ACTION ITEMS

for the 2020 Business Session

CONTENTS

⭐ PART I ⭐
Council Leadership

A. Commission Member Nominees

The names listed below will be placed in nomination for election to three-year terms (2020-22) at the Council's Business Session on November 13, 2020.

1. RE-ELECT: Jody Hawk, President, Texas Health School, Houston, TX *(Three-year term on the Commission as a School Administrator)*

2. ELECT – Comelia Dunbar Jackson, Nursing Director, Delta Career College, Baton Rouge, LA (*Three-year term on the Commission as an Occupational Teacher/Supervisor)*

3. RE-ELECT: Carol Puryear, President, Tennessee College of Applied Technology – Murfreesboro, Murfreesbopo, TN *(Three-year term on the Commission as a Member at Large)*

4. RE-ELECT: Jeff Sisk, President, Tennessee College of Applied Technology – Jackson, Jackson, TN *(Three-year term on the Commission as a School Administrator)*

5. ELECT: Kristian Smith, Director, Lorain County JVS Adult Career Center, Oberlin, OH *(Three-year term on the Commission as a School Administrator)*

6. RE-ELECT: Jennifer Stowers, Principal, Ben Franklin Career Center, Dunbar, WV (*Three-year term on the Commission as a School Administrator)*

7. RE-ELECT: James Taggart, President, Ogden-Weber Technical College, Ogden, UT *(Three-year term on the Commission as a School Administrator)*

8. RE-ELECT: Karen Wade, Instructor, PJs College of Cosmetology, Bowling Green, KY (*Three-year term on the Commission as an Occupational Teacher/Supervisor)*

9. ELECT: Michael Gannon, Retired Provost, Defense Information School, Ashland, VA *(Three-year term on the Commission as a Public Member)*

B. Council Committee on Accreditation Standards and Conditions

The names listed below will be placed in nomination for election to varying terms (specified below) at the Council's Business Session on November 13, 2020.

RE-ELECT: Kim Ziebarth, Associate Commissioner, Salt Lake City, UT (2021-2023)
RE-ELECT: Carol Puryear, President, Tennessee College of Applied Technology at Murfreesboro, Murfreesboro, TN (2021-2023)

C. Council Appeal Panel

The names listed below will be placed in nomination for election to varying terms at the Council's Business Session on November 13, 2020.

<u>Three-Year Terms (2021-2023)</u>

Steve Briant, Principal, Erwin Technical College, Tampa, FL (Administrative)
Billy Clark, President, Delta College of Arts and Technology, Baton Rouge, LA (Administrative)
Walton Cobb, Director (Retired), Orlando Technical Education Center - Westside Tech, Winter Garden, FL
(Public Member)
Chandra Couch, Assistant Director, Paul Mitchell The School, San Antonio, TX (Academic)
John Daniels, Director, Randolph Technical Center, Elkins, WV (Administrative)
Harvey Driscoll, Director, Atlanta Institute of Music and Media, Norcross, GA (Academic)
Amita Garg, School Director, Infotech Career College, Paramount, CA (Administrative)
Rhett Mathieu, President, Cloyd's Beauty School #3, West Monroe, LA (Administrative)
Collette Mercier, Director (Retired), Ogden-Weber Applied Technology College, Ogden, UT
(Public Member)
Roxanne Mihal, LPN Department Chair, Blue Hill Regional Technical School, Canton, MA (Academic)
Dana L. Miller, President (Retired), Southwest Applied Technology College, Cedar City, UT
(Public Member)
Alice Kay Obenshain, Executive Director, Arkansas Welding Academy, Jacksonville, AR (Administrative)
Amit Shorewala, Director, Ace Computer Training Center, Forest Hills, NY (Administrative)
Deanna Thomas, Assistant Director, Lake Technical College, Eustis, FL (Administrative)
J. Ramon Villanueva, Chief Administrative Officer, California Nurses Educational Institute, Palm Springs, CA (Administrative)

D. Council Committee on Nominations

The names listed below will be placed in nomination for election at the Council's Business Session on November 13, 2020.

Two persons to be nominated by the Commission Executive Committee:

Name: Russell Shelton   Name: James King

⭐ PART II ⭐
Handbooks of Accreditation
Proposed Changes

Revisions cited in this section are specific to the
Generic, Registered Apprenticeship Program (RAP), and Federal versions
of the Handbook of Accreditation except if noted otherwise throughout this document.
Applicable revisions approved by the membership will apply to the Job Corps Center version.

- Deletions appear in ~~red strikethrough~~.
  - Additions appear in ***italics***.

Revisions to the Handbooks, if approved, become effective November 13, 2020.

SECTION III. Affiliation with COE	
A. Candidate for Accreditation	
2. Eligibility Requirements	
GENERIC VERSION **Page 7** **RAP Version** **Page 8**	**Revise as follows:** f. Utilize a campus-based instructional delivery system with at least ~~50~~ <mark>25</mark> percent of the institution's total Full-Time Equivalency (FTE) being derived from enrollments in traditional (bricks and mortar) programs at all campuses;
GENERIC VERSION **Page 8** **RAP Version** **Page 8** **FEDERAL VERSION** **Page 7 (h.)**	**Revise as follows:** l. Have the on-site administrator or other full-time employee at the main campus attend a ~~Candidate Academy-Part 1~~ <mark>the Candidate Academy</mark> within 12 months prior to submitting an application for candidate status; <mark>**NOTE: As an example above, the following changes will be made throughout Handbooks:**</mark> Elimination of Candidate Academy – Part 2 beginning in 2021. Any current references to "~~Candidate Academy – Part 1~~" will be changed to *"the Candidate Academy"*. Any references to "~~Candidate Academy – Part 2~~" will be changed to "<mark>Commission-sponsored workshops for the preparation of the Self-Study Report and workshops for submitting the Annual Report</mark>." Where Candidate Academy- Part 2 is listed in succeeding paragraphs, in the second paragraph "~~Candidate Academy – Part 2~~" may be replaced by "<mark>the above-mentioned Self Study workshops and Annual Report workshops</mark>."
3. Award of Candidate Status	
ALL VERSIONS **Page 9**	**Revise paragraph in middle of this subsection as follows:** Institutions that fail to host initial accreditation team visits within 24 months after candidate status is granted will be dropped from candidate status at the next meeting of the Commission. ~~(A request for an extension with good cause may be submitted in order to avoid termination of candidate status.)~~ **Refer to bottom of this subsection for revision:** ~~Candidate institutions **must** complete a Self-Study Report and host a visiting team no earlier than six months after a representative has attended Candidate Academy - Part 2, but no later than 24 months after becoming a candidate. (The remaining twelve months provides allowance for deferrals in the granting of initial accreditation by the Commission.)~~ <mark>Institutions accepted as candidates for accreditation **must** host a team visit for initial accreditation no earlier than 6 months, and no later than 24 months, after candidate status is granted. A valid certificate for required workshop attendance must be on file at the time of the accreditation visit. (See III.C. Workshop Attendance Requirements.)</mark>

B. Accreditation	
1. Eligibility Requirements	
ALL VERSIONS **Page 10**	**Add an additional item to the list of requirements noted after this statement:** After an institution has been accepted as a candidate for accreditation and becomes an active participant with the Council, the earliest that the institution can host a visiting team for the purpose of initial accreditation is six months after a full-time employee has attended Candidate Academy-Part 2. To be eligible for accreditation, an institution must: I. Meets the Council's definition of "institution" [See Section VII. Definitions – Institution.]
3. Reaffirmation of Accreditation	
C. