeting. The *Criteria* are posted on the website and are provided to staff, evaluators, IRC members and commissioners, as needed.



CHAPTER 41: PROGRAM TERMINATIONS

INTRODUCTION

ACICS maintains detailed records of the program offerings at institutions. If a program is discontinued, it is important for ACICS to be notified in a timely manner by requiring campuses to submit formal notice to ACICS via a Program Termination Application. (*Accreditation Criteria* - Section 2-2-503 Termination of Programs).

PROCEDURES

If the campus is teaching-out a program, the same process applies; however, the institution must list the program in *Part II-A-Programs In Teach-Out*, on the application. Once the teach-out is complete, the campus will need to re-submit the Program Termination Application to officially terminate the program.

STEP ONE – SUBMISSION OF APPLICATION

To submit an application, the institution, or campus, logs into the ACICS Member Center and clicks beside *View/Add/Modify Programs by Location*; select the campus location; click on the program that is being terminated; then select “to terminate the program”; finally, upload the requested documentation into the Program Termination Application and proceed to check out. In order to track this process, an application must be submitted but this is a zero-fee application.

STEP TWO – STAFF REVIEW AND APPROVAL

If all of the required materials are not submitted, staff contacts the campus via e-mail for the missing elements and places the application on hold until the missing documents have been received. On a weekly basis, staff must log into the Member Center Analyst Dashboard to check for new Program Termination Application submissions. Upon receipt, staff reviews the completed application and supporting documentation for compliance with *Accreditation Criteria* and determines if the change is appropriate. If the requested change is found to be in compliance



with the *Accreditation Criteria*, an approval letter, U:\Programs\Program Discontinuation and Surrender (Terminations), is generated, turned into a PDF File, and e-mailed to the institution.

STEP THREE – DOCUMENT MANAGEMENT AND APPLICATION COMPLETION

Staff uploads the approval letter into the Program Termination Application in the Member Center and changes the application status to Approved. Then, in Personify, staff changes the program status to either discontinued or surrendered, along with the termination date, which is inputted into the *Valid Until Date*. If the program is in teach-out, staff makes note of the teach-out in the *Note* line and leaves the program as active. Once the program is officially terminated, the school will re-submit a Program Termination Application and staff will officially discontinue the program.

The program information is viewable via the ACICS Institutional Directory online so it is critical that it is **always** accurate and reflects the current activity at the campus.



CHAPTER 42: RECLASSIFICATION OF CAMPUSES

INTRODUCTION

Reclassification of campuses is a process by which owning entities change the current main-branch structure of their campuses with ACICS. It is important to note that the main-branch structure adopted by ACICS is mostly for the agency's use; schools must still be individually licensed in the state where they are located, regardless of their "main" or "branch" status, and most states do not even recognize the structure, and have no process for reclassification. Owning entities can choose to switch the main and branch for a group, or move current branches from one main to another (*Accreditation Criteria – 2-2-200 – Redesignation of Campuses*).

PROCEDURES

STEP ONE – SUBMISSION OF APPLICATION

To submit an application, the institution, or campus, logs into the ACICS Member Center and clicks on the applicable Redesignation Application: *Realignment of a Branch Campus*; *Reclassification of a Branch Campus to Main Campus*; and *Reassignment and Consolidation of Campuses*. Once the correct application is identified, completed, and supporting documentation uploaded, the campus remits the appropriate fee for submission and staff review.

- *Realignment of Branch Campuses* involves realigning a branch campus from one main to another main campus; this activity does not include a consolidation action.
- *Reclassification of a Branch Campus to Main Campus* activity involves a branch campus requesting to become the main campus; the main campus has to have been operating as an accredited location for at least two years and must submit audited financial statement.
- *Reassignment and Consolidation of Campuses* involves collapsing institutional groupings and reassigning branch campuses to a new consolidated main campus.



For all Redesignation Applications, documentation required includes the application, evidence of state approval, notification of correspondence with the Department of Education-Title IV, and audited financials. NOTE--Approval will not be granted unless all of the above elements are received. In cases where the state requires approval from the accrediting agency before it will grant approval, the institution must present evidence from the state in which accreditor approval is required before final approval can be granted.

STEP TWO – STAFF REVIEW AND APPROVAL

If all of the above components are not submitted, staff contacts the institution (since redesignation must be made by the main campus of the institution) via e-mail for the missing elements and places the application on hold until the missing documents have been received. **If the requested information is not received within two weeks of communication, the application will be withdrawn.**

On a weekly basis, staff must log into the Member Center Analyst Dashboard to check for new Redesignation Applications submissions. Upon receipt, staff reviews the completed application and supporting documentation for compliance with the *Accreditation Criteria* and determines if the change is appropriate. If the requested change is found to be in compliance with the *Accreditation Criteria*, an approval letter, U:\COUNCIL\ Realignment of Branch Campus; U:\COUNCIL\Reassignment and Consolidation; U:\COUNCIL\ Reclassification of a Branch Campus to Main Campus, is generated, turned into a PDF file, e-mailed to the institution, and copied to the U.S. Department of Education representative (included in the template), the appropriate U.S. Department of Education School Participation Team representative (found in the most recent Directory of Higher Education Officials), and the appropriate state representative (found in the most recent Directory of Higher Education Officials).

STEP FOUR – DOCUMENT MANAGEMENT AND APPLICATION COMPLETION

Staff uploads the approval letter into the Redesignation Application (*Realignment of a Branch Campus; Reclassification of a Branch Campus to Main Campus; and Reassignment and Consolidation of Campuses*) in the Member Center and changes the application status to Approved.



CHAPTER 43: RENEWAL OF ACCREDITATION APPLICATION PROCESS

INTRODUCTION

Institutions currently accredited by ACICS have to be periodically evaluated to assure the continuity of quality education and compliance with the *Accreditation Criteria*. This process is managed by the accreditation coordinators whose primary responsibility is to conduct institutional evaluations and follow a very consistent process. The appropriate policy is outlined in Section 2-1-300 of the *Accreditation Criteria*.

PROCEDURES

STEP ONE- INVITATION TO REAPPLY

It is the responsibility of the institution to reapply for continued accreditation by the submission of the renewal of accreditation application three months prior to the scheduled evaluation cycle. In the spring, a year prior to the evaluation period, ACICS will send a notification to the institutions reminding them of the impending expiration and the need to reapply. The evaluation schedule for that year is, at that time, provided to the web site coordinator for publication on the web site at <http://www.acics.org/commission%20actions/content.aspx?id=6263>. This list is posted with the following accompanying statement: "Members of the public, industry members, and other third parties are invited to submit comments on any institution that is a candidate for ACICS accreditation by emailing them to comments@acics.org."

STEP TWO: APPLICATION

The application for a new grant of accreditation is prepared and submitted electronically via the campus's account on the ACICS Web site. Every campus of an institution must have a username and password in order to access the account to initiate the process. Alternatively, the main campus may complete the submission for all its related campuses and remit the associated



fees via check. Coordination with the Accounting Department will be necessary to facilitate this method. The associated application costs for each campus (both main and branches) as well as any applicable surcharges are outlined in the *ACICS Schedule of Fees* which is on the web site.

Institutions may request an extension for the submission of the Self-Study for extenuating circumstances. Extensions should be submitted in writing and are granted on a case-by-case basis.

If the application is not submitted by the due date, as outlined in the institution's notice, and the institution has not formally requested an extension, or notified ACICS of its intent to voluntarily withdraw its accreditation, the institution will be found to be out of compliance and be issued a compliance warning or show-cause directive.

STEP THREE: REVIEW OF APPLICATION

The renewal of accreditation application, which includes the self-study, submissions will be tracked and assigned for review by a designated staff member. Applications are located, and accessible via the admin log in of Member Center, under the Renewal of Accreditation Application section of the Analyst Dashboard. Applications are reviewed to verify that all documents are complete and accurate. When the self-study review is complete, a visit project is created in Personify for the appropriate evaluation cycle.

STEP FOUR – SCHEDULE VISIT

Institutions, including all locations, will be contacted by a staff member to schedule the visit approximately two months before the anticipated visit date, once the visit assignment process has been completed by the executive leadership. Payment of visit-related fees must be remitted prior to the visit taking place and invoices will be sent no later than three weeks prior to the visit, at the same time as the visit memo.

A institution's failure to pay the visit fees is subject to a revocation action consistent with Section 2-3-401(d) of the *Accreditation Criteria*. An institution that fails to respond to, or cooperate with attempts by the Council to make arrangements for a site visit is subject to a Withdrawal by Suspension action, as outlined in Section 2-3-402(d).

More details on the visit management processes are outlined in the Accreditation Coordinator Manual, one item of which is a requirement for an institution to distribute the



ACICS Call for Comments survey to its faculty, staff and students, prior to an evaluation visit.

The survey is located

here: <https://membercenter.acics.org/Lists/Call%20for%20Comment/NewForm.aspx?isdlg=1&source=/>

The Call for Comments is a tool used by ACICS to gather supplemental feedback which may inform the evaluation team's review.



CHAPTER 44: REVIEW BOARD OF APPEALS

INTRODUCTION

The Review Board appeal process is governed by the provisions of Section 2-3-600 of the *Accreditation Criteria*. Council actions denying an initial grant of accreditation (Section 2-3-301); a renewal of accreditation, branch inclusion, or a reinstatement of accreditation following a change of ownership or control (Section 2-3-302); and withdrawal of accreditation by suspension (Section 2-3-402), including the withdrawal of the inclusion of a branch campus within its institution's grant of accreditation, are subject to appeal by the institution to the Review Board of Appeals (Sections 2-3-600, 601, and 603). The Review Board of Appeals is a separate, independent appeals body established by the Council for the purpose of hearing appeals by institutions in the situations identified above (Section 2-3-601). Review by the Review Board is limited to only the documents, evidence, and written record of proceedings before the Council, and a hearing panel of the Review Board acts on behalf of the full Review Board (Section 2-3-603).

The authority of the Review Board is authorized to affirm the decision of the Council (Section 2-3-603(a)), amend the decision of the Council (Section 2-3-603(b)), reverse the decision of the Council (Section 2-3-603(c)), or remand the matter to the Council for further consideration (Section 2-3-603(d)). A determination to remand may be based upon a finding that the Council's decision was arbitrary, capricious, or otherwise in substantial disregard of the *Accreditation Criteria* (Section 2-3-603(a)), or was not supported by substantial evidence in the record on which the Council took the negative action (Section 2-3-603(b)).

A board consisting of fifteen (15) or more members with three-year terms is appointed by the Council upon recommendations from the Council and ACICS staff, and acceptance of the invitation to serve on the Review Board of Appeals by the nominee. The board members shall include at least three (3) public members, two (2) academic members, and two (2) administrative members. Board members must receive training which focuses on the documentation of the entire accreditation process as well as Council actions, the Review Board structure and process, and the specific duties and responsibilities of the Review Board members.



An institution is notified of an action by the Council that is subject to appeal to the Review Board by an action letter sent by overnight delivery and e-mail, with delivery and read receipts requested. The institution's appeal notice (and accompanying fee of \$10,000) must be received within ten (10) business days of the institution's receipt of the action letter from the Council (Section 2-3-604)

Hearings are organized to provide approximately an hour and a half for the institution's presentation, Council's presentation, questions by the members of the panel, and a rebuttal from the institution or Council, if desired. Further information on the Review Board hearing procedures are listed in Chapter 26: Hearing Proceedings.

The Review Board panel's decision is transmitted to the Council for disposition and publication. If the Review Board affirms the prior action of the Council, the Council's action is final and immediate publication of that action is automatic. If the Review Board remands the matter to the Council for further consideration, the case is deemed finally disposed of when the Council takes final action on remand. (Section 2-3-607). A decision to reverse the Council's action is final and appropriate notifications will proceed.

