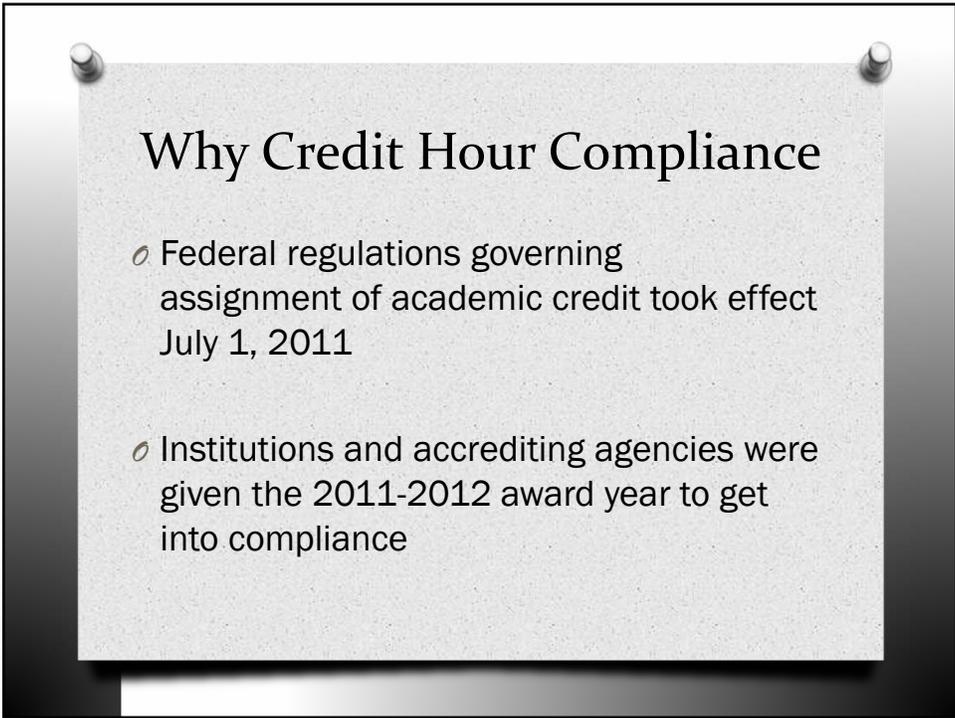


Implementing Credit Hour Compliance to Forward Campus-Wide Assessment

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Why Credit Hour Compliance

- o Federal regulations governing assignment of academic credit took effect July 1, 2011
- o Institutions and accrediting agencies were given the 2011-2012 award year to get into compliance

Federal Credit Hour Definitions

- o **Awarding one academic credit unit requires:**

- o **SH:** 1 hour of classroom or direct faculty instruction & a minimum of 2 hours of out-of-class student work each week for 15 weeks
- o **QH:** 1 hour of classroom or direct faculty instruction & a minimum of 2 hours of out-of-class student work each week for 10-12 weeks

- o "Institutions and accrediting agencies are responsible for properly implementing the credit hour regulatory requirements that are effective July 1, 2011. **The Secretary understands that institutions and accrediting agencies face challenges in implementing these new requirements. For the 2011-2012 award year, as long as an institution or accrediting agency is in the process of complying with these provisions, we will consider the institution or accrediting agency to be making a good-faith effort to comply,** and Department staff will take this effort into consideration when reviewing an institution's or accrediting agency's implementation of the regulations. Accrediting agencies and State approval agencies whose written policies, procedures, criteria, and materials are not finalized prior to July 1, 2011, may make reasonable allowances in their review of institutions during the 2011-2012 award year. "

- o Dear Colleague Letter, 3/18/2011

Implementation Timing

- o HLC chose to implement this requirement within the existing comprehensive site visit schedule
- o Due to a mistake *on their part*, HLC moved NLU's comprehensive site visit up more than one year
 - o So we had about 4-5 months to prepare for a comprehensive site visit & federal compliance audit in September 2012

Step 1: Baseline Audit

- o Summer 2012
 - o An NLU Faculty team undertook to draft some basic guidelines & audit a representative sample of courses
 - o This baseline audit revealed some significant areas of non-compliance, although we were "generally" (70-75%) in compliance
 - o Using the draft guidelines & baseline audit results, we formulated and presented to the site team a 3-phase plan for 100% compliance

Step 2: Formulate Implementation Plan

- o One-year plan
 - o The expectation was that the worst cases of non-compliance would be identified and either revised or eliminated within one year
 - o Total or 100% compliance was expected to take two years
- o Three Phases
 - o Phases 1 & 2 are by definition faculty-driven
 - o Phase 3 is tactical & logistical; concurrent with Phases 1 & 2

Phase 1 (Faculty Driven)

Identify components of course modalities: FTF, Online, Blended, Independent Study, & Internship./Practica
Deliverable: Descriptive Chart

Define in-class and out-of-class components
Set expectations for time-on-task in all modalities
Deliverable: Descriptive Chart

Phase 1

REQUIREMENTS	OPPORTUNITIES
Faculty identify IN-CLASS and OUT-OF-CLASS student learning activities	Faculty share ideas about conceptual frameworks that guide teaching and learning
Faculty recommend ESTIMATED TIME ON-TASK for all in-class and out-of-class student learning activities	Faculty share pedagogical strategies and time-on-task expectations, expanding repertoire of best teaching practices for all faculty
	Faculty define the working definitions for in-class and out-of-class time in all formats

Phase 2 (Faculty Driven)

Define all instructor/student activities and the average time that the task will take.

