

ATMAE Team Member Training

Agenda

1. ATMAE Accreditation Background
2. Accreditation Personnel
3. Preparing for the Site Visit
4. The Site Visit
5. ATMAE Accreditation Standards
6. Post-Visit Activities
7. Frequently Asked Questions
8. For More Information

ATMAE Accreditation Background

What is Accreditation?

- A standards-based quality assurance process of internal stakeholder review and external peer review that includes on-site evaluation
- Can be used for quality improvement
- Avoids making recommendations about administrative structures

Foundation of Accreditation

Volunteerism – an optional process conducted by volunteers

Confidentiality – the report represents a judgment

Diversity – has a broad input base

Impartiality – screens out conflicts of interest

Standards – reflects the consensus of experts in the discipline

The Stakeholders

- Educators
- Practitioners
- Students
- Parents
- Employers
- Regulators
- Public

Accreditation in Context

- Provides a measure of educational quality and facilitates a student's academic progression including transfer credit between institutions
- Provides assurance that educational programs are evaluated against nationally accepted standards and that graduates are competent for the workplace or for advanced practice
- Provides validation of the educational program and the opportunity for academic administrators, faculty, and practitioners to build consensus on expected learning outcomes and graduate competencies
- Assures prospective employers that graduates come from a school where the content and quality satisfy established standards

ATMAE's Vision

The Association of Technology, Management, and Applied Engineering **sets standards for academic program accreditation,** personal certification, and professional development for college and university educators, administrators, students, and industry professionals involved in integrating technology, leadership, and design.

ATMAE's Mission

The Association of Technology, Management, and Applied Engineering is faculty, students, and industry professionals dedicated to solving complex technological problems and **developing the complete technologist and applied engineering workforce.**

A Little History

- 1965 – Initial meeting at Kent State University
- 1967 – NAIT was incorporated in Ohio
- 1973 – Accreditation program approved by COPA
- 1974 – The first four programs were accredited
- 1989 – Accreditation program approved by USDOE
- 1990 – NAIT accredits its first Associates program
- 1997 – Membership in ASPA approved
- 2002 – NAIT is recognized by CHEA
- 2009 – NAIT changes its name to ATMAE
- 2013 – ATMAE earned CHEA re-recognition

Relationships and Accountability

Council for Higher Decagon Accreditation (CHEA)

Associate, baccalaureate, and master's degree programs in technology, applied technology, engineering technology, and technology--related disciplines delivered by national or regional accredited institutions in the United States. (2011)

<http://www.chea.org/>

Relationships and Accountability

Association of Specialized & Professional Accreditors

ASPA is an association of organizations that evaluate the quality of programs in higher education for more than 100 different professions and specialized disciplines – from nursing to architecture, and physical therapy to engineering.

<http://www.aspa--usa.org/>

ATMAE Board of Accreditation

- Has autonomous decision-making authority
- Comprised of University, Community College, Technical Institutes, Industry, Student, and Public members
- Supported by the Director of Accreditation

Accreditation Committees

- Accreditation Personnel & Policy
- Standards & Accreditation
- Accreditation Appeals Panel

What Does ATMAE Accredite?

- Fields of study designed to prepare technical and/or management oriented professionals for employment in business, industry, education, and government.

These professionals are primarily involved in the installation, management, operation, and maintenance of complex technological systems.

What Does ATMAE Accredit? continued

- Degree programs – not institutions or departments
- Programs that may have multiple options, specializations or concentrations
- Programs and options that have titles consistent with ATMAE’s approved definition of Technology, Management, and Applied Engineering (See Accreditation Handbook)

Accreditation Periods

- Initial accreditation is four years
- Re-accreditation is six years
- If a program receives non-accreditation status, or if accreditation is interrupted, an application for reinstatement will be treated as an initial application and the maximum period is four years



Accreditation Assumptions

- Each institution and program is unique
- Each program and option has long- and short-term goals.
- The long- and short-term goals determine the mission of the program and option at a given institution

Program Components

- Humanities, and social and behavioral sciences including communication skills
- Mathematics, science, and computer fundamentals
- Related technical and/or related disciplines such as management and marketing
- Field of specialization

Associate Degree Programs

- Lead to the Associate Degree
- Be within the ATMAE scope of Accreditation
- Prepare individuals for positions that contribute to the design, development, production, distribution, or operational support of complex technical systems