PROCEDURES

PANEL MEMBER/STAFF/CONSULTANT ROLES

A. Presiding Panel Member

A presiding member (or "chair") of the hearing panel will be appointed at the time that assignments to the hearing panel are made. The chair handles procedural aspects of the hearing. The chair will call the hearing to order, identify the issues in controversy, and review the appropriate procedures concerning the hearing. The chair also will call upon the panel members for questions. The chair will keep track of the time to ensure that the allotted time is not exceeded, will adjourn the hearing at the appropriate time, and will maintain decorum throughout the hearing. The chair is an equal member of the hearing panel and, thus, may take part in the questioning process and will participate in the deliberation and vote. The chair is responsible for drafting, or assigning another panel member to draft, the letter to the institution and the Council containing the final determination of the Review Board.



Summary of chairperson's responsibilities:

- Use the Review Board Chair script that is provided by staff.
- Keep track of time and announce the mid-point each party's designated amount of time during the hearing.
- Engage as a member of the Review Board panel.
 - Ask questions, as necessary or as assigned.
 - Participate in the deliberation and decision making process.
- Draft, or assign another panel member to do so, the letter setting forth the Review Board's final determination.

B. Panel Members

All Review Board members selected to serve on a panel are considered panel members, although the chair has additional duties. Panel members are assigned from the pool of fifteen Review Board members by the Director of Quality Assurance and/or the President. Panel members should ask questions developed prior to the hearing based on their assigned areas, should be attentive to the institution's presentation, and should be prepared to ask questions, as pertinent, based on the institution's presentation or responses to questions. As in the review of institutions, a panel member having any interest in an institution appearing before the Review Board or who for other reasons feels it would not be proper to participate on a particular panel will be excused from the hearing. In most cases, conflicts will be made known to staff following selection for hearing panel assignments, and exclusion from the panel will be arranged well in advance of the hearing.

Summary of panel member's responsibilities:

- Review entire hearing file, concentrating on assigned areas if assignments have been made.
- Prepare questions based on individual review of hearing file.
- Ask questions and make clarifying comments during hearing.
- Take notes, as necessary, regarding the institution's responses.
- Participate in the deliberation and decision making processes.
- Draft dissenting opinion, if appropriate.

C. General Counsel



The General Counsel reviews all hearing files prior to the Review Board meeting and is present during all Review Board hearings. The General Counsel represents the Council at Review Board hearings. As the Council's representative, the General Counsel drafts the brief on behalf of the Council, presents the Council's position and arguments to the Review Board, and may ask pertinent legal and procedural questions during the hearing.

D. Staff

One staff member normally is responsible for the development of each hearing file, and may also be the staff member responsible for Review Board hearing assignments and procedures. Staff do not take an active role in hearings, although the assigned staff member responsible for the hearing is present and available to assist throughout the hearing.

Summary of staff responsibilities:

1. Staff member responsible for development of **Record Under Review** Binder:

- At least two weeks prior to the hearing, prepare electronic hearing summary and binders (see Hearing File Preparation Guidelines). A copy of the hearing materials is delivered by UPS delivery to each Review Board member assigned to the hearing panel, as well as to legal counsel and the accountant, if appropriate, at least one week before the hearing is to be held. The electronic hearing binder contains: a hearing summary in narrative form, dated and signed by the drafting staff member, that identifies the history of the institution, the Council's actions and the grounds for those actions, and the institution's responses leading to the hearing; an index of exhibits, identifying the contents of the binder; all Council action letters regarding the institution; and relevant institutional notices, written opening statements, responses, exhibits, correspondence, annual institutional reports, annual financial reports, and other pertinent documents relating to the institution and the hearing.
- Serve as resource to the General Counsel and Accountant throughout hearing process.
- Ensure chair person has appropriate script and court reporter has all necessary information.
- Coordinate room set-up (name tags, appropriate number of chairs, fresh water and glasses, copies of *Accreditation Criteria*, hearing files, school files, etc.).



- Collect exhibits offered to the panel members from the institution's representatives during the hearing. File exhibits in the institution's file after the hearing.
2. Designated staff member (who may also be responsible for the institutional file) responsible for hearing assignments and procedures:
- Receive from the institution and file the notice of appeal or notice of intent to appear before the Review Board in response to the Council's final denial action. Verify receipt of the appropriate appeal fee. If no response is received from an institution ten business days after receipt by the institution of the Council's action letter, the action is final and the website must be updated to reflect the finality of the adverse action. If an intent to appeal is received with the fee, send the Acknowledgment of Intent to Appeal Council Action letter which provides basic information on the appeals process.
 - At least four weeks prior to the scheduled hearing date, send the institution's designated contact person the letter which identifies the appropriate day, time, and names of the Review Board of Appeals members who will serve on the hearing panel. At least four Review Board members are assigned to each hearing panel. Also enclosed with the letter is the appropriate copy of the "HEARING STIPULATION Review Board Hearing" for execution and return by the institution.
 - Two to four weeks prior to a scheduled hearing, schedule a court reporter to appear at the date, time, and location of the hearing. During the week prior to the hearing, verify the court reporter's scheduled appearance at the hearing. At the hearing the court reporter is presented with a cover sheet identifying by name: ACICS, the institution, the hearing panel members, and staff members present during the hearing. The court reporter is asked to provide an original and one copy of the transcript, along with an electronic file containing the transcript. When received, the original transcript is filed in ACICS' library. The transcript copy is placed in the institution's file.
 - Receive from the General Counsel and from the institution and transmit to the General Counsel, the institution, and the panel members, copies of all briefs and other notices and documents.



- Prepare and present to the panel chair, prior to the hearing, the Review Board Chair script. The script includes information concerning the prosecution of the hearing, order of presentation, post-hearing process, and the rules of conduct to be followed during the hearing.
- Prior to the hearing, ensure that the Panel has had an orientation on their responsibilities, consistent with the expectations outlined in the Review Board Training Manual, and that all necessary attestations and conflict of interest forms have been submitted to ACICS for the record.
- Prior to the hearing, meet with representatives of the institution to assist with providing an overview of the hearing process and to answer questions. This review includes: an explanation of the presence and role of the court reporter; an explanation of the evidentiary rules in effect and that no additional documentation or evidence may be submitted to the hearing panel; a review of the process for opening and closing statements, the order of presentation, and the examination of the institution's representatives by the hearing panel; and answering any questions that the institution's representatives might have.
- Escort the representatives into the hearing room when the panel members are ready to begin the hearing and escort the institution's representatives out of the hearing room at the conclusion of the hearing.
- After the panel has concluded its deliberations, collect the executed decision letter from the chairperson of the Review Board panel. Mail a copy of the decision letter by overnight delivery and e-mail, return receipt requested, to the institution. If the decision is an affirmation of the Council's negative action, notify the United States Department of Education, the public, and other interested parties of the Review Board's decision within twenty-four hours. Assure that notice of the decision is posted on the ACICS web site at www.acics.org.

V. HEARING PROCEDURES

Hearing procedures are captured in the [Hearing Proceedings](#) chapter of this document.



CHAPTER 45: STAFF RECRUITMENT, ONBOARDING, AND TRAINING

INTRODUCTION

In order to carry out its mission, ACICS employs a team of professional staff to support the Council. This section highlights the ACICS recruitment and onboarding processes through the office of human resources, as well as the professional development opportunities provided. Specific training manuals are coordinated under the respective departments.

PROCEDURES

1. STAFF RECRUITMENT

Requests for filling approved, budgeted, and vacated positions are handled by the President and the Senior Human Resource Coordinator. Vacant positions will be posted, as appropriate, for the information of all employees. Beginning compensation packages must be approved by the President before formal offers of employment are made.

A. Internal Recruiting

ACICS supports advancement opportunities for its employees and encourages qualified employees to apply for open positions. An employee's current status will not be prejudiced by either the expression of interest in or application for an open position. Qualifications for promotions will be based on position requirements, the demonstrated capabilities of the employee, and in compliance with our Equal Employment Opportunity policy.

Employees may apply for open positions for which they feel qualified. When application is made for an open position, employees should contact their supervisor to discuss their interest and should contact the Senior Human Resource Coordinator to discuss, informally, the position requirements and duties.



B. External Recruiting

Open positions are advertised on ACICS' website, external job boards (i.e. LinkedIn, Monster.com, and Career Builder.com), and with local employment and temporary agencies, as the budget permits. The Senior Human Resource Coordinator will review all submitted applications.

NEW HIRES

All offers of employment are contingent on the verification of the individual's rights to accept employment and work in the United States. All new employees will be required to provide documentation in order to permit ACICS to complete employment verification as required by federal law. If individuals are unable to verify their employment eligibility or, where appropriate, their continued eligibility to engage in employment, ACICS may be required to terminate their employment.

Upon the commencement of their employment, all new-hires will receive a three-month, six-month, and one- year performance review from their direct supervisor.

CONTINUOUS TRAINING & DEVELOPMENT

1. PROFESSIONAL DEVELOPMENT

ACICS supports the continued intellectual growth of each employee. Full Time regular employees in good standing, with at least one year of employment are eligible, to the extent that ACICS funds are available, for the following professional development assistance:

A. ACICS professional development prepaid programs are free to the employee and attendance is scheduled at the convenience of the employee and immediate supervisor. Proof of attendance will be submitted to the Senior Human Resource Coordinator to be filed in employee's folder.

B. Seminars and workshops fees (including travel and lodging) up to \$2,500 a fiscal year for full time employees.



1. Employee will submit a Professional Development Approval Request form with a printout of seminar brochure or informational website and estimated cost of program (including travel and lodging) to immediate supervisor and President prior to enrolling in seminar.
2. Employee may take the seminars on company time and will schedule seminars at the convenience of their ACICS work schedule.
3. Proof of attendance will be submitted to the Senior Human Resource Coordinator to be filed in employee's folder.
4. The cost of pursuing or maintaining a certification or license (such as Notary Public) for the benefit of ACICS will not be calculated in the \$2,500 limit.
5. Part-time employees' participation in seminars and workshops will be considered on a case by case basis.
6. If an employee chooses to leave ACICS voluntarily, all seminars, workshops, and/or certification payments made within six months preceding the departure of an employee must be repaid to ACICS. The six month repayment period starts on the last day of the seminar, workshop, and/or certification program attended or the payment date, whichever is later.

C. Employees tuition assistance is available for full time employees up to \$5,000 per fiscal year for programs of study leading to an undergraduate and/or graduate degree related to ACICS activities. It is expected that skills learned will improve productivity in the employee's current position.

1. Employee will submit a Professional Development Approval Request form, degree plan, and a letter of acceptance into a program of study leading to a degree to the immediate supervisor and President. These forms must be submitted prior to enrolling in classes accompanied by an explanation of how the degree will enhance the skills and knowledge that the employee uses in his/her position with ACICS.
 - a. Eligible courses will be taken on the employee's own time and from an institution accredited by a U.S. Department of Education recognized accrediting agency.
 - b. Employees may not have more than two courses reimbursed per academic term.



2. Tuition Reimbursement -

- a. Does not include costs for books or equipment but it may include registration and laboratory fees.
 - b. Will be made for tuition costs upon receipt of verification that courses have been completed with grades of “C” or above for undergraduate courses and “B” or above for graduate courses.
 - c. Will only be made upon the completion of the course and the submission to accounting of a request for reimbursement with the original grade report attached (the original will be copied and returned).
3. Part-time employees’ participation in tuition reimbursement will be considered on a case by case basis.
 4. If an employee chooses to leave ACICS voluntarily, all tuition reimbursements made within six months preceding the departure of an employee must be repaid to ACICS. The six month repayment period starts on the last day of the course attended or the tuition payment date, whichever is later.