Use the defined times to audit all NLU courses to ensure compliance.

Review all programs and revise as necessary.

Create program curriculum maps and identify specific assessment (or series of assessments) that assess program and university student learning outcomes.

Phase 2

Requirements	Opportunities
Faculty AUDIT course offerings to determine credit hour compliance	Faculty re-visit courses to ensure content and pedagogy is timely, relevant, comprehensive, authentic, and sufficient
Faculty REVIEW programs and make necessary revisions	Faculty revise programs as necessary to ensure quality and sufficiency
Faculty create CURRICULUM MAPS and ASSESSMENTS that insure desired student competencies will be mastered	Faculty identify concepts & themes that: <ul style="list-style-type: none"> *Pervade and connect program courses *Characterize specific program courses *Interface with other programs to provide an interdisciplinary experience *Can be assessed authentically

Phase 2: University- Wide Course/Curriculum Audit

- o Audit began 30 January 2013
- o All winter term classes will be audited
 - o All teaching faculty will audit each of their classes in Winter 2013
- o Audit forms are electronic
 - o data is collected digitally
 - o Forms are available through D2L, SharePoint, & via email
- o Director of Assessment is available to assist with completion
 - o will visit campuses each week to provide assistance and answer questions

In-Class and Out-of-Class Hours Calculation Charts

Undergraduate Classes		
Quarter Hours Awarded	Required "In-Class" Direct Instruction Time	Required Out-of-Class Time
1	10 hours	20 hours
2	20 hours	40 hours
3	30 hours	60 hours
4	40 hours	80 hours
5	50 hours	100 hours

Graduate Classes		
Semester Hours Awarded	Required "In-Class" Direct Instruction Time	Required Out-of-Class Time
1	15 hours	30 hours
2	30 hours	60 hours
3	45 hours	90 hours
4	60 hours	120 hours
5	75 hours	150 hours



Step 3: Create, Deploy, & Provide Training for Audit Form

- o Use the guidelines established by faculty in Phase 1 to create/revise your audit form
 - o The audit form has to be easy *for faculty* to use and access
 - o Faculty should be able to access & use the audit form in all possible ways
- o Training for both faculty & staff has to be aligned to and offered concurrent with implementation of the audit (Phase 2)
 - o Training has to be available in all possible delivery modes and formats

Completing the Audit

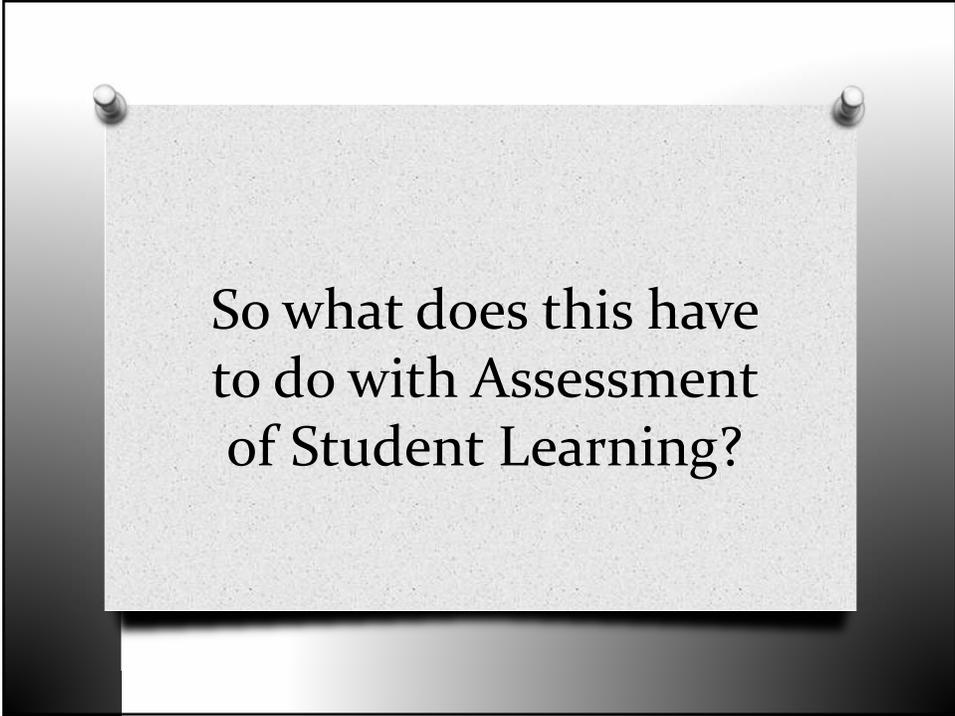
- o Faculty were able to download the audit form from the SharePoint site
 - o They saved the form to hard drive, and renamed a copy with the appropriate course and section number for the course they were auditing
- o Faculty were instructed to complete the form for each course they were teaching at that time

Step 4: Plan for Transition to Administrative Audits

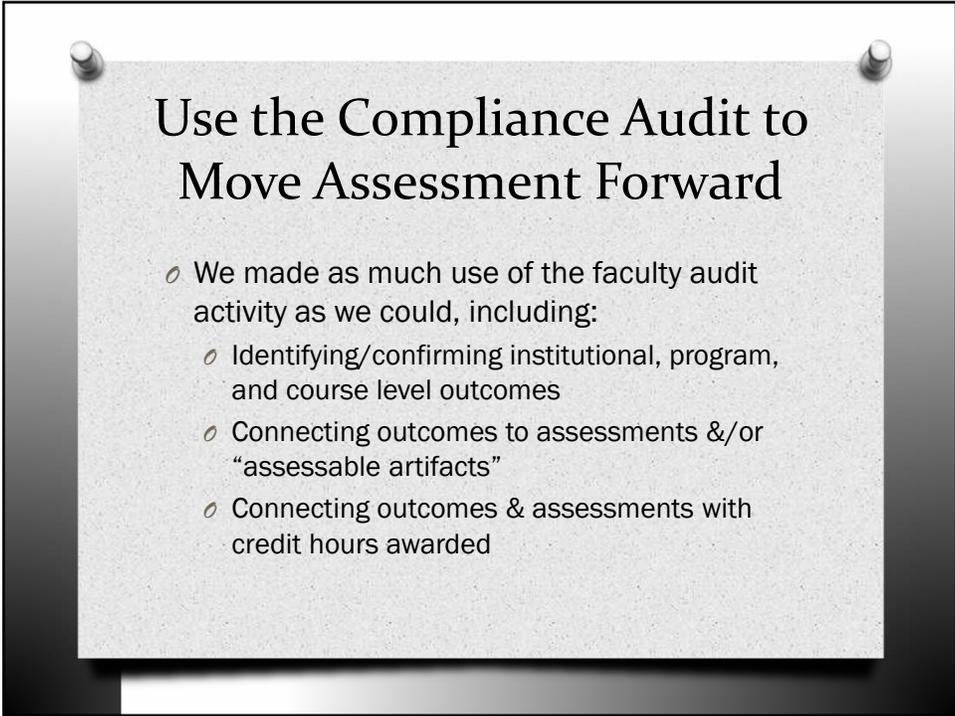
- o At NLU, Office of Assessment plans to take over the auditing.
 - o Courses will be audited two weeks prior to being offered every term
 - o Financial Aid will be withheld from courses found to be non-compliant
- o A number of policy issues were surfaced in this part of the process

Step 5: Work with Colleges / Departments on Compliance Plans

- o No one-size-fits-all plan to bring program curricula into compliance
- o Prioritize courses that will be offered in upcoming term(s) for revisions
- o This work must be completed by faculty

