

**COMMISSION REPORT AUGUST 2010 FROM
THE STANDARDS AND POLICY REVIEW COMMITTEE (SPRC)**

Provided below is a synopsis of the Commission's actions on ACCET policies at the August 2010 meeting to include: (1) a call for comment by the membership, (2) finalized document approvals, and (3) approved documents, pending approval of ACCET standards by the membership. It is noted, as a reminder, that the Commission's Standards and Policy Review Committee (SPRC) undertakes a review of every policy that has not been subject to review for a period of five years.

Call for Comment Solicited

(The draft documents and call for comment form are available on ACCET's website)

- **Document 3.FLT – Foreign Language Training (Excluding Intensive English Programs) Template:**

Proposed is a new document to be utilized as an overlay template to Document 3.2 – Analytic Self-Evaluation Report be completed by institutions offering foreign language training for avocational purposes (excluding IEP Programs). The template expands upon specific ACCET Standards by adding Specific Field Criteria and Supplemental Questions/Statement, in order to elicit a more relevant and valid self-evaluation of the institution and emphasize those standards where unique characteristics are identified.

- **Document 12 – Annual Report & Enrollment Statistics:**

Proposed changes include: (1) adding a section to affirm whether the institution's information on the ACCET website/database is accurate and correct; and (3) clarifying directions for calculating and reporting participant clock hours.

- **Document 25 – Policy for New and Revised Curriculum:**

Proposed are changes that were identified during the process of converting to an electronic web-based program application process to include: (1) changing the title to "Policy for a New or Revised Program/Course"; (2) clarifying that ACCET institutions must use the Carnegie clock-to-credit conversion for academic purposes; (3) modifying the definition of IDL to be consistent with Document 3.IDL – Interactive Distance Learning Template; (4) adding to the Interactive Distance Learning (IDL) section, the paragraph from the IDL Template regarding limitations on IDL enrollments; (5) making more consistent the exhibits to be submitted with all program applications (Document 25.1, 25.OAD, and 25.IDL); (6) modifying and, in most instances reducing, the data elements requested for program revisions requiring a partial application; (7) defining "general market area"; (8) requesting the submission of the Document 25.1 instead of a letter of notification for minor program revisions to facilitate the consistent reporting and recording of program data in the database.

- **Document 26 – Review and Approval of Additional Locations:**

Proposed are changes that were identified during the process of converting to an electronic web-based application process to include: (1) establishing a formalized application process for approving seasonal classrooms utilized for avocational Intensive English Programs; (2)

facilitating the approval, reporting, and recording of seasonal classrooms; and (3) editing the document for purposes of consistency and clarity.

- **Document 26.5 – Application for Seasonal Classroom Approval:**

Proposed are changes that were identified during the process of converting to an electronic web-based application process to include: (1) establishing an application for the approval of seasonal classrooms utilized for avocational Intensive English Programs; and (2) facilitating the approval, reporting, and recording of seasonal classrooms.

Finalized Document Approvals

The following revised documents were approved by the Commission. These approvals were granted after a careful review and consideration of the prior call-for-comment solicitation or in such cases when the Commission determined that only the most minor changes were made.

- **Document 4 – Application for Accreditation:**

Consistent with Document 27 Addendum – Guidelines for Filing Financial Reports: Alternative Financial Reporting, a change was made to request institutions eligible for Alternative Financial Reporting (e.g. Dale Carnegie Franchises) to submit financial statements for the two most recent fiscal years.

- **Document 3 Templates:**

Changes were made to the following documents utilized as overlay templates to the Documents 3.1, 3.2, 3.2/3.ESL, and 3.3 for institutions offering specific types of programs to include: (1) revisions to the introductory sections for purposes of consistency and simplicity; and (2) additions, deletions, and modifications to the questions/statements to be addressed under pertinent ACCET standards:

- **Document 3.NAH – Nursing and Allied Health:** No substantive changes were made.
- **Document 3.MT – Massage Therapy:** Changes included modifying the specific criteria and questions under Standard II-C – Personnel Management and moving them to Standard IV-A – Educational Goals and Curricular Objectives.
- **Document 3.OAD – Occupational Associate Degree:** No substantive changes were made.
- **Document 3.IDL - Interactive Distance Learning:** Changes included: (1) revising the description of interactive distance learning to be consistent with Document 25 – Policy of New and Revised Curriculum; and (2) adding questions/statements regarding: (a) the method for determining program length in clock hours and credit hours, if applicable; and (b) the authentication of a student’s work (assignments, tests, evaluations).