2. **ALL STAFF MEETING**

All Staff meetings are scheduled on a regular basis for the benefits of exchanging information, training, and developing staff. Attendance for All Staff meetings is encouraged for all employees. Excused absence from All Staff meetings will be obtained in advance at the discretion of the President.



CHAPTER 46: STANDING COMMITTEES OF THE BOARD OF DIRECTORS

INTRODUCTION

In addition to the [Executive Committee](#) (Chapter 22), there are a number of Standing Committees of the Board, established to serve a variety of purposes as set forth in the Bylaws (*Accreditation Criteria* – Appendix A, Bylaws, Article V, Section 2).

COMMITTEES

- (a) *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.
- (b) *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.
- (c) *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.
- (d) *Board of Ethics.* The Board of Ethics shall consist of three individuals selected by the Board consisting of two independent, public members and one member affiliated with an



ACICS institution. The Board will have the authority to review perceived or actual conflicts of interest by a commissioner or Director and decide if the individual is to be directed to resign.

PROCEDURES

Members will be appointed to serve in line with the needs of each committee. Because the Board of Ethics is independent, with no Board representative, the procedures established to govern its review are outlined in the *Board of Ethics Training Manual*.



CHAPTER 47: STUDENT ACHIEVEMENT REVIEW & MONITORING

INTRODUCTION

Requirements imposed by ACICS on all institutions enable the analysis and tracking of key performance indicators that represent bright line standards for retaining accreditation. Institutions that fall below specified standards for institutional effectiveness risk sanctions and penalties, including financial, administrative and ultimately loss of accreditation. In order to apply the information provided annually by institutions to a thoughtful review of their effectiveness, the Council requires and specifies how and when the information will be collected, tabulated and analyzed. This section describes the appropriate steps in its analysis and presentation to the Council for review following the submission through the [Campus Accountability Report](#) (*Accreditation Criteria - Sections 2-1-809 and 3-1-441(b)(c) & Appendix L*).

PROCEDURE

REVIEW OF STUDENT ACHIEVEMENT OUTCOMES - RETENTION, PLACEMENT AND LICENSURE RATES

In preparation for each December Council meeting, the Senior Manager of Institutional and Program Review will compile and analyze data on all ACICS member institutions. These data are provided to the [Institutional Effectiveness Committee \(IEC\)](#) for its evaluation of, and action on, campus and program level performance.

STUDENT ACHIEVEMENT REVIEW ACTIONS

The Senior Manager of Institutional and Program Review presents reports that list rates for campuses and programs that are below benchmark or the Council standard for retention, placement and licensure, where applicable, for the current year and the last two years. The



Committee also has access to the CAR Analytics Dashboard which provides trending data at the campus and program levels, from which assessments can be made. Utilizing the Student Achievement Guidelines outlined in Appendix L of the *Accreditation Criteria.*, the Committee will recommend to Council that action be taken appropriate and consistent with the guidelines.

INSTITUTIONAL COMMUNICATION

In preparation for the meeting, templates will be drafted to communicate the actions to the institutions and following its meeting, the following will be completed:

- Adverse Actions affecting institutional accreditation is sent as priority, with copies to all relevant entities:
 - Withdrawal by suspension of institution, withdrawal of approval of campus or program
 - Campus or Program level show-cause directive
- Campus and Program level compliance warning actions are sent as medium priority but with copies to all relevant entities.
- Campus and Program level reporting actions are sent as an email notification.

***Note:* Any campus that has been placed on student achievement review must first seek permission from the Council to initiate new programs, offer a higher credential, and open new locations. Hence, this information will be added to the campus's profile for the analysts' review of applications.**

REVIEW OF STUDENT ACHIEVEMENT ACTIONS

In preparation for the Council's subsequent review, the Senior Manager of Institutional and Program Review will update the chart created for the December Council meeting to reflect the updated rates reported by the institutions. Monitoring and compliance actions will be taken consistent with the guidelines already established. Staff is tasked with ensuring that all actions are accurately recorded and communicated to the affected institutions with follow up action recommended as appropriate.



CHAPTER 48: SUBSTANTIVE CHANGE COMMITTEE

INTRODUCTION

To be compliant with the expectations of the required approval of all substantive changes by the Council prior to their inclusion in an institution's scope of accreditation, the Executive Committee, in its capacity to serve on behalf of the Council, also serves in the role as the Substantive Change Committee (*Accreditation Criteria* – Title II, Chapter 2 – Institutional Changes and Section 2-2-101).

PROCEDURE

The Executive Committee meets at least once a month on a systematic basis as determined by the Chair and appropriate for the Committee. In preparation for the Committee's consideration of substantive change applications requiring its review, staff completes a substantive change agenda which details a summary of the type of substantive change that is being requested by the institution. Additionally, the institutional history is provided: date of accreditation, date of most recent renewal of accreditation, current grant of accreditation expiration date, campus retention and placement rates, cohort default rates, total enrollment, financial reporting status, if applicable, student achievement review status, if applicable, Placement Verification Program (PVP) percentage, current campus program offerings, and an institutional hierarchy chart which gives enrollment and campus -level retention and placement rates. Staff attaches the institution's expansion of scope of accreditation plan which details the how the institution will manage the substantive change (financial, academic and resources) for review and makes a recommendation to the Committee of whether the request should be approved, deferred or denied.

The Executive Committee reviews and discusses the items on the substantive change agenda and the supplemental documents to take an action, which is one of the following:

- 1) Approve the application to initiate the substantive change:



The institution is informed via written communication, within two weeks of the Committee's decision, that the expansion of scope application has been approved. An approval letter for the specific substantive change is sent subsequent to the expansion of scope approval letter.

2) Defer an action and request additional information:

Formal communication is sent to the institution, within two weeks of the meeting, requesting specific additional information for the Committee's subsequent consideration. Once the information has been received, the Committee, at its next meeting, will reconsider the application for action.

3) Deny the application to initiate the substantive change.

The assigned staff will prepare for formal transmission the denial of expansion of scope communication within two weeks of the decision, with specific reasons for the denial, and the application will be withdrawn. The institution is able to appeal the denial action, within a year of the decision, and by providing specific information for the Committee's and/or Council's reconsideration. The appeal will be considered at the next meeting as requested. If the denial is affirmed, the institution is so advised, with no additional opportunities for appeal. If the appeal is approved, the denial of the expansion of scope decision is rescinded, and the appropriate approval letters are prepared.



CHAPTER 49: TITLE IV COMPLIANCE ISSUES, INCLUDING FRAUD AND ABUSE

INTRODUCTION

Council policy requires notification of the U.S. Department of Education regarding any institution accredited by ACICS that is suspected of failing to comply with Title IV law or regulations. Preserving the ability of the Department to investigate and resolve alleged Title IV violations independent of the institution's knowledge is acknowledged and enforced by the Council. (*Accreditation Criteria* – Appendix G, Guidelines of Notification and Disclosure)

PROCEDURE

STEP 1: NOTIFY PRESIDENT

Upon receipt of any information related to possible failure of an accredited institution to comply with Title IV law or regulations or to fraud or abuse committed by an accredited institution, the President will be immediately notified with all the details concerning the matter.

STEP 2: PRESIDENT REVIEW

The President will make a determination as to whether this information constitutes reason to believe that the institution may not be in compliance or may be engaged in fraud or abuse, and will consult with the staff member concerning the basis for this recommendation.

STEP 3: U. S. DEPARTMENT OF EDUCATION NOTIFIED

In the case where the institution may not be in compliance with Title IV law or regulations or may be engaged in fraud or abuse, formal communication will be sent to the Student Financial Aid (SFA) primary contact at the Department of Education with the name of the institution, the reasons for the concern, and the documents to support the concern. The President will also provide any information requested by the Secretary that may bear upon an accredited institution's eligibility to participate in, or compliance with, Title IV, HEA programs.



STEP 4: ACTION

Based upon the information obtained by staff, the institution may be cited as part of a normal ACICS accreditation procedure and given an opportunity to evidence why it is in compliance with Title IV requirements.

STEP 5: CONFIDENTIALITY

ACICS will not inform the institution about the contact in order to preserve the ability of the Department to investigate and resolve the alleged Title IV violation, or upon a specific request from the Department to keep information about the contact confidential.



CHAPTER 50: UNANNOUNCED AND LIMITED UNANNOUNCED VISIT

INTRODUCTION

The Council, at its discretion, may direct an unannounced or limited-announced visit to occur at an institution about which it has received complaints, adverse information, when general operations of the institution may be called into question, or for the purpose of quality assurance review, once the Council has been informed of the institution's intent to not reapply for accreditation. If serious adverse information or complaints are received, consistent with the procedure outlined in the At-Risk Institutions' Group (ARIG) section of this Manual, an unannounced or limited announced visit will be conducted. See *Accreditation Criteria – Section 2-1-805 and Appendix B - Procedures and Guidelines for Unannounced Visits*.

PROCEDURES

An unannounced or limited-announced visit may be scheduled for any of the following reasons:

- ACICS receives recurring or serious complaints/adverse information which may indicate possible non-compliance with ACICS standards
- The institution is on financial reporting with no evidence of financial improvement for three quarters
- Council Directed as a result of institutional review
- Directed by the At-Risk Institutions' Group (ARIG) as a result of a collective review of all risk factors including the above issues, and as outlined in the ARIG procedures (Chapter 27).
- To ensure compliance with ACICS standards through a current grant of accreditation if an institution chooses not to seek reaccreditation.

STEP ONE – CONFIDENTIAL INVITATION TO STATE AND US DEPT. OF ED

A confidential invitation should be sent to the appropriate State/licensing agency, and the U. S. Department of Education (if appropriate), to advise them of the scheduled visit,



communicate the reason for the review, and invite their participation. This formal invitation should be sent after a call to facilitate more direct collaboration.

*If conducting a limited-announced visit, a visit memo must be sent to campus administration 24 hours prior to the visit. If the visit falls on a Monday, the visit memo must be sent on Friday.

STEP TWO – CONFIDENTIAL TEAM COMPOSITION AND VISIT PREPARATION

The team members will be invited to participate and information shared as needed concerning the nature of the visit and the need for confidence (fully unannounced). The team must be composed of seasoned evaluators and may include a commissioner, depending on the circumstances leading up to the visit. A team memo summarizing the review and communicating logistics, consistent with other visit preparation processes, must be sent.

STEP THREE - PRE-VISIT MEETING

A pre-visit meeting, the evening before (ideally) or the morning of, the visit must be conducted to brief the team on the institution, the background of the issues, and the review format onsite. Pertinent information and relevant documents must also be shared.

STEP FOUR – ONSITE EVALUATION

Upon arrival at the campus at approximately 9am (to allow for a full day of review), ask to speak with *the* on-site administrator.

NOTE: *If the institution refuses to permit the on-site unannounced visit evaluation to take place, the Council will direct the institution to SHOW CAUSE why the accreditation should not be withdrawn by SUSPENSION (Appendix B).* The staff member should contact the Vice President of Accreditation and/or the President immediately to share this information so that a recommendation can be presented to the Executive Committee concerning the issuance of the directive.

Taking into account the circumstances that triggered the visit as a determinant for the level and breadth of review, the following will be included as appropriate:

(1) Examine the following records:



- Most recent Campus Accountability Report (CAR) and Summary of Placement Verification (PVP) Submissions
- Current catalog and any supplements
- Current class schedule
- Most recent team visit report and institutional responses
- Copy of any government correspondence on reviews and responses
- List of faculty and staff and their personnel records
- Sample of pertinent student records
- Copy of all promotional materials and access to Web sites
- Files and correspondence on complaints and adverse issues
- Other files related directly or indirectly as appropriate to the primary reason for the visit

(2) Interview selected groups of students. Speak with student, and proctor the student survey, if possible (as applicable).