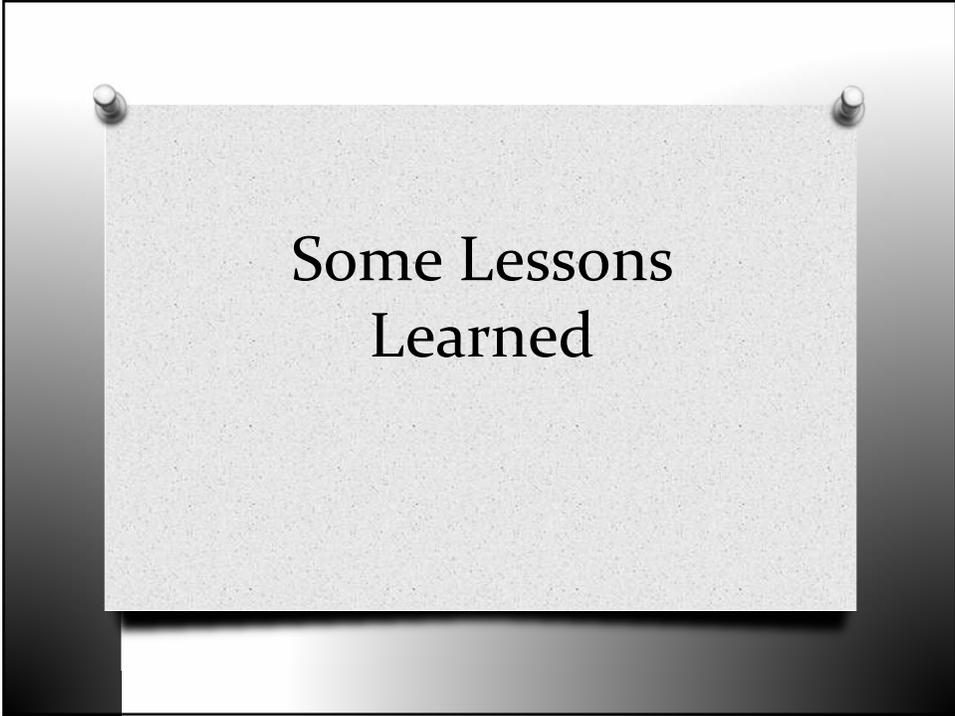


So what does this have
to do with Assessment
of Student Learning?

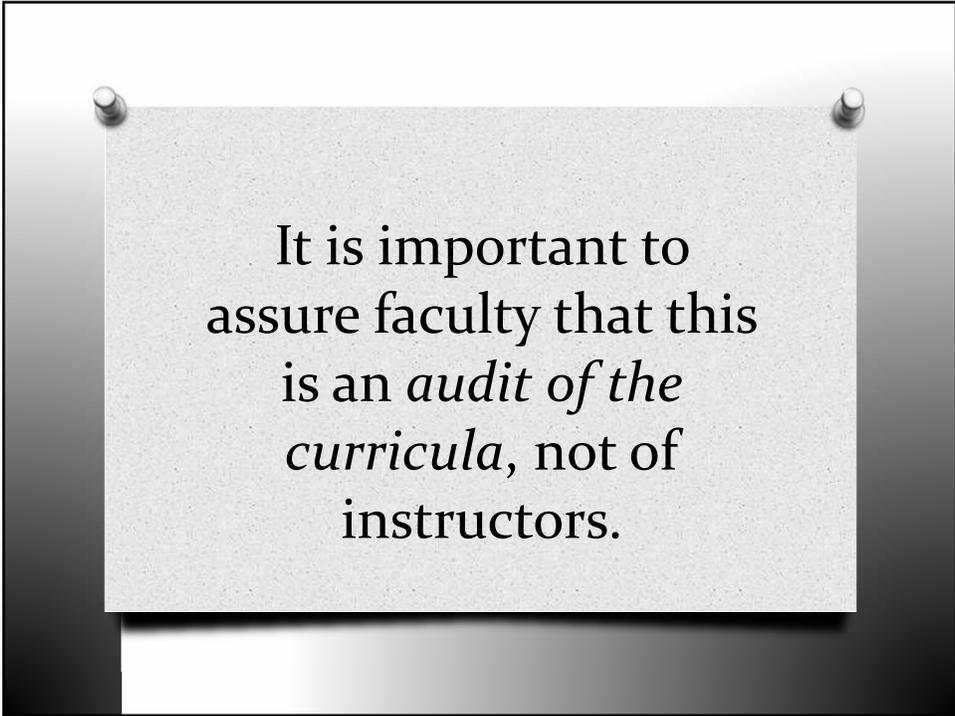


Use the Compliance Audit to Move Assessment Forward

- o We made as much use of the faculty audit activity as we could, including:
 - o Identifying/confirming institutional, program, and course level outcomes
 - o Connecting outcomes to assessments &/or “assessable artifacts”
 - o Connecting outcomes & assessments with credit hours awarded



Some Lessons
Learned



It is important to
assure faculty that this
is an *audit of the
curricula*, not of
instructors.

Faculty Might Need to Change the Way They Think

- o “Direct Instruction” is not always = to lecture or direct communication with faculty
- o The amount of time faculty spend on planning and interacting with students is the what is being counted
- o Connecting learning outcomes directly to assessments and amount of credit awarded is a profound paradigm shift for many/most faculty

QUESTIONS



**National Louis University
Credit Hour Compliance Audit Form**

College or Department:

CAS

CMB

NCE

General Education Course

Library Course

Course (number and title):

Format:

Weeks in length:

Number of class meetings per term (enter 0 for online):

(if your course is a week-end meeting format, list 1 class meeting for each week-end and total hours for the entire weekend in the hours per class meeting)

Hours per class meeting (enter 0 for online):

Credit hours awarded:

Total hours face-to-face instruction for entire class.

(If you are teaching a 10 week class and meet one hour per week the total would be 10)

Name and best contact number:

This form has four parts. Please complete all sections that apply to your format. The assessment section is required of all formats.