Baccalaureate Degree Programs

- Include at least the junior and senior years of instruction
- Be designed to prepare management-oriented technical professionals
- Prepare students for technical management positions in areas such as industrial planning, production, supply, product market research, and technical sales

Master Degree Programs

- Programs that prepare individuals for career advancement that involves the management of complex technological systems

Outcomes Assessment

- ATMAE implemented a new Accreditation model in 2013 for all new and renewing programs, which has been revised for 2017
- The inclusion of Outcomes Assessment is mandated by CHEA
- Program outcomes are established before the Accreditation process
- The Accreditation process verifies that the program outcomes are in place and part of continuous improvement

Outcomes Assessment

- Program Outcomes

A program outcome is a program-level expectation of the result of teaching and learning. Course competencies are evaluated individually and collectively to determine whether a program outcome has been met, and are revised to provide continuous improvement measures for academic programs.

- Accreditation Outcomes

Twenty-One (21) standards are addressed in ATMAE's Outcomes Assessment. In preparing the self-study, responses to each standard should be in the form of the Accreditation outcomes as listed, followed by succinct documentation about the outcome(s), and thereby the standard has been met.

Definition of Terms

Program Outcomes: A list of general expectations for “what” you expect students to achieve in the form of knowledge and skills as a result of the program.

Outcome Measures: A series of activities, using instruments such as surveys, undertaken during or after students have completed a program to determine the overall effectiveness of the outcomes and competencies identified and covered in the program.

Student Learning Competencies: A series of measurable activities that demonstrate “how” students are achieving the desired outcomes generally take place in courses.

Student Competency Measures: The activities used to determine if students have achieved a competency such as written tests, demonstrations & observations, case studies & discussion groups, exemplars, peer reviews, self-assessments, presentations, mock events and monitors.

Team Member Responsibilities

Team Member Appointment Period

- ATMAE maintains a trained and active team member list of approximately 200 faculty, administrators, and industry representatives in the United States.
- Visiting team members play an important role in all stages of the accreditation process and are responsible for reviewing evidence of a program's compliance with accreditation criteria.
- All team members are appointed for a **three-year period** and are required to attend free refresher training at least every three years for updates on changes in ATMAE accreditation policies, procedures and standards.
- To be assigned to a visiting team, members must be in good standing with ATMAE.

Time Commitment

Service as a team member represents a **significant time commitment.**

Accept the appointment only if they are able to accept at least one assignment during the **March 1 through May 1** on-site review period.

Expect to spend **twenty (20) hours** preparing for a site visit by reviewing the self-study and exhibits, participating in pre-visit teleconferences, and writing and revising parts of the team report.

Each visit is at least three **(3) full days** of work including travel time. The objectives are to demonstrate respect for the host institution and its mission, to base judgments on the evidence, and to serve as the “eyes and ears” of the ATMAE Board of Accreditation.

Personal and Professional Conduct

Competencies

- Effective interviewing
- Facilitation, and listening skills
- Effective evaluative and writing skills
- Effective team participation skills
- Consensus decision-making skills
- Time management skills

The strength of any accreditation program is based on:

- Fairness
- Ethical conduct
- Impartiality

Visiting team members are very visible representatives of the ATMAE accreditation process and, therefore, must avoid situations that could give rise to the appearance of misconduct.

Confidentiality

Visiting team members learn from site visits and are often exposed to useful ideas and tactics to improve their own organizations. Discretion should be used to keep information resulting from the accreditation visit confidential.

This includes:

- The contents of documents
- Information from meetings and tours
- Deliberations of the visiting team
- Information contained in team reports
- Anticipated accreditation actions

Documentation, when in use, should be secured. Once the review is completed, documents should be returned to the preparer of the self-study or sent to the ATMAE office when the team's work is completed.

After a visit is completed, requests for clarification or interpretation of information in the report should be referred jointly to the Director of Accreditation and the team chair.

Conflicts of Interest

Team members must be careful to avoid the appearance of a conflict and should declare any past, present, or potential situations to ATMAE that could positively or negatively influence decisions.

These situations include, but are not limited to:

- Being a graduate, employee or consultant of the institution under review.
- Having immediate relatives or close working colleagues at the institution.
- Having the inability to set aside positive or negative biases about an institution.
- Being in a situation where one can gain financially or professionally as a result of specific accreditation decisions.
- Being in a situation to put an institution at a disadvantage for the purpose of benefitting competitors.

When team assignments are made, ATMAE works with the institution to screen the team members for possible real or perceived conflict of interest.