(3) Visit selected classes in session. Interview faculty without the administrator(s) present.

If there are State/Federal/Licensing Agency observers, collaborate with them on the specific areas of the review that is of particular interest to them. They may also observe meetings with the institution and staff briefings.

STEP FIVE – EXIT REPORT

At the conclusion of the visit, an exit summary should be provided to the administrators. Point out Council policies and procedures concerning unannounced/limited-announced visits, and possible actions by the Council. **NOTE:** The administrator should be provided with a copy of the visit invoice at that time. The visit is a flat fee consistent with the other visit-related fees. *See Schedule of Fees*

STEP 9 – VISIT REPORT

A report of the visit will be prepared and sent to the institution. The drafting of the visit report is coordinated by an assigned team chair or staff with input from team members. A



response will be required to any findings identified. Council may take one of the following actions:

STEP 10 – POST-VISIT CORRESPONDENCE

Prepare appropriate correspondence to the institution communicating Council action. Council's action will be consistent with those outlined in Chapter 3, Council Actions, of the *Accreditation Criteria*.



CHAPTER 51: VOLUNTARY WITHDRAWAL OF ACCREDITATION

INTRODUCTION

An institution must notify the Council when it chooses to voluntarily withdraws its accreditation from ACICS. Often the voluntary withdrawal may be due to the institution's plans to seek accreditation with another accreditation agency, or discontinue its accreditation with ACICS if it has accreditation with multiple agencies. This notice is generally sent to, or received by, the President and/or Vice President of Accreditation, who will forward to the assigned staff for prompt review and processing.

PROCEDURE

STEP 1: PROCESSING OF MAIL OR E-MAIL

Stamp the letter the date that the letter was received via USPS, UPS or FedEx. Place it in the mailbox of the appropriate AID staff person. If received by e-mail, forward to the assigned AID staff person.

STEP 2: ACKNOWLEDGEMENT OF NOTIFICATION

The notice of voluntary withdrawal must have been signed by the institution's CEO or leadership (President/Director) in order to be acknowledged by ACICS. Any notification from compliance personnel or other non-decision making persons will not be accepted, and the institution must be contacted for an updated notice of withdrawal.

Send the official acknowledgement of voluntary withdrawal to the institution. The staff person assigned to process voluntary withdrawals is required to include the following in the acknowledgment of the withdrawal:

- Reason for the voluntary withdrawal, if provided
- Effective date of withdrawal



If the institution/campus is under any show-cause or adverse action at the time of the withdrawal, it must be recorded in the acknowledgment of withdrawal.

The processing of the voluntary withdrawal must be completed within 30 days from the receipt of the notice of voluntary withdrawal. However, staff will complete within three weeks of receipt to ensure compliance and monitoring.

STEP 3: INFORMED PARTIES

The official acknowledgment template is found in SharePoint under AID/Documents/AccreditationandInstitutionalDevelopment/Templates/Institution-Campus ClosureandVoluntaryWithdrawalAcknowledgments. The letter is sent to the CEO or president/director. Copies will be sent to the following:

- U.S. Department of Education representative at aslrecordsmanager@ed.gov
- U.S. Department of Education Title IV region representative
- The appropriate state representative
- The institution's new accrediting body, if applicable
- ACICS staff person in charge of website management
- ACICS President

STEP 5: WEB POSTING AND INSTITUTIONAL DATA MANAGEMENT

The website manager is blind copied on the formal acknowledgement to the institution for publishing on the Voluntary Withdrawal webpage with the following information: Name of the Institution/Campus, Location, ID Code and Effective Date.

File the institution's notice of voluntary withdrawal and ACICS' acknowledgment of withdrawal letter in the institution's electronic data management account, in a new "Voluntary Withdrawal" folder. Update Personify campus/institution accounts to be marked as "Withdrawn."



CHAPTER 52: VOLUNTEER EVALUATOR PROGRAM

INTRODUCTION

ACICS is committed to ensuring volunteer evaluators are competent and knowledgeable individuals, qualified by education and experience in their own right, and trained on their responsibilities, roles, ACICS standards, policies, and procedures to conduct on-site evaluations. Volunteer evaluators apply ACICS policies and provide input to Council on an institution's compliance or noncompliance with standards affecting branch inclusion, initial grants of accreditation, renewal grants of accreditation, new programs including those being offered through distance education, changes of ownership/control, and quality assurance monitoring visits. (See Section **2-1-401** Selection of Team Members of the *Accreditation Criteria*).

DEFINITIONS

Areas of expertise.

Areas of expertise are defined as:

- Student Relations (SR), which requires experience managing, monitoring, and calculating student satisfactory academic progress (SAP) at a postsecondary education level, and experience with the submission and validation of the ACICS Campus Accountability Report (CAR).
- Educational Activities (ED), which requires administrative-level experience reviewing credentials for faculty assigned to teach general education courses and application of general academic-related criteria.
- Distance Education (DE), which requires experience and education in the management, instruction, and curriculum development of postsecondary distance education online and electronically delivered programs.



Specialty - fields.

Specialty fields refer to the federal government's Classification of Instructional Programs (CIP) identified by our member institutions. The CIP table is maintained in the database and edited as needed during the initial accreditation application process or new program application process submitted by existing members. The CIP table includes the six-digit number and the CIP title. Evaluators align themselves with one or more of the CIPs during the registration process. Program specialists will be vetted to have current or recent direct engagement in a significant manner with postsecondary teaching and/or research.

Evaluator status.

There are five potential statuses that an evaluator's record in the database can reflect; only one will allow the evaluator to be systematically selected during the team composition process.

Active status is assigned by staff to applicants who have submitted all required documents and completed the training requirements. This status will allow the system to select an evaluator during the visit assignment process.

Inactive status is assigned by staff to evaluator applicants who do not comply within a reasonable period of time to the document or training requirements. This status is also applied to an active evaluator if (1) they request to be removed from our database, (2) they have blatantly violated the Canons of Ethical Behavior, (3) they have repeatedly demonstrated ineffective skills as evaluators, or (4) their contact information is invalid and ACICS has received no contact by the evaluator within a reasonable period of time.

Initial status is automatically assigned by the system when an applicant first registers to become an evaluator. This status will not allow the applicant to be selected for visit assignments.

Pending Docs status is assigned by staff to indicate an applicant who has not submitted all of the required documents. This status will not allow the applicant to be selected for visit assignments.



Pending Workshop status is assigned by staff to indicate an applicant that has submitted all required documents but has not completed the training requirement. This status will not allow the applicant to be selected for visit assignments.

Independent Contractor Agreement and Canons of Ethical Behavior.

The Independent Contractor Agreement outlines the terms of the volunteer evaluator as an independent contractor and informs them that they will receive a 1099 for any honorarium paid during the tax year. The Canons of Ethical Behavior state the responsibilities and expectations of a volunteer evaluator. Applicants are required to affix a wet signature to the attestation stating they have read and will abide by these terms before they can become an **active** evaluator.

PROCEDURE

Minimum qualifications require five years of relevant experience and appropriate educational credentials in each field or discipline they are assigned to evaluate; adherence to our Independent Contractor Agreement and Canons of Ethical Responsibility; and training. Experience may be comprised of administrative experience, teaching, or curriculum development in a postsecondary educational environment; or professional experience in the program field (or some combination of these types of experience). Education, including licensure or certification, will be specific to the program field or discipline.

RECRUITMENT

Evaluator recruitment is conducted by the evaluator management team. The evaluator management team systematically monitors the need for additional evaluators in existing fields or areas of specialties or new evaluator specialty areas. The Vice President for Accreditation runs periodic needs analysis reports to maintain an adequate pool of qualified evaluators in each specialty field and area of expertise.

An immediate needs analysis report is run to capture evaluators and programs with less than 1:1 ratio. An extended needs report is run each cycle to identify changes to the existing pool due to new programs, new branches, or initial applications. Recruitment should be concentrated on these areas for at least one year from the new program, new branch, or initial application approval to build up an adequate pool of available subject specialists. An annual needs analysis



report is run prior to the winter travel cycle to capture possible deficiencies in the pool for institutions seeking new grants.

The ideal ratio for each specialty field is 3 evaluators to each program offering that specialty. Emergency needs arise when the depth of the pool does not fit the needs for any one travel cycle. There are several factors that may cause an evaluator to cancel last minute or for several evaluators, in one or more specialty fields, to be unresponsive to invitations or unavailable to serve. Emergency needs are reported to the Evaluator Manager and Vice President for Accreditation as soon as the coordinator is made aware of the need.

Recruitment methods include referrals from staff or existing evaluators, postings on volunteer boards (e.g. Idealist.org), contacting member institutions, exhibition booths at State Agency Meetings, and direct phone calling.

REGISTRATION & REQUIRED DOCUMENT SUBMISSION

Individuals seeking to become an evaluator must register at www.acics.org / Evaluators / Proceed to registration page. Instructions for registering can be found on the website at [www.acics.org/Evaluators / Becoming an Evaluator](http://www.acics.org/Evaluators/BecominganEvaluator).

Evaluator applicants must submit key documents to a dedicated e-mail address stated on the website and in communications sent to interested applicants. The address is evaluatormanager@acics.org. Staff routinely monitors this account and saves documents on the shared drive (U/EVALUATORS/resumes and ICA) and hyperlinks the documents to the applicant's record in the database. This information is available for all staff to view.

- **Independent Contractor Agreement and Canons of Ethical Behavior.** All evaluators are required to agree to the terms of the Independent Contractor Agreement and the responsibilities and expectations outlined in the Canons of Ethical Behavior. A wet signature is required on this document. Applicants who have not submitted this document will be contacted by staff via e-mail. The applicant will be given 30-60 days to comply. During this period the applicant's status will be changed to ***Pending Docs***. If documents are not received within a reasonable period of time, the applicant will be notified that their status has been changed to ***Inactive*** and they will be required to notify ACICS before reapplying.



- **W-9.** An official, signed W-9 must be submitted to ACICS accounting department for tax purposes. This document is used to generate a 1099 at the end of each tax year for any honorarium paid to an evaluator.
- **Resume.** Evaluator applicants are required to submit a current resume or curriculum vitae containing dates of employment, employment responsibilities or roles, and education. The resume or CV is used to substantiate the applicant's specialty field(s) or areas of expertise.

EVALUATOR TRAINING

Evaluator training is conducted during their initial registration and throughout their service with ACICS through multiple channels.

Initial Training.

Individuals have the ability to view the evaluator training at any time; however, it is a requirement of those seeking to become an evaluator. Evaluator training involves the review of pertinent ACICS accreditation materials and attendance at a live webinar. The training objectives include an overview of what accreditation is and ACICS's role in the accreditation triad; the agency's mission and standards, referred to as *ACICS Accreditation Criteria*; the agency's accreditation process and the evaluator roles and responsibilities within this process; the visit process, including what an evaluator can expect pre-, during, and post visit; methods used to identify areas of non-compliance, and how to write a finding statement.

Applicants will receive an invitation through Go-To-Webinar to attend the live training session and complete a final assessment before they are deemed ready to serve (account made *Active*). The training webinar is facilitated by an accreditation staff member and relevant training materials are shared with the participants, including a copy of the presentation, prior to the session. These materials are maintained in the Evaluator folder in SharePoint for routine review and update. Certificates of completion are created and sent to each participant following the live session.