- **Document 3.VESL – Vocational English For Speakers of Other Languages (VESL):** Changes included modifying: (1) the title of the document to “Vocational English as a Second Language (VESL)” and (2) the definition of VESL.
- **Document 3.ESOL – English for Speakers of Other Languages (ESOL):** Changes included: (1) changing the name to “Intensive English Program (IEP) Template”; (2) modifying the description of Intensive English Programs; (3) moving the supplemental questions/statements under Standard II D - Records to Standard II A - Governance; (3) deleting duplicative questions/statements; and (4) modifying the Specific Field Criteria under Standard V B - Externships/Internships to state that, "In accordance with SEVIS regulation, no externships/internships may be conducted as part of the institution's course/program offerings to non-immigrant students under the institution's Form I-20".

- **Document 6 – Faculty and Administrative Personnel Form:**

A change was made to clarify that an institution may document the experience and training of its faculty and staff by: (1) completing Document 6 in its entirety or (2) completing Section I of Document 6 and attaching it to a resume.

- **Document 8 - Request for On-Site Examination Team Visit and Document 8.1 - Request for Special Visit:**

A change was made to consolidate the visit request forms into a single document to facilitate the conversion to a web-based accreditation process.

- **Document 12 Attachment – ACCET Reportable Events:**

For purposes of clarity, changes included: (1) changing the document name to “ACCET Reporting Requirements”; (2) modifying the annual submission date for Document 12.1 – Annual Statistical Self-Evaluation from March 31 to April 30; and (3) modifying the format, order, and wording of the document.

- **Document 12.1 – Annual Statistical Self-Evaluation:**

Changes were made to: (1) change the name of the report to “Annual Completion & Placement Reporting” to more aptly describe the contents; (2) change the submission date from March 31 to April 30; (3) eliminate the question regarding the accuracy of ACCET’s website information and move it to Document 12 – Annual Report & Enrollment Statistics, which is required of all institutions, not just vocational institutions; and (4) request information about the institution’s procedures for validating training-related employment relative to continuing employment.

- **Document 13 – Bylaws:**

The change was to allow a Commissioner to serve up to two additional years, granted in one-year increments, if such extensions are determined by the Commission to be necessary to the

effectiveness, structure, or continuity of the Commission, whereas currently, a single one-year extension may be granted. This change provides some much needed flexibility in keeping terms sufficiently staggered such that the value of experience developed over time is maintained at a high level with minimal disruption such as could occur in 2011 with five of our eleven Commissioners completing their final term. Additional changes were made to Section 5.3 Terms of Commissioners to eliminate references to: (1) numerical designations and (2) the adoption of an implementing policy.

- **Document 25.1 - Application for Curriculum Revision/Addition and Document 25.2 – Checklist for Application for Curriculum Revision/Addition:**

Changes included: (1) changing of the document names to “Application for a New or Revised Program/Course”; and (2) making more consistent the exhibits to be submitted with Document 25.1, 25.IDL, and 25.OAD.

- **Document 25.2 – Checklist for Application for Curriculum Revision/Addition:**

Changes included: (1) changing the document name to “Checklist for Application for a New or Revised Program/Course”; and (2) making more consistent the exhibits to be submitted with all new program applications (Document 25.1, 25.IDL, and 25.OAD) to facilitate the conversion to a web-based application process.

- **Document 25.OAD – Application for Occupational Associate Degree Program:**

Changes were made to facilitate the conversion to a web-based application process by making make more consistent: (1) the exhibits to be submitted with all new program applications (Document 25.1, 25.IDL, and 25.OAD); and (2) the language used to request these exhibits.

- **Document 25.IDL- Application for Interactive Distance Learning Program:**

Changes were made to facilitate the conversion to a web-based application process by making make more consistent: (1) the exhibits to be submitted with all new program applications (Document 25.1, 25.IDL, and 25.OAD); and (2) the language used to request these exhibits.

- **Document 26.3 – Application for Classroom Extension Approval:**

The change was made to require the submission of an occupancy certificate and/or evidence of fire safety inspection with the application for a classroom extension.

Approved Documents, Pending Membership Approval

- **Document 2 – Standards for Accreditation:**

As part of the five-year review process, an initial review of the current ACCET standards was conducted by SPRC at the December 2009 meeting, based upon a thorough analysis of the results of an ACCET Standards Review Survey. This extensive survey indicated that minor modifications to the standards, but not substantial revisions were warranted. Following the December meeting, SPRC forwarded the proposed revisions to the ACCET Standards for review by: (1) an Ad Hoc Advisory Committee with representation from 11 member institutions, (2) Task Force of Commissioners, and (3) ACCET Staff. Further changes were proposed for consideration by SPRC and the full Commission at the April 2010 meeting. Upon review, the Commission approved the proposed changes to go out for comment.