ATMAE will not knowingly allow anyone to participate in a review that cannot remain impartial and objective.

Impartiality

When a program is being considered for accreditation, all aspects of the process must be fair and objective regardless of any personal opinions about the institution or the context in which it operates.

During discussions, team members should refrain from drawing comparisons with other programs or schools.

Discussion should be about the program and school in its own context and within the framework of the ATMAE Standards for Accreditation.

The standards provide the basis for all evaluations and decisions. Any information without relevance to the standards should not be considered.

Dress Code

Business casual dress is required during site visits.

Business casual is commonly defined as shirts or blouses with collars and sleeves; trousers and slacks; sport jackets and blazers; and dresses and skirts.

The dress code excludes:

- Jeans
- Shorts
- Leggings
- Any form of athletic wear
- Clothing with offensive graphics, words and/or logos.

Travel

ATMAE works with a Travel arrangement which will book your flights, rental car (if needed) and hotel.

Team members are reimbursed for reasonable and actual travel expenses incurred during each site visit:

- Appropriate to the occasion
- Reasonable in amount
- Verifiable
- Allowed by ATMAE accreditation policy

All reimbursements require a signed reimbursement form and receipts

Programs may offer to provide hospitality to the team through transportation, discounted lodging rates, and group meals.

Gifts and are not allowed.

Prior to the Site Visit

- Become familiar with ATMAE Accreditation Standards, Policies and Procedures. (*Members of the Standards & Accreditation Committee and the Accreditation Personnel & Policy Committee, along with the Director of Accreditation, are available to assist with questions about the interpretation of policies and standards.*)
- Become acquainted with the self-study report which is the record of the institution's progress and is a planning document that is the foundation of the site visit. The self-study development process typically begins one year before the site visit.
- Become acquainted with the mission, goals, and objectives in order to provide the proper context. Reviewing all of the material in advance will help with the overall evaluation.

It is helpful to review the self-study material several times to:

- Get a sense of the main themes and identify the areas requiring closer scrutiny
- Review content and details
- Make notes and highlight/bookmark important information
- Note strengths, weaknesses, and inconsistencies
- Identify warning flags that require on-site investigation
- Develop remarks and questions

The Site Visit

On-Site Visit

- ATMAE assigns trained peer reviewers to analyze the self-study documents and conduct a 2½ day on-site visit of the program(s) under consideration
- The on-site visiting team members are the same individuals who review the self-study

Sample Site Visit Schedule

	Day 1 - Arrival
3:00 pm	Team members arrive in late afternoon, check into the hotel, and contact hosts
6:00 pm	Dinner for team members; optionally with faculty and administrators to get acquainted
8:00 pm	Team work session
	Day 2 - First Day on Campus
7:00 am	Team breakfast; optionally with the institution contact
8:00 am	Departure to host institution
8:30 am	Meetings with Program Head
9:30 am	Meetings with Dean/Associate Dean
10:30 am	Meetings with full-time faculty individually or in groups
12:30 pm	Lunch with faculty and/or staff and/or students, alumni, advisory board
1:30 pm	Team begins reviewing documentation
4:30 pm	Meetings with students, alumni, community partners, advisory board
6:00 pm	Working dinner for the visiting team only; set priorities for gathering and reviewing information
	Day 3 - Second Day on Campus and Wrap-up
7:30 am	Team breakfast
8:30 am	Meeting with the Dean and/or Program Head to facilitate any further arrangements
9:00 am	Additional interviews with faculty and administrators as needed
10:00 am	Visits to facilities, labs, classrooms, placement services, student services, library, budget director
11:00 am	Finish reviewing documentation; identify any additional information requirements
12:00 pm	Working lunch for visiting team only to arrive at consensus and begin a report outline
2:00 pm	Final exit interview with the appropriate officials
3:00 pm	Site visit is complete and the team departs

On-Site Evaluation

The site visit is a series of focused interviews, meetings, observations, inspections and tours that provide the opportunity to verify the information in the Self-Study report and to further evaluate the program.

Opening meetings are often with the institution's leaders to gain a sense of the vision.

Proper observations and documentation should be:

- Objective and unbiased, and not based on hearsay or negative or positive perceptions of the institution, program or people.
- Consistent and balanced, using the same levels of detail for positive and negative findings without letting one finding overshadow all others.
- Factual and accurate, using direct observations and specific examples with confirmation from multiple sources.