Ongoing Training

The Evaluator (newsletter) is a form of communication used to inform evaluators of *criteria* changes. It is also used to reinforce areas that are identified by travel staff as needing to be reinforced.



The Pre-Visit Meeting Orientation - This document will be updated following every Council meeting, as appropriate, for facilitation by the staff coordinator with the team during its required pre-visit meeting. Items covered include all final criteria changes that will impact the onsite review; procedural enhancements; clarification on the implementation of standards, etc.

On occasion a subject specialist's status will be moved to **active** and he/she will be allowed to participate on an evaluation team without completing the formal training webinar if there was an emergency need. The evaluator will receive on-site training of their roles and responsibilities with respect to ACICS standards and processes, with mentoring by the staff and team chair, and are required to complete the training within six months of the visit date.

SYSTEM SETUP AND COMMUNICATION TO APPLICANT

ACICS staff routinely monitors records received in **initial** status and subsequent documents sent to the dedicated e-mail account at evaluatormanager@acics.org. Staff contacts the applicant via e-mail welcoming them to the volunteer evaluator manager program (see e-mail template) and notifying them of any missing documents and/or the next step in the process. Staff makes the appropriate status change and contacts the evaluator manager team responsible for vetting qualifications.

Staff enters the following information into the database throughout the registration and vetting process: the date of receipt of the resume, Independent Contractor Agreement (ICA), W-9, and training surveys. In addition, staff attaches the ICA and resume to the applicant's record in the database and communicates to the applicant. Staff will change the applicant's record to **active** following the final training session, provided all required documents have been submitted and their qualifications have been vetted.

VETTING

Vetting is conducted by the evaluator manager or Vice President for Accreditation. Applicants' resumes are used to substantiate stated specialty field(s) and/or areas of expertise. Evaluators must demonstrate five years of experience and education in each specialty field or area of expertise identified during the registration process. The vetting process includes reviewing the specialty fields and areas of expertise stated captured in the *accredited programs*



tab during registration and making adjustments by deleting or adding specialty fields or areas of expertise; noting these changes in the applicant’s record in the *demographics* tab; and inserting the date qualifications are vetted in the *evaluator* tab. Evaluators select the specialty field(s) in which they want to be vetted during the registration process and the evaluator management team confirms or denies their qualifications in each field. Program specialists will be vetted to have current or recent direct engagement in a significant manner with postsecondary teaching and/or research.

The system visit module matches each program in the accredited programs listing for the school being visited to evaluators with the same CIP at the same credential level or higher. Refer to the Evaluator Management Manual for detailed instructions on the vetting process.

EVALUATION

Evaluation Submission

Active evaluators selected to serve on a visit team are evaluated by staff following each cycle and by peer team members through a web-based evaluation tool. Staff evaluations of evaluators are submitted via an excel worksheet and submitted to the evaluator manager. Staff names are removed from the evaluations before the evaluations are shared with all staff.

Grading

There are nine areas reviewed during the evaluation. Each category is graded from one to five using the following scale:

- 1 unacceptable
- 2 needs improvement
- 3 average
- 4 above average
- 5 exceptional

Categories

The categories used for evaluation purposes were derived from the evaluator training objectives and the Canons of Ethical Behavior. The categories and descriptions are:

Preparation & Timeliness	Respected visit schedule; reviewed relevant pre-visit materials; discussed areas of non-compliance when discovered; completed report by the end of the visit.
Organ. Skills	Was aware of responsibilities as a team member; prioritized duties; reviewed questions; shared concerns; allotted enough time to deal with concerns.
Interaction with Team	Was easy to work with, independent, not disruptive; discussed areas of non-compliance and concerns with team members; offered assistance to others.
Interaction with Institution	Was pleasant and considerate to faculty, staff, and students; performed required duties in a professional manner; dressed appropriately for business in accordance with ACICS



	standards.
Writing Skills	Used complete sentences and appropriate format; made minimal grammatical errors; answered questions completely; elaborated on citations.
Knowledge of Criteria	Recognized areas of noncompliance; requested citation numbers and correct verbiage; documented why areas were out of compliance.
Ethics	Adhered to Canons of Ethical Responsibility.
Strength of Expertise	Demonstrated knowledge of subject matter, including curricula, program objectives, instructional tools, and equipment.
Adherence to Travel & Reimb. Policies	Responsive to requests from staff; abided by travel policy; demonstrated respect for all individuals involved in the visit process.

Preliminary Evaluation Review

The evaluator manager reviews all evaluations submitted and identifies those graded less than average in any one of the 9 areas. The current evaluations for those graded less than average is combined with all past evaluations for each individual and presented to the Evaluation Review Team.

Evaluation Review

The Evaluation Review Team, chaired by a designated staff, is tasked with reviewing the evaluations received for the most recent evaluation cycle and establish appropriate actions to address the areas of deficiency. The team meets within a month following the conclusion of the evaluation cycle.

The team will determine, by process of consensus, actionable steps, if necessary, to address the areas of concern. The actions set by the evaluation review team are:

Action	Results of Action
No action	The evaluation master list is edited to reflect the decision of the evaluation review team.
Placed on monitoring status	The evaluation master list is edited to reflect that this evaluator has shown deficiencies in one or more areas of evaluation and is being monitored for improvement. This status is for internal purposes only and is designed to be used by staff when composing a team.
Evaluator contacted and further clarification requested	The evaluator manager contacts the evaluator and reviews the evaluation. The evaluator manager seeks clarification from the evaluator and determines the action necessary. The evaluation master list is edited to reflect the action determined by the evaluator manager and communicated to the evaluator.
Evaluator contacted and remedial training requested	The evaluator manager contacts the evaluator and reviews the evaluation. Remedial training is requested to address the area of deficiency. The evaluation master list is edited to reflect the decision of the evaluation review team. <i>For example, if knowledge of the criteria is the area of deficiency for an evaluator who has served on more than one visit, we may require that evaluator to listen to the training module 3 and complete the survey as evidence of completion of the training.</i>
Evaluator record is edited	The evaluator manager may contact the evaluator or may edit the evaluator record without contact. The evaluator qualifications will be edited as deemed necessary. The evaluation master list is edited to reflect the decision of the evaluation review



	team.
Evaluator contacted and status changed to <i>inactive or pending</i>	The evaluator manager contacts the evaluator and reviews the evaluation. The evaluator is asked to respond to the deficiency and informed of the status change. The change may be temporary or permanent, depending on the severity of the behavior. The evaluation master list is edited to reflect the decision of the evaluation review team.
Review is moved to Evaluator Policy Review Committee	The evaluator manager will present the concern of ethics violation to the Evaluator Policy Review Committee. Contact with the evaluator will be done by the evaluator manager. The Evaluator Policy Review Committee will determine the appropriate action. The evaluation master list will be edited to reflect the Evaluator Policy Review Committee decision.

Results of actions taken by either the Evaluation Review Team will be posted to the master evaluation data and made available to all travel staff for guidance with team composition.

PROFESSIONAL DEVELOPMENT

ACICS is required to maintain a professional pool of qualified evaluators. Evaluators from our member institutions remain current in their areas of expertise or subject fields through their affiliations with our member schools. ACICS has access to their professional development summary through their institutions; however, public evaluators are required to provide this evidence every two years to maintain an *active* status. In addition, if their subject field requires licensing or certification, ACICS requires evidence of current license or certification status.

Types of Professional Development

Evaluator qualifications are vetted to a subject field and/or area of expertise. Professional standards for these specialty fields vary. Acceptable forms of professional development are seminars or workshops in the subject field, membership in professional organizations, CEUs necessary to remain licensure or certification, or evidence of faculty (adjunct or full-time) status in postsecondary institutions.

Submission of Evidence of Professional Development

Volunteer evaluators have the ability to view their subject fields from the member website [logon/My Account/Accredited Programs]. Areas of expertise - student relations (SR), educational activities (ED), and distance education (DE) - are not viewable through the member website but can be obtained by contacting ACICS, Evaluator Manager or Vice President for Accreditation. Areas of expertise qualification guidelines can be found on our website - Evaluators / Becoming an Evaluator.



ACICS requires disclosure of professional development every other year of active status by public evaluators. Evidence of professional development should be received by January 1, 20XX. Reminder notifications of professional development are sent via e-mail in November.

Accepted forms for Submitting Evidence of Professional Development

Evidence of professional development can be submitted in varied forms; however, the ACICS prefers one of the following three:

- Option 1: Submission of a current or updated resume or CV, demonstrating activity in areas of expertise or subject fields.
- Option 2: Provide ACICS with a list of qualified subject fields (obtained from the ACICS website) and professional development activities for each field over the past two years.
- Option 3: Submission of a standard professional development form required of a current employer, provided it satisfies each area of expertise and/or subject field aligned with the volunteer evaluator.

EVALUATOR RECRUITMENT

In order to successfully maintain a qualified pool of volunteer evaluators, recruitment must be ongoing and continuous and requires periodic review. The Vice President for Accreditation, or a designee, has the responsibility of internal and external recruitment tasks. Internal recruitment involves communication with travel staff on needs analysis and posting of those needs to our website. Travel staff may approach individuals at member institutions during a visit and solicit interest in the volunteer evaluator program. The individual(s) are contacted by and invited to submit an application to serve.

External recruitment involves communication with key membership personnel, other accrediting agencies, non-member institutions with programs in areas of need, and professional organizations.

Needs Analysis

A primary task of the Vice President for Accreditation is to maintain a current list of areas of need within the volunteer evaluator pool. This needs analysis is obtained by running key reports out of the database. One report available in Personify is the *Count of Program, Evaluator and Institution Export*. This report lists each member institution ID, name, state, classification



(C), and their respective program(s) as well as active evaluator IDs, name, state, classification (I) and their respective specialty fields. Through a series of sorts, one can ascertain a count of programs offered at our member institutions and corresponding evaluators qualified in that subject field. A series of ratios can be developed to ascertain “high need” areas as well as general need or no need areas. Depending on various factors a ratio of less than 1:1 qualifies as a “high need” area and solicits immediate attention.

Recruitment Communication Methods

Member Schools. When an area of *high* need develops, ACICS contacts our member institutions with programs in those areas via e-mail. The e-mail is a standard template which reminds the member institutions of their responsibility as an ACICS member to assist in the peer review process. The recipients of this communication are most commonly the school presidents/directors or department chairs. On occasion this e-mail will be sent to corporate offices.

Non-Member Schools/ Professional Organizations. A standard notice using Constant Contact has been created to send to non-member postsecondary institutions and/or professional organizations when recruiting volunteer evaluators in specific fields. This information provides a brief explanation of ACICS, the benefit of the volunteer evaluator program, and a request for assistance in filling a *high need* area. This method of communication either follows a voice-to-voice conversation or is followed by a voice-to-voice attempt.

High Need Areas Triggered by Initial Applicants.

When initial applicants applying for accreditation offer a program or programs that are not in the current CIP table, the staff member approving these institutions communicates these needs to the Evaluator Manager and Vice President for Accreditation. The evaluator manager submits a request to have the new CIP added to the database table and the Annual Institutional Review table and communicates back to the staff member when this task is completed. These programs immediately become a *high need* area and recruitment procedures enacted. Initial applicants are also asked to supply ACICS with 3-5 names of individuals who are not affiliated with their institution and who have qualifications in the subject field. This list of individuals is contacted by ACICS and, if willing to serve, qualified according to ACICS minimum standards.



High Need Areas Triggered by New Program Applications

When a member institution submits a new program application that is aligned with a CIP currently not in the database's active CIP table, the staff member approving the program will contact the Evaluator Manager and Vice President for Accreditation. The evaluator manager submits a request to have the new CIP added to the database table and the Annual Institutional Review table and communicates back to the staff member when this task is completed. This program immediately becomes a *high need* area and recruitment procedures enacted.