- 1. Assessment Information:** is being collected for university assessment. We have provided space to list ten program level outcomes for your course. If your course has more than ten outcomes, please submit all outcomes on a separate document to kgorski2@nl.edu.
- 2. Direct Instruction:** to be completed by faculty teaching mixed face-to-face (blended, hybrid) and online courses only.
- 3. Faculty-Monitored Co-Curricular Activities:** to be completed by faculty teaching all formats.
- 4. Homework:** to be completed by faculty teaching all formats.

Assessment:

Identify the shared university-level outcome(s) (ULO) associated with this course:

Communication: Students will be able to communicate appropriately and effectively. Students will be able to establish and enhance meaningful personal and professional relationships through listening, speaking and writing in multiple formats and forums.

Quantitative and Qualitative Reasoning: Students will be able to acquire, analyze, interpret and create quantitative and qualitative concepts and information. Students will be able to distinguish between valid and invalid analysis and reasoning, and communicate results in an appropriate and effective manner.

Analysis and Problem Solving: Students will be able to effectively access and analyze information from different knowledge bases to make complex decisions and solve problems.

PROGRAM LEVEL OUTCOMES: Identify the program-level outcome(s) (PLO) associated with this course.

I Don't Know

Course is not a part of a program

Program-level outcomes are listed below:

EXAMPLE: Students will be able to communicate effectively

PLO 1.

PLO 2.

PLO 3.

PLO 4.

PLO 5.

PLO 6.

PLO 7.

PLO 8.

PLO 9.

PLO 10.

COURSE LEVEL OUTCOMES: List the course-level outcome(s) (CLO) associated with this course. Please note that course level outcomes often include university level outcomes. It is expected that CLOs will include (or encompass) one or more ULOs.

EXAMPLE: Develop skills in critical thinking and reflective writing

CLO 1.

CLO 2.

CLO 3.

CLO 4.

CLO 5.

CLO 6.

CLO 7.

CLO 8.

CLO 9.

CLO 10.

ARTIFACTS THAT ASSESS OUTCOMES: For every CLO listed above, identify and briefly describe the assessment or series assessments used in the course as evidence of achievement of the CLO/PLO. As part of the description, identify the type of assessment (e.g., paper, test, discussion board, etc.) and the approximate point in the course at which the assessment is administered (e.g., 3-5 page paper, 3rd week of the course). Assessment 1. Should match up with CLO 1. Assessment 2. Should matchup with CLO 2. etc.

EXAMPLE: Final Paper (Week 5)

ASSESSMENT 1.

ASSESSMENT 2.

ASSESSMENT 3.

ASSESSMENT 4.

ASSESEMENT 5.

ASSESSMENT 6.

ASSESSMENT 7.

ASSESSMENT 8.

ASSESSMENT 9.

ASSESSMENT 10.

For every assessment listed above, identify how much of the total course credit should be associated with each. For example, Assessment 1. (3-5 page paper) = 1 QH; Assessment 2. (mid-term and final exam) = 3; and so on.

EXAMPLE: 1 Quarter Hour (out of 3 total quarter hours)

ASSESSMENT 1.

ASSESSMENT 2.

ASSESSMENT 3.

ASSESSMENT 4.

ASSESSMENT 5.

ASSESSMENT 6.

ASSESSMENT 7.

ASSESSMENT 8.

ASSESSMENT 9.

ASSESSMENT 10.

DIRECT INSTRUCTION

“Direct Instructional time” is also known as “in-class time.” It is simple to calculate Face-to-Face (FTF) direct instructional time – in its most basic form; this is the amount of time the faculty member is personally interacting with students within the context of the classroom. However, the task is not so straightforward when it comes to online, blended, independent study, and internship/pratica delivery modalities. In these cases, “DIRECT INSTRUCTION” can constitute a variety of activities that count as “in-class time.” Essentially, any online activity which the instructor-of-record actively facilitates and is **planned with a pedagogical purpose and documented** counts as “DIRECT INSTRUCTION”. The estimated minutes must be the average expectation for an individual student.

Below is a list of NLU faculty defined Direct Instruction components. Use these components to audit your **ONLINE** or **MIXED FACE-TO-FACE** course.

Mixed Face-to-face course: Activities completed in the classroom portion of your course will be counted in the face-to-face hours that you listed at the top of this form. Listed below are the online activities that can count toward Direct Instruction.

Faculty Directed Activities (To be completed for Online and Mixed F2F formats ONLY)

Course Component-Direct Instruction	Description	Average Hours per occurrence	Number of occurrences	Total Hours
Blogs and Reflective Journals	Students' opportunity to show learning and application of learning through reflection, thoughtful analysis and application to new experiences.	1 hour		
Case Study	Faculty directed activity requiring in-depth, application, synthesis, evaluation related to course objectives. Includes faculty feedback and assessment.	2 hours		
Chat rooms	Faculty directed synchronous opportunity for collaborative learning. Defined expectations of participation are given to all students through the syllabus.	.5 hour		
Consultation / meeting / Conference	Can include phone meetings, in person or other multimedia communication, formative or summative feedback and must be planned and documented on syllabus.	1.25 hours		
Discussion Boards	Faculty directed threaded discussions that relates directly to course objectives. Thoughtful analysis of course material and readings as well reflective and insightful comments on the posts of others is expected.	1.5 hours		
Field Trips	Faculty directed outside of class analysis resulting in paper preparation or student presentation.	2 hours		
Group activity writing	Faculty directed group activity including writing. Can count each week as an occurrence.	1 hour		
Group activity reading	Faculty directed group reading. Can count each week as an occurrence.	1 hour		
Group project	Faculty directed activity targeted toward specific learning objectives; students work together and prepare project with faculty provided guidance to group. Can count each week as an occurrence.	1 hour		
Hands on simulated, active, learning	Independent application of learning.	1 hour		
Lab Assignments	Lab assignment planned with a pedagogical	1 hour		

Lecture (on-line, live synchronous/asynchronous)	Faculty delivered synchronous or asynchronous presentation and instruction related to course objectives. Time over an hour must be listed clearly on the syllabus.	Enter Time in Hours if specified or 1 hour		
Library Guidance and overview of resources	Faculty directed basic overview; part of research process and includes searching and evaluating resources related to course objectives.	1 hour		
Multimedia	Faculty Directed use of social media, video, podcasts, VOD casts, music etc. including a written analysis.	1 hour		
Orientation to syllabus/course guide/responsibilities and policies	Faculty directed review including student signature of completion.	1 hour		
Orientation to technology	Faculty directed review of technology related to course objectives.	1.5 hours		
Presentation	Faculty directed viewing of film or filmed speaker event related to course objectives.	1 hour		
Self or Peer Assessment of work	Planned facilitated and monitored with a pedagogical purpose.	1 hour		
Student Project	Faculty directed activity targeted toward specific learning objectives; student works independently and completes project with faculty provided guidance. Can count each week as an occurrence.	1 hour		
Faculty-Monitored Co-Curricular Activities				
Fieldwork	Faculty directed field activity. May include student teaching or clinical counseling assessment. Required time must be listed on the course syllabus.	Enter Time in hours if specified or 6 hours		
Group or organization participation	Faculty directed participation in an outside group or organization.	2.5 hours		
Observation/Consultation	Faculty directed observation, on-site or off-site, including notes, analysis and reflection.	1.5 hours		
Service learning	Involves in and out of class with service to the community as the pedagogical strategy.	1.5 hours		
Clinical Supervision On-site	Face-to-face weekly clinical supervision.	1.25 hours		
Total Direct Instruction				

OUT-OF-CLASS WORK (Homework)

Use the form below to audit your course homework assignments to determine compliance.

Course Component	Description	Average Hours per occurrence	Number of occurrences	Total Hours
ASSIGNMENT	Examples: editing, math problems, questions at the end of the text, application of a lesson, or work sheet.	1 hour		
CLINICAL CASE ANALYSIS/TRANSCRIPTION	May include written analysis or verbatim transcription of client/student session.	2.5 hours		
CLINICAL FIELD APPLICATION	Work related to the placement for student teaching or clinical agency or school.	2 hours		
EXAM	Assessment of knowledge can be take home or online.	3 hours		
INSTRUCTIVE FEEDBACK	Assigned student review of a project or paper for revision purposes. Must be listed on syllabus.	.5 hours		
MULTIMEDIA	Assigned video, podcasts, vodcasts, music, PowerPoint.	1 hour		
ONLINE DISCUSSIONS: POSTS AND RESPONSES	Reading, responding and contributing to an online discussion.	1.5 hours		
PAPERS/ESSAYS	Papers and Essays using APA / MLA formatting.	2.5 hours		
PORTFOLIOS	Compilation of student artifacts.	3 hours		
PRACTICE/SIMULATION ACTIVITIES	Completion of a task or application of knowledge.	1.5 hours		
PRESENTATIONS	Preparation of already researched topic, includes creating multimedia for the presentation.	1.5 hours		
Quizzes	Assessment of knowledge can be in a timed, online environment or take home.	.5 hours		
READING ASSIGNMENTS	Any type of assigned reading such as textbook, or journal. Number of occurrences equals the number of pages.	.25 hour		
REFLECTIVE WRITING ASSIGNMENT	Any type of student written reflection such as a reflective journal. Number of occurrences equals the number of pages.	.25 hour		

RESEARCH	Finding, reviewing and reading for presentation or paper.	2 hours		
SELF ASSESSMENTS/EVALUATIONS	Formative student self-analysis activity to gain insight.	1 hour		
STATISTICAL/ DATA ANALYSIS	Analysis of data. Occurrences equal the number of analyses.	.25 hour		
TUTORIALS	Online or otherwise available multimedia lesson such as ADA, DCFS, and Library.	1 hour		
WORK PLAN ANALYSES	Analysis of lesson or other professional work plan.	1.5 hours		
Total out of class				

