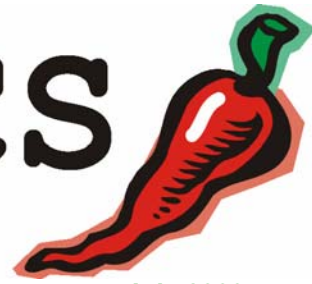


# hot TOPICS



IPD Financial Aid News  
Volume 2, Issue 3

July 2000

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## Annual IPD Financial Aid Conference

The annual IPD Financial Aid Conference, in conjunction with the tenth Annual CAAHE Conference, was held this year in Arizona from June 14–16. The conference was located at the La Posada Resort in Scottsdale, Arizona, and everyone was able to take advantage of the fabulous swimming pool and scenery after the different sessions. Those who attended were able to experience the intense heat of the desert. The temperatures soared to 111°, which has been the high so far this year.

Financial aid presentations were conducted by representatives from the Department of Education, Arthur Andersen LP, and the University of Phoenix. Marianna Deeken from the Department of Education presented most of the Financial Aid sessions. She gave a very high-level presentation on the different 1998 Amendments and how they would impact institutions; however, the main topics of discussion were the new provisions for the Return of Title IV Funds, LOA (Leave of Absence), and Pell proration. The information that was provided was extremely informative, as well as instructive. Michael Cagle from the Department of Education enlightened attendees with information regarding Quality Assurance/Management Assessment. Mr. Cagle talked about the different options available to institutions to ensure attaining and sustaining quality process in a financial aid office and how important it is to have communication with other departments regarding compliance issues. Noel Petruncola and Sandra Gillyard presented on consumerism requirements. The highlight of the presentation was how the 1998 amendments have broken the definition of campus into three separate categories. Finally, Bill Carroll from the University of Phoenix talked about tracking attendance for study groups and provided the attendees handouts with detailed information.

A survey was distributed to all the financial aid attendees, and the following is a summary of the responses:

**Were the materials provided appropriate?** Most of the attendees indicated they were, and a couple added that examples of nontraditional non-term from the Department of Education would have been helpful.

## Annual IPD Financial Aid Conference, continued

**How successful were the facilitators in sharing their area of expertise?** Most of the attendees indicated that everyone did an excellent job, especially Marianna Deeken.

**Which topic did you find most beneficial and why?** Most of the attendees found the discussion of the Return of Title IV Funds most beneficial.

**Which topic did you find least beneficial and why?** The attendees varied tremendously as to what they found least beneficial. The responses varied from the beginning part of the Reauthorization presentation to the Quality Assurance presentation, the general CAAHE session, and the study group session. Some of the attendees indicated that they benefited from all the presentations, and some did not respond to this question.

**Topics/issues you would like discussed further or added to the 2001 Conference agenda:** Most of the attendees would like to see more roundtable sessions and discussion on attendance issues and writing policies and procedures. Some of the attendees did not make any suggestions.

Everyone was pleased to have had the opportunity to attend the conference. Overall, most of the attendees would like to continue to see joint conferences with CAAHE and would like to form a Financial Aid Commission.

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## NASFAA Conference

Kristen Vedder, Sandra Gillyard, and a number of representatives from IPD partner institutions attended the NASFAA National Conference in Washington, D.C., July 9–12. As is typical, the conference produced a wealth of information and a bag full of “goodies” from vendors. For more information about the conference, including the agenda and session materials, visit the NASFAA Web site at <http://www.nasfaa.org>. Please note that the site is “under construction” a great deal lately. They are probably busy updating the site with the session handouts.

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## Study Group Requirements

### General

As clarification to the memo dated May 15, 2000, IPD would like to provide information on regulatory issues that may impact the administration of the IPD model programs at partner institutions. Although Title IV regulations do not address study groups specifically, the persuasive guidance issued to the University of Phoenix from the Department of Education (ED) provides a sound basis for a review and potential adjustment of institutional practices concerning study groups.

The guidance provided by ED indicates that a study group component can be counted as instructional time for Title IV academic year requirements **if the institution implements enhanced controls and monitoring of the study group**. The additional controls should include the following:

- ◆ faculty preapproval and tracking of study group meeting locations,
- ◆ the documentation of a scheduled time and the actual number of meeting hours of the study group, and
- ◆ mandatory study group attendance for all degree programs and any certificate programs that are eligible for Title IV funding.