EVALUATOR REIMBURSEMENT

Evaluators are required to submit expenses incurred during a visit through the agency's online expense reimbursement tool, Concur. Valid travel expenses are outlined in the Evaluator Procedures and Guidelines (page 13) and are discussed during evaluator training.

All other relevant Evaluator policies and procedures are outlined in the Evaluator Procedures and Guidelines (Pink Book) Manual, a working copy maintained in SharePoint and a current copy published on the web site for public information.



CHAPTER 53: WEBSITE

INTRODUCTION

The ACICS website (acics.org) supports the mission and purposes of the Council by providing on-line access to information and resources about accreditation and the Council.

Through the development and maintenance of an integrated website, ACICS seeks to:

- (1) Provide accurate, pertinent, and accessible information and resources to all users.
- (2) Promote itself as a reliable authority on accreditation.
- (3) Promote and highlight the quality and accomplishments of its institutions.
- (4) Promote and publish its activities, news, etc.

A primary purpose of the ACICS website is to ensure that timely, accurate and fair information regarding the accreditation status of institutions holding grants from ACICS is conveyed or made available to principle stakeholders. Those stakeholders include the general public, the U.S. Department of Education, the licensing or regulatory authority for the state in which the institutions operates or serves students, and the accreditation community.

NOTIFICATION OF INITIAL AND NEW GRANTS (RENEWALS)

In order to fulfill the organizational purpose of the ACICS website, all decisions to award initial or new (renewal) grants of accreditation must be conveyed in writing to the Department, appropriate state agencies and accreditors within 30 days of the decision. Furthermore, the same notification must be posted on the ACICS website for access by the public within 30 days of the decision.

NOTIFICATION OF FINAL ADVERSE ACTIONS

In order to fulfill the organizational purpose of the ACICS website regarding final decisions to deny, withdraw, suspend, revoke or terminate grants of accreditation, or place an institution on probation, the information must be conveyed in writing to the Department, appropriate state agencies and accreditors within 30 days of the decision. However, the



notification of a final adverse action as described above must be posted to the ACICS website for access by the public within 24 hours of the notification made to the institution.

PROCEDURES

GUIDELINES FOR REQUESTING CHANGES TO ALREADY DEVELOPED WEB PAGES

1. Please complete the Website Update Request Form and all *required fields for each web page that you wish to update. All updates and changes to existing web pages must be submitted using this form. Once completed, submit the form (including Inserted Files) for each URL to webteam@acics.org. This form can be found in the public folders in Outlook. (See Appendix C)
2. Make sure you specify the URL (web address) for each web page in the space provided.
3. The easiest way to ensure your information is posted correctly is to send us the full edited text which we will copy and paste, rather than have us edit pieces of existing copy word for word.
4. Before submitting any documents that will be downloaded from the site, please fact check, spell check, and grammar check all information prior to submission for posting. The Web Team is not responsible for errors within these documents.
5. Format text to include bolded and *italic type* where you prefer.
6. This includes linking from specific points within text to other internal pages or third-party websites. Indicate links by underlining the linking point.
7. Acronyms and ACICS-speak should be avoided. When necessary, such words or phrases should be defined and/or explained.
8. If the Web Team has to reformat a document in order to web-enable it, the document will be compared to the original to ensure that the only changes that appear are intentional. The content owner will review the changes and promptly notify the Web Team of any changes from the original.
9. Put the complete URL of the page to be updated in the SUBJECT LINE of each e-mail. Your e-mail will be returned without a URL in the SUBJECT LINE. Each e-mail with URL will be its own project.

GUIDELINES FOR THE CREATION OF NEW INFORMATION



To introduce new pages on the web, follow these steps:

- A. The designated staff must outline the content in written format and forward for review and approval by the leadership prior to submission to the Web Team.
- B. Before submitting any documents that will be downloaded from the site, please fact check, spell check, and grammar check all information prior to submission for posting. The Web Team is not responsible for errors within these documents.
- C. Submit a Website Update Request Form to the Web Team with your pre-approved content to review project scope and establish an estimated completion time.
- D. The request should include requested functionality, site objective, images, target audience, and content.

TIMELINE FOR COMPLETION

- A. The length of time it will take to produce your web page(s) depends on many factors. This can be discussed when you submit your items.
- B. All content must be submitted at a reasonable amount of time prior to posting. Questions regarding project duration, prioritizing, and resources can be addressed with the Web Team.
- C. Requests must also include relevant information regarding priority, including special announcements and notifications concerning the posting. However, the Web Team retains the right to prioritize user requests.
- D. Your request may not be granted if you send individual files through e-mail without attaching a Website Update Request Form.
- E. Updates that consist of 1-2 pages should be posted within 1-2 business days and within 3-4 business days for 3-5 pages. Those who provide content that is more than five (5) pages will be contacted when the update is complete. Updates that only include fixing errors such as grammatical or spelling will be done within 1-2 business days.
- F. Time sensitive material must be submitted at least 2 weeks prior to the date of the material.

All related questions or inquiries should be directed to the webteam@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-99



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

Please explain how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

The self-study report was prepared by a team of people composed of The Board of Directors and [REDACTED] the Campus Director, with input from the staff in each campus department. We began working on the report under the supervision of [REDACTED] who coordinated and organized the preparation.

[REDACTED] and the Board of Directors provided information regarding the following: Institutional Profile, Mission, Objectives, and Institutional Effectiveness, Organization, Administration, Finances, Educational Facilities and Distance Education.

[REDACTED] Administrative Assistant gathered the data and information from each department and transferred the information into the draft report. Later, [REDACTED] Campus Director's Assistant worked with the Director on the final draft.

[REDACTED] the Admissions Representative provided information regarding the Admissions Process, Relations with Students and Recruiting.

[REDACTED] the Dean of Education/Program Director assisted with the information regarding the Standards of Satisfactory Progress and the Educational Activities section.

[REDACTED] provided information regarding the transcripts and official documents needed in the student's files. He also gathered and analyzed the placement data and both the Graduate and Employers Satisfactory Surveys.

[REDACTED] the Librarian and the Librarian Assistant [REDACTED] provided information about the Library, Materials, Resources and Publication sections.

[REDACTED] the IT Manager, provided input regarding the Distance Education Program and the software information and platforms as well.

The faculty, both on campus and distance Education instructors, provided information regarding the Educational Activities section.

The institution views the document as a planning document for the future as a foundation for the plans, goals and objectives we have set for CENSA International College for the upcoming years. The document is also viewed as a support for the Institution's Mission. It provides a guide to reflect how we can better serve the needs of our students and the community through our flexible program offerings and community involvement.



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process



ACICS Application for Accreditation– PART II

Future Plans for the Institution

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

We at CENSA International College have a schedule of improvement for the next three years.

1. In order to provide better accommodations, space and services to our students and the community and be prepared for the growth expected in our programs, we are planning to move to a larger more comfortable site by the end of 2015.
2. Through excellence and dedication, we are working on obtaining accreditation with none or minimum tags for the 2015-2016 period.
3. After our accreditation is completed and approved, we are planning to apply for and be able to provide financial aid to our students for the 2016-2017 period.
4. We are planning to provide student visa I-17 to foreign students.
5. Obtain programmatic accreditation for Nursing Program is part of or plan for next year (2016-2017).
6. We are planning on creating another undergraduate degree program and another Master degree level program for the 2016-2017 period.
7. We are planning on hosting the IV Annual International Health Conference organized by the mother institution as part of their International program.

Ideas for the improvement of the organization are gathered from all students and staff who provide their feedback at different moments during their contact with the institution.



ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: CENSA International College
Address: 3420 West 84th St. Hialeah FL 33018
ACICS ID Code: 00248377
Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name:
Main Campus Address
Main Campus ID Code:

History of accreditation with ACICS and with other agencies:

Censa International College (CIC) has been licensed by the Commission for Independent Education, (CIE) since 2010 and the Florida Board of Nursing since 2013. The institution began the accreditation process with ACICS in the winter of 2014 when the President of the institution attended the initial workshop.

Brief history of the institution:

Censa International College is an international school which began in 2010 as CENSA Miami Institute offering programs in the area of computers and languages. In late 2012, in response of the needs of the Florida job Market, several health related programs were introduced including Nursing and Practical Nursing. Presently the institution offers an Associate Degree in Nursing (ASN), a complete Bachelor in the Science of Nursing (BSN) program and a bridge program to transition Registered Nurses (RN) to a Bachelors Degree. As of January 2015, with the approval of the Commission for Independent Education, CENSA Miami Institute changed its name to CENSA International College (CIC) and with the new name came an expansion to the Orlando area with a Branch Campus offering an Associate Degree in Nursing (ASN), a complete Bachelor in the Science of Nursing (BSN) program, a bridge program to transition Registered Nurses (RN) to a Bachelors Degree and a Hospitality and Tourism Management program. In July 2015, the main campus in Miami was also approved to offer a Master in International Business Administration, Hospitality and Tourism Management, and as a Nurse Assistant program. One of the Board members of CENSA International College is also the founder of CENSA Colombia, which has 13 campuses all over Colombia, one Argentina and Costa Rica respectively. CENSA International College is part of the International structure but each campus operates independently.

List of recent (past three years) complaints or adverse actions and current status:

CIC has not have any complaints or adverse actions taken since its beginning in 2010.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

Presently CIC has two Strategic Alliance Agreements to provide Continuing Education Courses with Innerwork Personal Development Group to offer a Certifications of Addictions Professional Course (CAP), and a second one with Supernatural Business School to provide a course on how to invest in the Stock Market. There is also an articulation agreement with American Corporate University, a sister college in Colombia.

List of international activities:



As part of an International School System, CENSA International College has participated in several activities at international level in Colombia, Argentina and the United States. The following is a list of international activities CIC has participated in during the last three years:

2012 - First International Symposium on Health

Medellin, Colombia

November 23, 24

CENSA's Presentation: Alzheimers Disease: Prevention, Present Treatment and Future

2013 - ACIET's Presidents Mission: Higher Education - USA,

Miami FL

September 1st through 8th.

CENSA's Presentation: Education System in the USA.

2013 - Second Annual Symposium on Health

Medellin, Colombia

September 25, 26

CENSA's Presentation: Health Care Reform in the USA

2014- Third International Symposium on Health

Mendoza, Argentina

November 13, 14

CENSA's Presentation: Addiction Treatment and Rehabilitation Modalities in the USA

2016- CIC plans to conduct the 4th Annual International Symposium on Health at the Miami Campus during the second quarter of 2016.

2016 - Global Trade Chamber and CIC

CENSA International College Campus

January 14, 2016 3:00 pm to 5:00 pm

Topic: Referral Exchange Program

Description and scope of distance education activities: Hybrid Fully Online

In 2014, CENSA International college began offering Hybrid (theoretical courses online/clinical hours onsite) Bachelors of Science in Nursing program and a fully online RN to BSN program for those students who already hold a Registered Nurse license but wish to further their studies and complete a Bachelors of Science in Nursing. Both programs are also offered fully on-ground at the campus. The ability for the student to choose the delivery of content provides alternatives for lifestyles convenience in completing their studies. Course objectives, content, and assessments are typically the same, regardless of the mode of delivery.



We are offering a Hospitality and Tourism Management Diploma Program and an International Business Administration Masters Program. Both of these programs are offered fully online or fully on-site. 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 MOODLE Web-learning Management System that enables educators to manage course materials and to communicate with students. With MOODLE, students can take or submit surveys, quizzes, essays, and tests; send and receive e-mail, with their instructor, post messages to threaded discussions, and chat rooms, can create groups and teams for project or committee work, and upload assignments using online dropboxes. The MOODLE platform connects with the CENSA International College Campus Management System, Student Tracking and Records System (S.T.A.R.S.) to which students may also access to check their progress and grades at any time during the course.