On-Site Evaluation

Resource Room Items

- Course syllabi/outlines, textbooks & reference books
- Faculty vitae and faculty handbook
- Graded student work including tests, reports, projects
- Lists of graduates for the last two years
- List of advisory council members with contact information, and Advisory Committee policy and meeting minutes
- Documentation of student follow-up surveys
- Documentation of outcomes assessments
- A copy of the institution policy manual
- Marketing materials, and any other materials that help in the review process

On-Site Evaluation

Ask questions!

It is important and appropriate to pose the same questions in multiple sessions and to different individuals. If an area of Partial (P) or Non-Compliance (N) is found, the proper questions will help the team to understand how the program rationalizes it in terms of its unique mission and resources.

Questions should not be presented in a judgmental manner; they should seek information and clarification.

Team members should not offer examples from their home institution because the program under review is unique.

On-Site Evaluation

Take Notes!

Clearly document your findings in your notes.

Tell interviewees that you are taking notes to remember key points and that remarks are confidential.

Avoid allowing interviewees to see your notes.

Write key words and phrases as you hear them to help reconstruct the sessions.

Only keep notes that are related to the Standards.

Compare your notes to those of your team members.

On-Site Evaluation

The visiting teams review programs for accreditation by examining whether:

- The programs have outcomes that are validated in some way.
- The programs have course objectives or desired student competencies mapped to the student outcomes.
- The program leaders have conducted follow-up studies of the program graduates.
- The help of the advisory committee documented in some way.
- The above information is shared with students, parents and the public.

The Exit Interview

This is preformed by the Team Chair, the role of visiting team members in this session must be determined prior to the meeting.

The primary purpose of the exit interview is the identification of accreditation standards that the visiting team finds in Partial (P) or Non-Compliance (N) for each program and/or program option.

This session is not intended to provide a forum for discussion of team findings; it is intended reveal the preliminary findings to personnel of the institution. The exit interview should last no more than thirty (30) minutes.

A typical exit interview is called to order by the team chair.

The interview room should be arranged so that visiting team members are seated with the Team chair and personnel from the institution are seated together.

ATMAE Accreditation Standards

Standard 1 – Preparation of Self-Study

- Is the Self-Study report provided in time and in the correct format?
- Was the report completed by a representative of the institution that is directly related to the program(s)?
- Were students involved in the process?

Standard 2 – Program Definition

- Are all programs and option requirements clearly specified?
- Are any exclusions of options specified?

Program Inputs: Standards 3-11

Standard 3 - Program Title, Mission & General Outcomes

- Institution has legal authority from the State to offer ATMAE programs
- Institution is regionally or nationally accredited
- Are programs compatible with definitions of ATMAE and each degree level?
- Do programs have appropriate titles consistent with the approved ATMAE definition of technology, management, and applied engineering?
- Are general outcomes established for each program/option?
 - Specific measurable competencies are written within the framework of the general outcomes.

Standard 3 - Program Title, Mission & General Outcomes (continued)

- Have the general outcomes been validated by more than one source? Normal sources for validation are through the use of:
 - external experts
 - an industrial advisory committee
 - follow up studies of graduates (after the program is in operation)
- University/college community understands the program(s)
- Business/industry community understands the program(s)

Standard 4 - Competency Identification & Validation

- Does each program/option have its own measurable competencies tied to the general outcomes
- Have measurable competencies been validated by
 - external experts
 - an industrial advisory committee
 - follow-up studies of graduates after the program is in operation

Standard 5 - Program Structure & Course Sequencing

- Does each degree program meet the minimum and maximum foundation semester hour requirements ?
- Do you have justification if any degree program exceeds any maximum foundation semester hour requirements?
- Can you provide a specific list of courses and credit hours that are being counted toward each category for each degree program when writing the self-study report?

Standard 5 - Program Structure & Course Sequencing (continued)

- Can you provide evidence of appropriate sequencing of courses in each program/option to ensure that applications of mathematics, science, written and oral communications are covered in technical and management courses?
- How will you provide evidence of sequencing that ensure that advanced level courses build upon concepts covered in beginning level courses?
- If on a quarter system, calculate to semester hours

Standard 5 - Program Structure & Course Sequencing (continued)

Associate's Degree

Programs/options shall be a minimum of 60 semester hours and shall meet the following foundation semester hour requirements:

Communications (both oral and written course): 6-9

Mathematics: 3-12

Physical Sciences: 3-12

Management and/or Technical: 9-45

General Electives: 0-12

Standard 5 - Program Structure & Course Sequencing (continued)

Bachelor's Degree

Programs/options shall be a minimum of 120 semester hours and shall meet the following foundation semester hour requirements:

General Education (oral and written communications): 18-36

Mathematics: 6-18

Physical Sciences: 6-18

Management: 12-24

Technical: 24-36

Electives:... 0-18

Standard 5 - Program Structure & Course Sequencing (continued)

Master's Degree

Programs/options shall be a minimum of 30 semester hours and shall meet the following foundation semester hour requirements:

Communications and/or Problem Solving: 6-12

Research: 6-12

Management and/or Technical: 12-18

Electives: 0-6

Standard 6 - Student Admission & Retention Standards

- Is there evidence showing that the quality of technology, management, and applied engineering students is comparable to the quality of students enrolled in other majors at the institution?
- Are the standards for admission and retention of technology, management, and applied engineering students similar to standards for other programs on campus? Are the test scores and grade rankings of ATMAE programs similar to other programs at the institution?
- Are the general grade point averages of technology, management, and applied engineering students comparable to other programs at the institution?

Standard 7 - Transfer Course Work

- Does the institution have written process for evaluation of transfer coursework?
- Does the department faculty have input into the transferability of technical coursework?
- Does the process ensure that the transfer coursework satisfies the ATMAE foundation requirements?

Standard 8 - Student Enrollment

- Are there an adequate number of program majors to sustain the program, and to operate it efficiently and effectively?
- Are there state, or local requirements on the minimum number of majors/graduates to sustain a program? If so, do any of the programs/options fall below that standard and what is the process for addressing these issues?

Standard 9 - Administrative Support & Faculty Qualifications

- Are there policies and procedures for faculty selection, appointment, reappointment and tenure that are clearly specified and conducive to the maintenance of high quality instruction?
- Are faculty teaching, advising, and service loads reasonable and comparable to the faculty in other professional program areas at the institution?
- Is there appropriate administrative support from the institution for the technology, management, and applied engineering program/option including appropriately qualified administrators, an adequate number of full time faculty members and budgets sufficient to support program/option goals?
- Are the faculty assigned to teach courses in the technology, management, and applied engineering program/option appropriately qualified?

Standard 9 - Administrative Support & Faculty Qualifications (continued)

- Faculty qualifications shall include emphasis upon the extent, currency and pertinence of:
 - academic preparation
 - industrial professional experience such as technical supervision and management
 - applied industrial experience such as applied applications
 - membership and participation in appropriate technology, management, and applied engineering professional organizations
 - scholarly activities
- Minimum qualifications for full time faculty are required, except in unusual circumstances which must be individually justified – Based on degree level

Standard 10 - Facilities, Equipment & Technical Support

- Are the facilities and equipment adequate to support program/option goals?
- Are the technical support personnel adequate for maintenance and operation of equipment?
- Is there evidence that there is adequate availability of computer equipment and software programs to cover functions and applications in each program area?
- Are the facility and equipment needs included in the long range goals for the program?

Standard 11 – Program Goals

- Does each program have current short and long range goals, and plans for achieving these goals?

Program Operation

Standard 12 - Program/Option Operation

- Evidence showing the adequacy of instruction including:
 - motivation and program advising of students
 - scheduling of instruction
 - quality of instruction
 - observance of safety standards
 - availability of resource materials
 - teaching and measurement of competencies (*specific measurable competencies shall be identified for each course along with the assessment measures used to determine student mastery of the competencies*)
 - supervision of instruction
 - placement services available to graduates

Standard 12 - Program/Option Operation

(continued)

- Each degree program's management and/or technical course syllabi have clearly written and appropriate course objectives, content, references utilized, student activities, and evaluation criteria?
- Examples of student's management and/or technical graded work available for each course for the self-study and campus visit?

Standard 13 - Graduate Satisfaction with Program

- Are graduate program/option evaluations made on a regular basis (two to five years)? Look for evidence (two or more) of regularly collected data from graduate assessments.
- Do these evaluations include attitudes related to the importance of the general outcomes and specific competencies identified for the program/option? Look for questions and responses on the graduate assessments that seek attitudes towards the importance of the general outcomes and competencies identified for the program/option.
- Is summary data available for graduate evaluations of the program/option? The institution should report the graduate assessment in summary form (tables, charts and executive summary); the team should not have to derive conclusions from anecdotal evidence.

