

*CHEA International Seminar*

**U.S. Accreditation:  
What Matters Most in 2012?**

*More Moving Parts*

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# **Part 1: The Forest and the Trees**

When life was simple. . . .



# Required by DOE

- Branch campuses – in the U.S.
- On-line programming
- Contractual relationships
- Higher (and lower) degrees
- Correspondence education
- Change of control



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## Other changes

- ✓ Branch campuses – international
- ✓ Joint, dual, concurrent degrees\*
- ✓ Accelerated programs, low residency programs
- ✓ Dual enrollment programs with high schools

\*With non-regionally accredited institutions

## And the **Credit Hour** definition

Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than –

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

*Catalog. . . . Policy. . . . Schedule. . . . Syllabi*

**Law**

**Higher Education (Opportunity) Act**

**Regulation**

**Negotiated Rule-Making (22)**

**“Sub-regulatory Guidance”**

**“Dear Colleague” letter**

**Recognition “Guidelines” (88)**

## **Part 2: Where Do Credits Come From?**



When life was simple. . . .



**120 credits = Bachelor's degree**

## Where do credits come from (now)?

- The university of current enrollment
- Transfer credits\*
- Non-collegiate sources:

*CLEP. . . . ACE CREDIT. . . Portfolios. . . . CAEL and prior learning assessment. . . . . ACE recommendations for military credit. . . Dual enrollment*

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\*60% attend at least 2 institutions; 25% attend 3 or more

## Ivan Illich, *Dechooling Society*, 1971

Universal education through schooling is not feasible. It would be no more feasible if it were attempted by means of alternative institutions built on the style of present schools. Neither new attitudes of teachers toward their pupils nor the proliferation of educational hardware or software (in classroom or bedroom), nor finally the attempt to expand the pedagogue's responsibility until it engulfs his pupils' lifetimes will deliver universal education. The current search for new educational *funnels must be reversed into the search for their institutional inverse: educational webs which heighten the opportunity for each one to transform each moment of his living into one of learning, sharing, and caring. We hope to contribute concepts needed by those who conduct such counterfoil research on education--and also to those who seek alternatives to other established service industries.*

## **New: De-institutionalizing higher education**

- **MIT OpenCourseWare:** 2002 and 2012: 2K + 100M  
MITx -- certificates
- **Kahn Academy:** 2,700 and 90 million
- **Digital Badges:** for informal learning: MacArthur
- **StraighterLine:** ~40@ \$99/month + \$39/course - and now validating exams!

*New potential bases of credits*

## **Part 3: Where Is this Taking Us?**

Awarding credit is like printing money.

- Integrity in the award of credit
- Integrity in the award of the degree

*Wanted: Robust assessment*