Prior to taking their first online course, students are required to watch the mandatory New Student Orientation Videos detailing onsite office hours, Support Staff information, Online Library Resources Network (LIRN) access, S.T.A.R.S online virtual tour and MOODLE Platform introductory virtual tour. Additional to these videos, students receive an Online Student Manual sent to their institutional email which also discusses the particular effort and time required for online learning, effective strategies for success online, and describe the hardware and software students are required to have available at home to be able to participate in an online classroom.

Participation in Federal Financial Aid Programs: Yes No

INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: New Director of Nursing: [REDACTED], replaced [REDACTED] RN.

Change of Ownership: None

Program offerings: On July 2015 the CIE approved the following programs: Nursing Assistant, Hospitality and Tourism Management, and a Master in International Business Administration.

Curriculum: Addition of curricula for the new programs approved.

Institutional delivery: New Programs Online

Other changes: Moving to a new location in December 2015.

New address: 4481 NW 167th St. Miami Gardens, FL 33055

1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

When the school was first open, the Board of Directors took the mission of their sister school in Colombia and adapted it to the needs of CENSA in Miami to comply with the requirements of the Commission for



Independent Education, the educational needs of the community at that time and how the school was envisioned in the future.

1.2 State the institution's mission and supporting objectives.

CENSA International College's main objective is to offer programs of education for the workforce and human development that contributes to the improvement of the quality of life for our community. We also want to strengthen the competency of our students as employees or entrepreneurs by developing their potential and commitment to the improvement of society at large.

1.2.1 Cite where it is found in the catalog.

The mission of the institution is cited on page 4 of the catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

One of the objectives of our mission is to strengthen the competency of our students as employees or entrepreneurs by developing their potential and commitment to the improvement of society at large. By doing so we ensure that the education that they receive, which includes significant hands on experience in their career field, aims directly to exercise their skills and knowledge in a professional way.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The campus facility, mode of delivery and instructional programs are structured in such way that not only the institution but also the students are able to achieve the objective of getting an education for the workforce and human development that at the end will improve the quality of life of our community.

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

Faculty: The faculty's role is essential in the implementation of the institution's mission. They impart knowledge to the students, serve as mentors and encourage the students to continue with their educational goals. The faculty provides feedback to the administration and assure that the student receives the proper training, skills and education to go out into the job market and be competitive and successful which is a component of the institution's mission.

Financial Resources: In order for the institution to succeed, the financial resources are needed to support and maintain the administration's mission. They provide financial support, payroll, salaries, building maintenance, materials and supplies needed. CIC has the advantage of having the financial support of the international mother institution which has been a financial back up when needed.

Physical Plant: The physical plant is also essential in the mission of the institution. It is well maintained, strategically located for easy access from main highways and streets for the students and the community. It has the appropriate amount of bathrooms and is handicapped accessible. The administration, admission offices are centralized for the convenience of the students. Classrooms are equipped with projectors, blackboards, computers and tools to make a comfortable learning environment. There is a library and an auditorium for activities such as workshops, trainings, graduations and community events. A courtyard is available for staff, faculty and students for break and study times as well. Vending machines are also available. A video camera system is in place inside the building and we are in the process of installing videovisveillance outside of the building.

Administration and Management: The responsibility of The Administration and Management is to ensure that the institution promotes a proper learning environment for the staff, faculty and students. They develop the policies and procedures and monitor the compliance on a continuous basis. They align those policies and procedures to support the institutional mission.



Educational Activities: The institution coordinates several activities a year in order to promote the educational growth of the students such as lectures, Health Fairs, Community Educational activities in which the students participate as volunteers and provide free services to individuals, and educational conferences where invited guests speak about topics related to education. CIC also participates in international health conferences and symposiums as part of its mother institution educational program.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

The Campus Director, Program Directors, and a staff representative meet once a year to review and discuss if the campus is fulfilling its educational mission and meeting the needs of the community. In addition, the board members meet twice a year with the Campus Director, and Program directors as well where the mission can be reviewed.

- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

By following the Standards established by the CIE, ACICS and other licensing and regulatory entities.

- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

The Board of Directors has a meeting scheduled for January 2016 to review the institution's mission and possible change in the supporting objective and mission if needed.

INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?

The CEP was a team effort. The Campus Director, [REDACTED] provided the financial and economic information. The Registrar, [REDACTED] provided the GPA's and SAP. The school inventory and equipment information was provided by [REDACTED] the Campus Bursar. The Admissions representative, [REDACTED] provided information regarding the admissions process and referrals. Most of the curricula and structure of programs was provided by the then Dean of Education, [REDACTED]. The Administrative Assistant, [REDACTED], coordinated all sources of data and did the initial draft and subsequent corrections.

Meetings were also held with faculty and input from employers via surveys is taken into consideration as well.

- 1.7.1 Who is responsible for implementing and monitoring the plan?

The Campus Director along with the Dean of Education are responsible for implementing and monitoring the plan.

- 1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:2013 Rate:Retention: 80.39% Placement: 0%

Year:2014 Rate:Retention: 72.22% Placement: 65.38%

Year:2015 Rate:Retention: 76.85% Placement: 93.22%

Explanation (if necessary)

Placement in 2013 was 0% as this was the year the Nursing program started and the first graduation took place in June 2014.

- 1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

Prior to 2013 CENSA was offering non-degree programs such as Basic Computer Skills, ESL, Medical Billing and Coding, and data from those years is not available. We have complied and exceeded the State of Florida



Requirements for Retention and Placement. Compared to nearby schools, our percentages are very competitive with other schools in the area.

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 70% Placement: 70%

1.10.1 What factors were taken into consideration when developing these goals?

Average of previous three years for both goals

Employment rate in the area

The fact that the institution does not accept financial aid which affects students who can not continue enrollment due to financial problems

1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

Accreditation is a plus which motivates students to seek enrollment and stay in the institution.

Improvement in passing licensure rates have increased which is well seeing by the prospective employers.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

The Graduate Satisfaction Surveys.

b. Level of employer satisfaction

The Employer Satisfaction Survey

c. Student learning outcomes

SAP, CGPA, tests, quizzes, projects, assessments from faculty and the STARS Software Program and finally passing the licensure exam.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

Graduates complete an anonymous Graduate Satisfaction Survey when they come in to pick up their diplomas or transcripts. The data is collected and tabulated for review and if needed, an action plan is developed and implemented.

b. Satisfaction of employers

Employers are surveyed via the Employer Survey Satisfaction by email, in person or telephone to determine their level of satisfaction with the employee's knowledge and skills. The data is collected and tabulated for review and if needed an action plan will be developed and implemented.

c. Student learning outcomes

Licenses: Data is collected from the PEARSON VUE Software from the NCBSN Examinations Board. We utilize the data and create plans to improve our educational processes.

SAP: It helps us monitor the students current status and intervene via academic advice in order to assist the student in continuing with their educational goals.

CGPA: We continually monitor the student's GPA's in order to provide academic advice if needed.



Tests, Quizzes, Projects, assessments from faculty: These tools are utilized in order to assess the students knowledge and progress. It assists the faculty in reviewing the material taught and provide additional mentoring or practice in a weak area.

STARS Software Program: It assists us in maintaining accurate records and thus monitor the student's progress.

1.13 How is the campus effectiveness plan evaluated?

The Board members, Campus Director and Program Director meet once a year to evaluate the Plan.

1.13.1 What is the schedule for evaluation?

The meeting is held in the month of January.

2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff 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 implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

The governance is run by the Board of Directors. They develop the policies and ensure that everyone complies with them. There are three Board members on the Board. One of the Board Members also serves as the Campus Director. CENSA International College LLC, is solely owned by [REDACTED] (President and Campus Director in Miami and Orlando), [REDACTED] (President and Owner of CENSA in Colombia and Vice-President of CENSA International College) and [REDACTED] all of which are the sole members of the Board of Directors.

Please see catalog page 5.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

The staff and faculty receive an orientation at the time they begin working with the institution. they also receive a Staff and Faculty Handbook as well. each position has a job description with specifications as to who they report to and an annual evaluation is conducted with each individual. The result of the evaluation is filed in the staff/faculty file.

2.2.1 How is this documented?

The employees sign a document stating that they received the Staff/Faculty handbook and their job descriptions. this information is palced in their files. They also receive their annual evaluations and they are placed in their files as well.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

Every staff member knows they are responsible for their individual duties and report of them on a daily and weekly basis to the Campus director. A staff meeting is held at least once a month to disseminate new information and present reports from staff. The faculty report to the Dean of Education on a weekly basis and they are monitor via class observations and students surveys.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.



The staff is informed and made aware of the institution's policies which are also included in the staff/Faculty Handbook and of the consequences of not adhering to them. The Academic Freedom is discussed with the faculty at the time of hiring and is discussed in the faculty handbook as well.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

The Academic Freedom is communicated at the time of hiring, in faculty meetings, and is stated in the Staff/Faculty Handbook.

2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

The grievancies, policies and procedures are stated in the Staff/Faculty Handbook and in the School Catalog for Students. It is communicated at the time of orientation to the students, staff and faculty also during staff meetings.

2.7 Describe any plans for the improvement of the organization.

We at CENSA International College have a schedule of improvement for the next three years.

1. Moving to a larger more comfortable site by the end of 2015.
2. Obtain accreditation with none or minimum tags (2015-2016).
3. Be able to provide financial aid to students (2016-2017).
4. Be able to provide student visa I-17 to foreign students.
5. Obtain programmatic accreditation for Nursing Program (2016-2017).
6. To create another undergraduate degree program and another Master degree level program (2016-2017).

Ideas for the improvement of the organization are gathered from all students and staff who provide their feedback at different moments during their contact with the institution.



3. 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 record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The Campus Director, [REDACTED] who holds a Doctorate Degree in Psychology and is a Licensed Clinical Social Worker. [REDACTED] previously owned and managed YA Consulting Services, a Social Services Company, was also an administrator at One Plus One Florida, one of the oldest Home Health companies in South Florida and a Director of Clinical Services at Windmoor Healthcare of Miami and Bayview Center for Mental Health.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

The Campus Director meets with the Board members once a year to discuss action plans and ways to improve the quality of the programs of study. The Campus Director also meets with the Program Director to discuss the current curriculum and address the job market needs and demands. They also receive input and suggestions for changes and improvements from the faculty and staff.

b. Student activity programs

The student activities are coordinated, implemented and supervised by the Admissions, Placement staff and the Campus Director.

c. Guidance services

The institution provides guidance to the students from the moment a student comes to enroll. The Admissions representatives provide guidance and orientation to the student mainly during the first two weeks of enrollment. The Registrar provides guidance regarding the student's schedule, grades and progress with their courses especially when the grades decline and the student is considering the option of dropping out. The faculty provide guidance to the student regarding their progress in the course, grades, tardiness, absenteeism, problems arriving at school, etc., The Program Director provides guidance when the student is demonstrating poor performance, has personal, family and emergencies, that affect his/her schoolwork.

d. Financial aid services

CIC does not participate in the Federal Title IV as of yet.

e. Instructional procedures

The program Director and the faculty members evaluate the Instructional Procedures, including but not limited to: curricula, faculty dashboard, on-site or online guidelines, lesson planning, etc.

f. Instructional resources

The Campus Director and the Program Director review and evaluate the need of instructional resources. Materials are purchased as needed by the Finance Department based on needs reported by faculty and staff during supervision and/or meetings.



