ADHE621

Course Summary

Course : ADHE621 **Title :** Online Campus Compliance Issues and Accreditation
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

The unique and emerging issues surrounding government, military, and industry-related compliance in an online context are compounded by the challenge of identifying, implementing, and verifying accreditation standards in a virtual campus. This course prepares students to develop and administer a plan to fulfill current and prevailing standards in higher education. With unique differences in performance expectations across sectors and accrediting bodies, students will examine the development of a process and teams in order to address the array of associated issues of compliance and accreditation in an online context.

Course Scope:

This course provides an overview of campus compliance issues and accreditation for the online campus. Students will have an opportunity to explore the key elements of compliance and accreditation within the online teaching environment along with the stakeholders and steps in the accreditation process.

Objectives

CLO 1 - Assess key elements of compliance and accreditation standards in the context of online higher education. (PLO 3; PLO 6)
CLO 2 - Examine the varying standards between onground and online contexts, as well as across sectors and accrediting bodies. PLO 3; PLO 4)
CLO 3 - Evaluate the role of various stakeholders—administration, faculty, support staff, other personnel and teams—in the accreditation process. (PLO 4)
CLO 4 - Differentiate the components and appropriate order of the steps of an accreditation scenario. (PLO 3; PLO 4; PLO 6)

Outline

Week 1: Accreditation - Types and Bodies

Learning Outcomes

- Differentiate types of accrediting bodies and their standards
- Conclude why accreditation is an important factor in higher education

Required Readings

- See Readings and Resources in eReserve.

Assignments

- Welcome Discussion
- The Regional Accrediting Body Discussion
- Differences in Standards Discussion

Week 2: Online and Onground Accrediting Standards Processes

Learning Outcomes

- Compare and Contrast onground and online higher education accreditation standards
- Examine the faculty role in the accreditation process

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Similarities and Differences Discussion
- Faculty and Accreditation

Week 3: Roles in Preparing for an Accreditation Visit

Learning Outcomes

- Examine the role of higher education administrators in the accreditation process
- Formulate an understanding of the role of the accreditation manager in an online higher education context

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Administrators and Accreditation Discussion
- The Role of Accrediation Representatives Paper

Week 4: The 5-Year Accreditation Report for Higher Education Online Programs

Learning Outcomes

- Justify the content contained in periodic reporting of accreditation compliance.
- Evaluate the various core requirements associated with accreditation.

Required Readings

- See Readings and Resources in eReserves.

Assignments

- The 5-Year Accreditation Report

Week 5: Common Issues and Strategies in Program Accreditation

Learning Outcomes

- Inspect local/regional accreditation guidelines and/or standards.
- Propose issues that appear in local/regional accreditation guidelines and/or standards
- Compose or collect a list of elements needed for accreditation of a new online. program.

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Evaluating Standards Discussion
- Accreditation Checklist Paper

Week 6: Accreditation Visit Preparation - Questions to Consider

Learning Outcomes

- Propose key issues for online faculty to understand regarding the accreditation review process.
- Distinguish how regional accreditation standards are applicable to various stakeholders

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Accreditation Questioning Discussion

Week 7: Accreditation Planning, Process, and Evaluation

Learning Outcomes

- Assess initial accreditation application process;
- Determine most common accreditation problems and their causes.

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Diagram of the Accreditation Process Paper

Week 8: The Future of Regional Accreditation in Higher Education

Learning Outcomes

- Conclude key takeaways from the course that are currently applicable in online higher education

accreditation.
- Propose the future direction and potential concerns regarding higher education accreditation.

Required Readings

- See Readings and Resources in eReserves.

Assignments

- The Future of Accreditation Discussion

Evaluation

The Role of Accreditation Representatives Paper:

- Write a 5-page paper on the role of the accreditation representative(s) for higher education online programs. Title page, references/citations, and APA 7th edition formatting is required (ILO-IS.M.1; ILO-IS.M.2). CLO 1, 2, 3

Accreditation Checklist:

- Create a checklist for administrators to help prepare for an accreditation review of a new higher education online program (ILO-SK.M.4). CLO 1, 4

Diagram Accreditation Process (Signature Assignment):

- Develop/Diagram a detailed step-by-step approach to the beginning-to-end accreditation process in the higher education context (ILO.SK.M.3 & SK.M.4). CLO1, 2, 3, 4

Discussion Forums: Please join the discussions each week. Students must post an initial reply to each discussion forum in the course, and also post at least two other replies to other students (or professor) for each discussion forum. This means that some weeks you will have a minimum of 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The discussions are for student interaction and input and should therefore be submitted in a timely manner in order to fully participate in the discussions. Students should demonstrate their own acquired knowledge in their posts and avoid copying and pasting from websites. Drawing from appropriate sources and research, and then supplying attribution for those sources ought to typify the rigor of discussion posts.