## Study Group Requirements, continued

ED also states that the hours required on a weekly basis of all students in each program **must be defined in internal policies related to academic year definitions**. In addition, all published consumer information will reflect such policies. These policies would need to be applied consistently to facilitate student tracking and ease administrative burden, and would need to remain in place until the Department of Education, via the negotiated rulemaking process, modifies the regulations governing the 12-hour rule.

IPD strongly recommends that each partner institution review the enclosed policies and implement a plan that satisfies these new compliance requirements. We believe that compliance with these requirements is critical to IPD and its partner institutions.

### Location Requirement

**For institutions that include a change in study group with the start of each course in the learning model or at any time during the program**, the institution shall require that faculty assigned to each course review with the study group the planned location of their meeting. The study group meeting location must meet the institution's policy definition of a "site that is conducive to learning" ([Attachment A](#)).

Sites presumed to be conducive to learning are

- ◆ institution classrooms;
- ◆ institution study group rooms;
- ◆ corporate meeting rooms;
- ◆ state and local libraries;
- ◆ institution or college libraries; and
- ◆ student residences, **if approved under the institution's written approval standards by the institution's faculty member who is providing the classroom instruction for the class.**

Other locations are **not** presumed to be conducive but rather will require faculty to discuss the suggested location with the study group and specifically outline the rationale for approving the site as conducive to learning. The site, as approved by faculty, does not need to be owned or leased by the institution, but faculty must determine the appropriateness of the site based on the institution's policy and definition of a site that is conducive to learning.

Faculty and the students must agree to the site **in advance** of the study group meeting and will document the site via the revised Institution Learning Log ([Attachment B](#)). This log will be completed and turned in to the institution on a weekly basis throughout the course.

**For institutions whose study group assignments are constant for the length of the core program**, the institution shall require that an assigned faculty member review and approve the study group planned location at the start of the program. Faculty should have knowledge of the course work requirements for all courses in the program to ensure that the site is conducive to learning for all courses. **Any subsequent changes in study group location must be approved by the appropriate faculty member prior to the group implementing the change.**

### Time Requirement

**The institution must update all of its student, faculty, internal training, curricula, and marketing literature to clearly reflect the mandatory nature of the study group and the length of time that each study group must meet on a weekly basis.** All students will be required to schedule and complete a four-hour study group meeting each week during each course beginning with the first week of class.

## Study Group Requirements, continued

Each study group will be required to document via a Learning Log the “regularly scheduled time” of its meetings. For each time it meets during the week, the study group will indicate the actual meeting time (i.e., 1:00 to 5:00, Wednesday, April 25th). Faculty will be responsible for reviewing this scheduled time and ensuring it totals the required time each week.

Students who do not attend the meeting for the scheduled time must declare their **actual** time on the Learning Log. Faculty will consider this during the grading process.

### Attendance Requirement

The institution will begin tracking study group attendance. Each student will be required to sign the Learning Log on a weekly basis and “self-certify” attendance at the study group meeting for the scheduled time. While faculty are not required to be present at the study group meeting, faculty will exercise “control” over the meeting via their review of the Learning Log.

***Nonattendance at study group meetings will be handled the same as nonattendance for in-class instruction.*** Specifically, students’ grades may be impacted and/or students may be withdrawn from the class for absences as outlined by institutional attendance policy. The attendance and grading policy for the study group participation and the in-class participation should parallel each other. ([Attachment C](#))

The Learning Logs must be retained by the institution consistent with federal and state retention schedules.

### Consumer Information and Training

The institution will need to update all consumer information, including marketing and promotional materials to represent the time requirements for in-class and study group time. The institution ***must clearly communicate to all students and faculty the academic policies and the expectations of faculty and students in respect to the revised learning model and administrative changes.***

The institution will need to provide training for faculty on study group management and institutional policies and expectations. The institution shall further create internal controls ensuring the logs are being reviewed, collected, and maintained consistent with institutional policy and the ED guidance provided.