- 3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?
The transcripts and Degree Diplomas are in the personnel files and are kept in the administration area.
- 3.4. What records are kept relative to the following areas:
- a. Financial aid activities
N/A
 - b. Admissions
Enrollment agreement, copies of transcripts, students picture ID's, student admission form, and high school diploma are in the student's files.
 - c. Curriculum
Program's curricula are stored an accessible in the institution's Academic Management System (S.T.A.R.S) through the administration, faculty and student dashboards .
 - d. Guidance
The confidential guidance information is in our STARS Student Management System.
 - e. Library or instructional resources
All the textbooks for the courses are catalogued and classified with its respective label and bar codes. We utilized the KOHA Software System. Students at CENSA have access to the Library and Information Resources Network (LIRN) through the student's dashboard which contains other databases such as Academic OneFile, PROQUEST, AEBSCO, PUBMED, GALE Reference Virtual Library, PROQUEST LION, and the EDUCATOR's Reference Complete.
 - f. Instructional supplies and equipment
Instructional supplies and equipment are ordered as needed and are kept in storage until needed for use. A yearly inventory is maintained for accuracy.
 - g. School plant
All records of maintenace to our facility are kept in the Director' Office.
 - h. Faculty and staff
The faculty and staff files are ket under key in the Campus Director's office.
 - i. Student activities
Student activities are documented and kept in the Admissions Department.
 - j. Student personnel
The Sudent Files are kept under key in an individual locked room in fire proff cabinets.
 - k. Campus Accountability Reports
The CAR is kept electronically in our system and a hard copy is kept in the Director's office as well.
- 3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.



The student files are organized with tabs in a specific order following a checklist. The order of tabs and documents in the files is as follows:

Tab 1: Transcripts

Tab 2: Enrollment Agreement/Financial/ID/TEAS/

Tab 3. Consent Forms

Tab 4. Clinical Requirements

Tab 5. Certificates

- 3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

N/A

- 3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

We request the GED or High School Diplomas from all students. We also request by mail the official transcripts from transfer students applying for the two year Academic Associate or Bachelors Degree. Foreign students must present original copies of degrees/transcripts translated and evaluated by a member of the National Association of Credential Evaluation Services.

- 3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

When there is the suspicion that a credential is not legitimate, the school directly requests the credentials via certified mail and searches the legitimacy of the school with the licensing authorities.

- 3.7. What grading system does the campus employ to indicate student progress?

The grading system is the American Scale which is described in the catalog.

- 3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

Our unit of credit is the semester credit hours.

- 3.7.2. How does the campus ensure that a transcript is maintained for each student?

Each student transcript is maintained in the student file.

- 3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

CENSA uses the following grading system:

A= 90% - 100%

B= 80% - 89%

C= 75% - 79%

D= 60% - 74%



F= 59 or below

which is consistent with the campus catalog.

- 3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Student's files are kept under lock in the records room in fire proof cabinets. Staff records are kept under lock in the Campus Director's Office. CENSA uses electronic means (Quickbooks) for maintenance of all financial records which are backed up every day by Quickbooks.

- 3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

Training Masters is the company that provides us with the S.T.A.R.S campus Management System. Our records are kept in their servers. We also utilize Google Drive to keep our electronic data and records.

- 3.9. How long are student records maintained by the campus?

The student records of students who are enrolled are maintained permanently. The records of the students who apply but do not enroll are maintained for one year.

- 3.10. Describe any plans for improvement in the administration.

1. Hire additional support staff as we grow.
2. Assure that all key personnel has his/her own office in the new building.
3. Adjust schedule of key personnel to cover evening office hours.
4. Ensure that all staff gets at least six hours of in services/training on their area.



4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

At least 18 years of age.

- Registration fee (\$100.00).
- High School Diploma, GED or its equivalency.

(GPA 2.5 or higher). This is waived for Transfer students from another Higher Education Institution or professionals from other countries with their appropriate equivalency in the United States who submit a Foreign Credential Evaluation from a member of the National Association of Credential Evaluation Services.

- An interview by one of the members of the Admissions Committee will be conducted to determine student's ability to understand and communicate within the learning environment.
- Students whose first Language is not English and are not able to pass the Admissions Interview, must present original proof of passed TOEFL (63 or Higher) or take and pass the Institution's Institutional TOEFL with score of 450 or higher.
- Submission of a completed enrollment application.

4.1.1 Does the policy differ based on the credential awarded or program of study?

Yes, the Nursing Program has additional requirements including but not limited to: Taking and passing the test of Essential Academic Skills (TEAS), with a score of 75 or greater, a background check within 3 months of admissions, physical exam within six months, CPR and first Aid Certifications, and Liability Insurance if applicable.

The Master in International Business Administration requires a Bachelor's Degree in Business Administration or closely related field.

4.1.2 Explain how the admissions policy adheres to the institution's mission.

By ensuring that all students who enroll in CENSA comply with the admissions criteria established for each program, we also ensure that our graduates develop the competencies necessary to contribute to the quality of life of our community which goes along with our mission.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

N/A

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

The campus maintains the original enrollment documents on the student's file: enrollment agreement, application, High school diploma or GED, official transcripts, copy of the ID and Social Security card.

**4.4 Describe the student recruitment program.**

Presently, CIC gears its recruitment program in the most commonly used social media: Google, Facebook, Twitter, Instagram, etc. We also advertise on TV, radio, FBON Journal, and local papers. We also participate in local health and community fairs, career fairs at local high schools, and direct mail to perspective candidates.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

Admission reps are first oriented to the institutions mission, vision and policies and procedures for admissions and in general upon hiring. Then within three months of hiring, they are required to take the Admissions Compliance Training for Florida Career Institutions, (4 hours) offered by state authorized entities. Thereafter, during staff meetings, they are informed of any new changes in policies and additional training available. They have a fixed salary, no commissions, and are monitored by the Admissions Committee composed of the Campus Director, the Dean of Education/Program Director and Office of Registrar.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

CENSA International College reserves the rights to accept credits from other institutions. Acceptance of credits will be determined on a case by case basis depending on course content, number of hours, how long ago the course was taken and comparability to standards as determined by the admissions committee. Transfer of credits will not be granted for a core course in Nursing older than 5 years. For all other programs transfer of credits will not be granted for courses older than 10 years. CENSA International College will grant full prerequisite credits to foreign physicians or professional nurses who want to enroll in the ASN or BSN programs provided that they can submit proof of their credits/degree translated and evaluated by an authorized credential entity. In addition, they must demonstrate the ability to understand, speak and write in the English language by passing the TOEFL Exam (63 or Higher) or take and pass the Institution's Institutional TOEFL with score of 450 or higher to determine competency in the language or adhere to CENSA International College's policy on learning in a language other than English.

Students will be granted up to 45 credits towards their ASN and up to 45 credits towards their BSN for coursework completed at any licensed institution or combination of institutions. For the RN to BSN program, CENSA International College will accept up to 60 credits, which will be granted based on an Active RN License. CENSA International College will accept a maximum of 12 credits for any course work completed by an examination, such as a College Level Examination Program (CLEP) approved by the College Board or the Challenge Examinations offered by CENSA International College.

4.6.1 Where are these policies and procedures published?

These policies and procedures are published on the institution's catalog on page 12 which is also available on the webpage of the institution.

4.6.2 Describe any articulation agreements with other institutions.

Presently CIC has two Strategic Alliance Agreements to provide Continuing Education Courses with Innerwork Personal Development Group to offer a Certifications of Addictions Professional Course (CAP), and a second one with Supernatural Business School to provide a course on how to invest in the Stock Market. There is also an articulation agreement with American Corporate University, a sister college in Colombia.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

This information is published in our webpage.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.



Students are notified during orientation of CIC's of articulation agreements with other schools and the mechanisms in place to transfer credits from one institution to another. This information is also available on our webpage.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

- 4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The Program Director is responsible for administering the Standards of Academic Progress (SAP). [REDACTED] is responsible for the Nursing Associate, Bachelors and RN to BSN Nursing Programs. He holds a Bachelors Degree in Nursing from Florida International University, a Bachelors Degree in Psychology and a Masters in Nursing Education from Walden University. [REDACTED] has over 20 years of experience in the area of Nursing and Supervision. He worked as a Registered Nurse Field Supervisor for Satff Builders and Caring Associates, Inc., was a Registered Nurse Case Manager/Supervisor for Genesis Home Health and is currently a Floor Supervisor for North Shore Medical Center.

[REDACTED] is responsible for the Masters in International Business Administration Program. He holds an Associate Degree from Broward College in Business Administration, An International Affairs Bachelors Degree from Florida State University and a Masters Degree from Nova Southeastern University.

[REDACTED] is responsible for the Hospitality and Tourism Program. He holds a Bachelors Degree in Business Administration from Caracas University and a Masters Degree in Advertising and Marketing from the University of Texas.

- 4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

The student must maintain satisfactory academic progress according to school policy. Students falling below the minimum passing grade of "C" or in danger of failing will be called for an advising session. Academic progress will be monitored by the instructor of each program on an Academic Progress Report. Both practical and written examination must have a minimum passing grade of "C". Students who fall below the passing grade are permitted to retake the examination(s) within a reasonable timeframe established by the instructor. If the student fails the examination(s) the second time, he/she will be called for advising by the Dean of Education and will be placed on academic probation for thirty (30) days.

- 4.8.1 Who reviews the student's records and advises the student?

The program Director reviews the records and advises the student.

- 4.8.2 Who monitors probation?

The Program Director monitors probation.

- 4.8.3 How is attendance verified?

Attendance for both online and on-site programs is verified through our campus management system Student Tracking and Records System, (S.T.A.R.S.) where faculty can enter attendance on a daily basis.

- 4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

The Campus Management System S.T.A.R.S is designed to allow faculty to determine the weight of each assignment, exam, homework and discussions; once this is done the system automatically calculates the student's GPA upon verification of course completion.

FINANCIAL RELATIONS



- 4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

CENSA International College will award a one-time \$10,000 grant to nursing students who apply and qualify for this grant; are starting ASN and BSN program from the beginning and/or are not transferring more than 6 credits from other Institutions. In addition, CENSA International College will award a onetime \$5,000 grant to nursing students who enroll in the ASN and BSN programs and/or are not transferring more than 45 credits and to students enrolled in the RN to BSN program who meet the criteria under any of the following categories:

Single parent.

- Head of household.
- Minority.
- First in family to pursue higher education.
- Students who qualify under the D.R.E.A.M. Act.
- Veterans.

Criteria to be met under each category Single parent status

- Survived intimate partner abuse and has been separated from abuser a minimum of one year or;
- Has been legally divorced or separated for more than one year and is the parent responsible of one or more children. Head of household
- You are married or unmarried on the last day of the previous year and
- You are able to show proof of the above status with a copy of your income tax return.
- You paid more than half of the task of keeping a home for the year and
- One or more dependents lived with you in the home for more than half of the year. Minority
- Any person of African-American descent.
- Any person of Hispanic descent.
- Any person of Native-American descent.
- Any person of Asian descent. First in Family to pursue Higher Education
- Both of your parents must not have earned a Bachelor's degree from any University/College or;
- You live with stepparents or relatives who do not have a Bachelor's degree but one of your biological parents do and you are the first sibling to pursue Higher Education.
- You are the first sibling to pursue Higher Education. Development, Relief and Education for Alien Minors (DREAM Act)
- Must have entered the United States before the age of 16.
- Must not be older than 31 years of age.
- Have lived continuously in the United States for at least five years.
- Have not been convicted of a felony, a significant misdemeanor or three other misdemeanors.
- Is currently in High School (Senior Year) or has graduated from an American High School or earned a GED. Veterans Must be a US Citizen or Legal Resident.