Following the call for comment, the Commission approved the revised ACCET Standards without further changes at the August 2010 meeting, pending approval by the membership at the November 1, 2010 Business Meeting in Savannah, Georgia during the 2010 ACCET Annual Conference. Proposed changes to the ACCET Standards include:

- Clarify that written policies and procedures are required under Standards II-C – Personnel Management; V-A Instructional Methods; VI-C Instructor Orientation and Training; and VII-B Enrollment;
- Make minor edits to Standards II-B Goals; II-D Records; II-F Professional Relationships; III-A Stability; III-B Financial Procedures; IV-D Curriculum Review/Revision; and VIII-C Participant Satisfaction.
- Modify the following standards, as follows:

I-A	<u>Mission</u> : Specify that an institution’s mission must be: (1) clearly stated and made public and (2) consistent with the Principles of Ethics for ACCET Accredited Institution.
II-C	<u>Planning</u> : Clarify what elements must be contained within an institution’s one-year and longer-range plans.
III-C	<u>Financial Assistance/Scholarships</u> : Clarify that: (a) all student financial assistance must be awarded in a fair and equitable manner and (b) policies and procedures governing financial assistance/scholarship must be written.
V-B	<u>Externships/Internships</u> : Consolidate externship/internship under this single standard.
V-C	<u>Equipment/Supplies</u> : Add reference to learning resources in the heading and body of this standard.
V-D	<u>Facilities</u> : Simplify and clarify the language.
VI-A	<u>Qualification of Instructional Personnel</u> : Clarify that instructional personnel meet all relevant federal, state, local, and/or industry-specific requirements.

VI-B	<u>Supervision of Instruction</u> : Clarify that regular classroom observation be documented and effectively utilized to enhance the quality of instruction.
VII-C	<u>Transfer of Credit</u> : Clarify that policies and procedures must address the transfer of credit to and from the institution.
VII-D	<u>Student Services</u> : Itemize possible student services to be provided students.
VIII-A	<u>Student Progress</u> : Clarify that: (a) an institutions must effectively monitor, assess, and record student progress utilizing the sound assessment system required under Standard IV-C <u>Performance Measures</u> , and (b) institution must publish clear requirements for satisfactory progress, utilize sound written policies and procedures to determine students' compliance with these requirements, and document the results.
VIII-B	<u>Attendance</u> : Clarify that: (a) an institution must establish and implement written policies and procedures for monitoring and documenting attendance and (b) attendance policies must be effective in ensuring that student participation and preparation are consistent with expected program performance outcomes.

- **Documents 3.1, 3.2, 3.2/3ESL, and 3.3 – Guidelines for Preparing an Electronic Analytic Self-Evaluation Report (eASER):**

- A. **eASER Questions/Statements**: Changes included additions, deletions, and modifications to the questions/statements to be addressed under each ACCET standard in Document 3.1, 3.2, 3.2/3ESL, and 3.3. At its April 2010 Meeting, the Commission approved the revised document to go out for comment. Following the call for comment, additional changes were proposed including: (1) modifying questions/sections under Standard V B – Externship/Internship in Documents 3.1, 3.2, and 3.2/3ESL; (2) changing the name and number of Document 3.2/3 ESL (ESL/Avocational Institutions) to Document 3.4 – Avocational Institution Offering Intensive English Programs (IEP); and (3) revising questions/statements contained in the new Document 3.4 (fka 3.2/3ESL).
- B. **eASER Introductory Sections**: Additionally, the introductory sections of each of the following versions of Document 3 were substantially revised as part of the process of converting to a web-based submission process.
 - **Document 3.1 – eASER Vocational Institutions**
 - **Document 3.2 – eASER Avocational Institutions**
 - **Document 3.2/3 ESL – eASER ESL/Avocational Institutions**
 - **Document 3.3 – eASER Dale Carnegie Institutions**

Changes included: (1) simplifying the document name from “Guidelines for Preparing an Electronic Analytic Self-Evaluation Report” to “Analytic Self-Evaluation Report”; and (2) consistently organizing the introductory sections as follows:

- Preparing an ASER/BASER – Introduction;
- Definition/description of institution type (e.g. Vocational Institutions, Avocational Institutions, etc.);

- ASER Development;
- ASER Format and Construction;
- ASER Submission with On-Site Visit Request

At the August meeting, the Commission approved the revised documents (including the questions/statements and introductory sections), pending approval of the proposed ACCET Standards.

- **Articles of Incorporation:**

Changes were proposed by ACCET's General Counsel to consolidate the original (1974) and subsequent updated (1994) version of this document in the form of amended and restated Articles of Incorporation, with the terms outlined in the ACCET Bylaws.