Standard 14 - Employment of Graduates

- Are placement, job titles, and salaries of graduates shall tracked on a regular basis (two to five years)? Look for graduate surveys and employer surveys. Make sure there is evidence of “regular basis” (two or more results provided).
- Are the jobs held by graduates consistent with program/option goals? Look at the job titles of the graduates and ensure that most are in positions that are aligned with the program/option titles and goals.
- NOTE: the institution provides its own goals and those might be different from a team member’s opinion, but the outcomes model seeks to determine if the institution is meeting their own goals and objectives.
- Is summary data available regarding the employment of graduates? Ensure the data regarding graduates is reported in summary form. It should be in the self-study, but may be summarized in the resource room. Teams should not have to look at raw surveys to draw their own conclusion.

Standard 15 - Job Advancement of Graduates

- Is the advancement of graduates within organizations tracked on a regular basis (two to five years) to ensure promotion to positions of increasing responsibility? Look for graduate surveys and employer surveys. Make sure there is evidence of “regular basis” (two or more results provided).
- Is summary data regarding the job advancement of graduates available? Be sure the data collected from graduates and employers reports on job advancement for the graduates.
- Schools can make a case for students changing jobs (companies) as job advancement.

Standard 16 - Employer Satisfaction with Job Performance

- Has the institution been tracking graduates in their jobs and getting feedback from their employers on their job performance?
- Do they do this on a regular basis (every 2 to 5 years)?
- Do they seek competency validation through this mechanism?
- Is summary data regarding the performance of the graduates available?

Standard 17 - Graduate Success in Advanced Program

- Is one of the goals of the program to prepare students for the next level of academic program (Associates to Baccalaureate, or Baccalaureate to Masters)?
 - If so, is there evidence of them regularly tracking the success of these students?
 - Is summary data provided for the results of this tracking of students?

Standard 18 - Student Success in Passing Certification Exams

- Is one of the goals of the program/option to prepare students to pass certification exams?
 - If so, are they tracking and confirming success?
 - Is summary data provided on the results of these exams?

Standard 19 - Advisory Committee Approval of Overall Program

- Is there an industrial advisory committee that represents each program? One advisory committee with selective representation can represent multiple programs, or each program can have their own.
- Are there policies in place that:
 - Define the criteria for committee member selection?
 - Define the process for selecting members?
 - Indicate the length of a member's appointment/term?
 - Define the committee's responsibilities?
 - Indicate the frequency of meetings (at least once per year)?
 - Indicate the methods of conducting business (*Robert's Rules of Order, etc.*)?
- Is a roster of members and past minutes available for the team's review?

Standard 20 - Outcome Measures Used to Improve Program

- Is there evidence provided that demonstrates that multiple outcome measures are used to improve the overall program:
 - Graduate Satisfaction with Program/Option
 - Employment of Graduates
 - Job Advancement of Graduates
 - Employer Satisfaction with Job Performance
 - Graduate Success in Advanced Programs
 - Student Success in Passing Certification Exams
 - Advisory Committee Approval of Program reported on table B
- Is there evidence that program stakeholders have been involved?

Standard 21 - Program Responsibility to Provide Information to the Public

- Did the program provide live website link to where the public can access information on student performance?
- Sources of potential information include but are not limited to:
 - student graduation rates from the program
 - average starting salaries
 - mean grade point averages
 - promotions achieved
 - time to secure first position
 - average years to complete the degree
 - student awards/scholarships received

Visiting Team Report

Visiting Team Report

- The evaluation team prepares a preliminary qualitative assessment regarding the accuracy of the institutional self-study report and an analysis of program/option compliance with the standards
- The report does not contain recommendations on how the institution should rectify any deficiencies
- A draft copy of the report is provided to the institution by the visiting team chair for review and response to factual errors
- A final report is delivered to the institution within 45 days of the site visit and includes appeal instructions

Review & Recommendation

- Visiting teams recommend the terms of Accreditation in the report
- The Board of Accreditation reviews the visiting team reports and conducts annual hearings during which it accepts or modifies the recommendation, and affirms or determines the terms of Accreditation
- Terms of ATMAE Accreditation are:
 - Accreditation
 - ❖ Accreditation with a progress report in two years
 - ❖ Accreditation with a progress report and visit in two-years
 - Non-Accreditation

For More Information

Kelly Schild

Director of Accreditation

275 N. York St. Suite 401

Elmhurst, IL 50126

630-433-4514

Kelly@ATMAE.org