Guidelines:
• Post the initial response to each forum by 11:55pm, ET, Thursday (except for the allowance in week one).
• Initial responses should be substantive and show some level of research with attribution.
• Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
• Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
• Replies to classmates may be shorter, but should show substantive content that advances the discussion.
• All discussion forums may be accessed in the Discussions section of the course.

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation.

We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:
• Demonstration of substantial knowledge and higher order thinking and analytic skills and application of

facts, concepts, terms, and processes learned/read/discussed;
• Critical contemplation, e.g., "grapple" with issues and topics;
• Appropriate use of knowledge learned;
• Imaginative thinking and responses to challenges/problems/issues;
• Exploring underlying assumptions about the lifelong value of education and schooling;
• Clarity of expression and logical connection among ideas expressed;
• Writing that reflects precise and concise thinking;
• Excellent grammar, syntax, and spelling.

Grading:

Name	Grade %
DISCUSSION	30.00%
Welcome Discussion	2.73%
W1 Forum 1: The Regional Accrediting Body	2.73%
W1 Forum 2: Differences in Standards	2.73%
W2 Forum 3: Similarities and Differences	2.73%
W2 Forum 4: Faculty and Accreditation	2.73%
W3 Forum 5: Administrators and Accreditation	2.73%
W4 Forum 6: The 5-Year Accreditation Report	2.73%
W5 Forum 7: Evaluating Standards	2.73%
W6 Forum 8: Accreditation Questioning	2.73%
W7 Forum 9: Evaluating the Process	2.73%
W8 Forum 10: The Future of Accreditation	2.73%
SHORT RESEARCH PAPER	20.00%
W3 Assignment 1: The Role of Accredititation Representatives	20.00%
ONLINE COURSE ACTIVITY	20.00%
W5 Assignment 2: Accreditation Checklist	20.00%
SIGNATURE ASSIGNMENT-DIAGRAM	30.00%
W7 Signature Assignment: Diagram of the Accreditation Process	30.00%

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Recommended readings for the degree program:

Council for the Advancement of Standards in Higher Education http://standards.cas.edu/getpdf.cfm?
PDF=E868395C-F784-2293-129ED7842334B22A

Students should read higher education journals and publications on a weekly basis. All of these publications have online formats:

Chronicle of Higher Education
Inside Higher Education
Diversity in Higher Education

Additionally, when preparing assignments, students should be aware of and seek references from the following: How to Start an Online Learning Program:

A Practical Guide to Key Issues & Policies http://www.onlineprogramhowto.org/

The International Association for Online Learning Publications & Reports
http://www.inacol.org/resources/overview

The International Association for Online Learning Research Database http://www.k12onlineresearch.org/

Keeping Pace with Online Learning: An Annual Review of Policy & Practice http://kpk12.com/ The Sloan Consortium Survey Reports http://sloanconsortium.org/publications/annual-surveys

AMERICAN JOURNAL OF DISTANCE EDUCATION (AJDE)
http://www.ajde.com/index.htm

Contemporary Issues in Technology and Teacher Education (CITE)
http://www.citejournal.org/

Other journals include:
International Journal of Educational Technology in Higher Ed
ISTE: Journal of Digital Learning Teacher Education
ISTE: Journal of Research on Technology in Education
Journal of Computer Assisted Learning
Research in Learning Technology
Tech Trends

Course Guidelines

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied For more information regarding our DSA services, please contact DSA@apus.edu.

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in theDiscussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor.com:*** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the Student Handbook for processes and policies at APUS. Notable policies:

- Drop/Withdrawal Policy

- Extension Requests

- Academic Probation

- Appeals

- Academic Dishonesty / Plagiarism

- Disability Accommodations

- Student Deadlines

- Video Conference Policy

Mission

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.

- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

- Course content may vary from the syllabus' schedule to meet the needs of a particular group.