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## Goings On

The Department of Education is hosting a wide variety of workshops throughout the country from May through December of 2000. For more information on the different workshops, locations, and dates, access <http://www.ifap.ed.gov> and click on SFA Training.

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## May Teleconference

We began our teleconference informing all the institutions that Marianna Deeken from the Department of Education would be presenting at the tenth Annual CAAHE Conference. We indicated that this would be the best opportunity to ask questions regarding the Return of Title IV. In addition, it was recommended that the institutions start looking at the new provisions for the Return of Title IV to identify how their institution may be impacted.

Next, we discussed that another global distribution list would be created to accommodate individuals that continue to benefit in receiving the Department of Education's Dear Colleague Letters and Announcements, as well as any NASFAA news, IPD announcements, upcoming events, and position papers. Only those individuals interested in such information will be added to the new list. Information as to when the second distribution list will go into effect will be forthcoming. In the meantime, you may access the Department of Education information Web site by going to <http://www.ifap.ed.gov>.

Finally, Kristen Vedder asked for feedback as to how the different institutions are tracking their students. Some institutions indicated that PowerFAIDS does all the tracking for them and they are very pleased with its reporting capabilities. Kristen stated that she would look to see if a tracking mechanism can be created in ACCESS to accommodate those institutions that do not have administrative software with tracking capabilities. Sandra Gillyard referred the institutions to the Student Tracking position paper she wrote; however, she stressed that the position paper was by no means a long-term solution, and that institutions are encouraged to explore different administrative softwares. Our next teleconference is scheduled for August 16, 2000.

## August Teleconference

Don't miss the opportunity to discuss current issues with your peers. If you have not been able to join a previous teleconference, instructions are included below for your convenience.

**Next Teleconference Date:** Wednesday, August 16, 2000  
**Time:** 7:30–9:00 AM, Mountain Standard Time  
**Bridge Number and Code:** (480) 929-7482/ Code #1999



Please carefully follow the recorded instructions at each prompt when dialing into the Teleconference Bridge.

- ◆ There is a 10-minute window prior to beginning the teleconference when callers can enter with the assigned code number. If you call before the 10-minute window, you may not be connected to the teleconference.
- ◆ If you experience any difficulty connecting with the teleconference phone number/code you have been assigned, please dial the Corporate Operator's phone number (480-966-5394) and ask to be transferred to the Teleconference Bridge, ext. 1025.
- ◆ If you need to step away from the teleconference for a moment, please do not place your phone on hold. Instead, place your phone on mute or simply hang up and dial in again.



## This Page Is For You

Do you have information about job openings or upcoming events at your institution that you'd like to share with the other IPD partner institutions? Just email the information (including the name of the event or job opening; any relevant dates; and a name, telephone number, or email address of a contact person) to Sandra Gillyard by October 2, 2000, at [sandra.gillyard@apollogrp.edu](mailto:sandra.gillyard@apollogrp.edu) so that your information will be included in the next newsletter.

## Job Openings

### **Associate Director of Financial Aid—New Dimensions Program**

Albertus Magnus College is a private, Catholic, coeducational college offering Associate's, Bachelor's, and Master's degrees. Founded in 1925, its main campus is located in New Haven, Connecticut, with office branches located in New Haven, East Hartford, and Stamford.

*Position*—Applications are currently being accepted for an Associate Director of Financial Aid for our New Haven campus. The applicant will assist in all phases of the administration of federal and state aid. Direct responsibilities will include the administration of financial aid for the New Dimensions program. The individual will also be responsible to work directly with the Director of Financial Aid and oversee daily functions at the branch locations, serve as a liaison between the business office and other related departments, and assist students with the financial aid process. Some travel is required between branches.

*Qualifications*—A Bachelor's degree is preferred, as well as a minimum of two to three years of financial aid experience (private, public, or proprietary). Excellent organizational, computer, and interpersonal skills are required. Supervisory experience is preferred.

Review of applications will begin immediately and will continue until the position is filled. Please send cover letter and resume to:

Director of Financial Aid  
Albertus Magnus College  
700 Prospect Street  
New Haven, CT 06511  
Fax Number (203) 773-8972

***Albertus Magnus College is an Equal Opportunity Employer.***



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