Quarter Hours Awarded	Required Direct Instruction	Required Out-of-Class Homework
1	10 hours	20 hours
2	20 hours	40 hours
3	30 hours	60 hours
4	40 hours	80 hours
5	50 hours	100 hours

Semester Hours Awarded	Required Direct Instruction "seat"	Required Out-of-Class Homework
1	15 hours	30 hours
2	30 hours	60 hours
3	45 hours	90 hours
4	60 hours	120 hours
5	75 hours	150 hours

TOTAL DIRECT INSTRUCTION TIME:	
TOTAL OUT-OF-CLASS TIME:	
COMPLIANCE STATUS:	

University-Wide Credit Hour Compliance Plan
Implementation September 2012
Completion September 2013

Phase 1: Articulate currently held, University-wide assumptions, and come to consensus on a standard NLU policy that is in compliance with federal law and HLC criteria concerning the following:

- Fundamental mechanism/process for assigning credit
- Components of **FTF instructional time** ($\leq 25\%$ online)
 - Step 1: Identify NLU expectations for all components of FTF instruction
 - **Deliverable** – chart articulating the above components
 - Step 2: Identify all course components required in-class
 - Define the instructional and student learning components of FTF student in-class activities for every format, and each level (undergraduate, master, and doctoral)
 - % instructional
 - %student learning activities
 - Step 3: Identify all possibilities for required ‘out-of-class’ assignments for every format, and each level (undergraduate, master, and doctoral)
 - Step 4: Assign approximate time-on-task for each component
 - Step 5: **Deliverable** - Generate NLU FTF Course Structure Rubric composed of the results of the work in Steps 1-4 (above)
- Components of **Online instructional time** ($\geq 50\%$ online)
 - Step 1: Identify all course components required ‘in-class’
 - Define the instructional and student learning components of online student interactive discussions
 - % instructional
 - %student learning activities
 - Identify criteria for (characteristics of) online instruction via interactive discussion
 - Step 2: Identify all required ‘out-of-class’ assignments
 - Step 3: Identify scheduled hours of class availability.
 - Step 4: Assign approximate time-on-task for each component
 - Step 5: **Deliverable** - Generate NLU Online Course Structure Rubric composed of the results of the work in Steps 1-4 (above)
- Components of hybrid (aka “mixed FTF”) instructional time
 - Using the agreed-upon components of FTF and online formats (above), determine standard %FTF and %online of the NLU definition of hybrid (“mixed FTF”).
 - Definition must align with HLC criteria for Mixed FTF (25% - 49% online)
 - **Deliverable** - Generate NLU Hybrid Course Structure Rubric composed of the results of the work (above)
- Components of internships, across colleges, at the undergraduate, master, and doctoral levels.
 - **Deliverable:** Rubric articulating university-wide internship criteria at each level:
 - % instructional time
 - Determine acceptable methods of instructional interaction at each level
 - % student learning activity
 - Determine acceptable forms of student learning activities for internships at each level (must align with conventional FTF or online learning activities)

- Components of independent study, across colleges, at the undergraduate, master, and doctoral levels
 - **Deliverable:** Rubric articulating university-wide internship criteria at each level:
 - % instructional time
 - Determine acceptable methods of instructional interaction at each level
 - % student learning activity
 - Determine acceptable forms of student learning activities for independent study (must align with conventional FTF or online learning activities)
- **Deliverable:** Chart delineating minimum number of course components required to meet assignment of a 1 credit hour standard in every format

Phase 2: With the Office of Assessment acting as process manager and facilitator, cross-college faculty teams and individual faculty will analyze all courses for compliance, map curriculum for program outcomes, identify all program assessment assignments, and restructure courses to meet compliance requirements. Faculty will utilize the deliverables produced in Phase 1 for all course and program analysis and adjustment, ensuring consistency across and within colleges.

- **Credit Hour Compliance Form**
The Office of Assessment will create and implement a form employing the deliverables created in Phase 1 that includes the characteristics of instructional time and out of class assignments. The form will be used to analyze all NLU courses, and align them with compliance requirements.
 - **Training and Facilitation**
As part of the Office of Assessment’s management and facilitation of the compliance process, the Director of Assessment will develop and conduct training in advance of and during implementation of all stages of the process. Training will be made available in virtual and FTF formats.
1. Faculty will work individually and in groups to audit courses in each of the three colleges. Faculty will work simultaneously in all five formats:
 - FTF
 - Mixed FTF (i.e., hybrid; defined as 25-49% online)
 - Distance Courses (defined as 50% or more online)
 - Independent/ Directed Study
 - Internship/Practica Courses
 2. Utilizing course outlines and syllabi, faculty will analyze courses and programs for in-class and out-of-class time using the Audit form.
Deliverable: Completed audits of every course in every college, by format.
 3. The Office of Assessment will review all audit forms for compliance before sending them to College Deans for the next stage of the process (alignment of all course/programs with compliance requirements).
 4. The Office of Assessment will send completed audit forms to college Deans and program directors for review of courses/programs and revision/adjustment to compliance requirements and identification of course/program outcomes assessment artifact(s).

- a. Utilizing Phase 1 deliverables, audit forms, and curriculum maps, courses and programs will be revised/adjusted by program faculty to ensure compliance.
- b. Assessment artifacts will be identified for every course and program.
 - i. For program curricula, entry and exit assessment points will be identified and mapped on program artifact maps for use in campus-wide assessment of learning outcomes.
 - ii. In the case of individual courses, summative assessments for major course learning outcomes will be identified and mapped on all program artifact maps.
- c. Assessments linked to outcomes and amount of credit awarded

Deliverables: (1) Revision of courses/programs will be outlined on audit forms to evidence compliance. (2) Program artifact maps will be updated/created for every university program. (3) Outcomes assessment artifacts will be clearly identified and linked to portion of credit allotted. These deliverables will be submitted to the Office of Assessment for compliance review.

- In the event of incomplete or non-compliant deliverables, the Office of Assessment will return deliverables for further revision, and provide supplemental training and/or facilitation to the program faculty involved.
- Revised courses and programs will be forwarded by the Office of Assessment to the appropriate Faculty Senate committee(s) for final approval.

Phase 3: Integrate completed work of Phases 1 & 2 (above) into appropriate university systems, processes, documents. Articulation and implementation of appropriate policies concerning credit hour consistency and compliance; assessment of course and program learning outcomes; data management; and annual internal audit procedures/processes.

- Disseminate deliverables across university
 - Ensure transparency of plan, results, & progress
 - Establish SharePoint site for working drafts & final documents
 - Updates to appropriate Faculty Senate committees
 - Updates to Adjunct Council
- Establish Academic Credit Policy & Process Task Force
 - Representatives from Financial Aid (FA); Registrar; Provost Office; Institutional Effectiveness; Enrollment; Outreach; Advising; PLA; IT
 - Task Force will articulate applicable policy issues and design efficient processes/procedures concerning the assignment of academic credit at NLU
 - Monitoring & enforcement of compliance with federal statutes and HLC requirements concerning Academic Credit compliance will be a joint effort between IE, FA, Registrar (process)
 - Random audit by IE every term, beginning **fall 2013** & going forward (policy & process)
 - Beginning **summer 2013**, all course syllabi will include the official definition/description of format that includes instructional time, in-class activities, & out-of-class work requirements
 - The definition/description included in all syllabi will be identical to the format description included in the current Catalog
 - Consequence(s) to faculty, program chairs/department chairs who do not comply (policy & process)
 - Students in non-compliant courses will not be approved for financial aid (process & policy)
 - Course Credit approval (process)

- See Phase 2
 - Vetted through college Dean, IE, FA, Registrar
 - University Course Outline (process) revision
- Financial Aid (FA)
 - IE/Office of Assessment will provide Course Compliance Reports
 - Monthly during compliance process
 - Every term AY 2013-2013 and on
 - Students in non-compliant courses will not be approved for financial aid
- Registrar
 - Catalog
 - Descriptions/definitions of 5 different formats, including instructional time, in-class activities, & out-of-class work requirements of each format, will be included in the Catalog beginning **winter 2013** and going forward
 - Will include only fully compliant programs beginning **summer 2013**
 - In collaboration with college Deans, revise UCO form no later than **summer 2013**
 - Include appropriate new policies concerning course credit & student responsibilities
- PLA
 - PLA staff development
 - Ensure compliance with approved definitions, methods/forms, and requirements resulting from Phases 1 & 2
- Institutional Effectiveness (IE) Unit (Institutional Research & Office of Assessment)
 - In coordination with FA & Registrar, will provide & facilitate faculty & staff training for:
 - how courses are built in BANNER
 - Ensure that format(s) for individual courses in BANNER (and inputted in future) reflect the actual formats being delivered (training is on results of revision of UCO forms & process above)
 - Class schedules in BANNER reflect dates/times classes are actually held
 - In coordination with college Deans, will provide & facilitate training for full-time and adjunct faculty on all results & deliverables from Phases 1 & 2
 - In coordination with college Deans, will provide & facilitate training for Offices of the Dean administrative staff on planning schedules more effectively for students & more cost-efficient for the University through course format options
 - Monitor & enforce federal/HLC requirements pertaining to academic credit
 - Conduct random compliance audit every term beginning **summer 2013**
 - Conduct an audit of all partnerships for compliance **beginning in fall 2013**; must be completed no later than **end of spring 2013**
- Advising; Enrollment; Outreach
 - Will make staff available for training on results of Phase 1 & 2
 - Responsible for communicating with students concerning new policies, procedures, requirements as the compliance process unfolds during AY 2012-2013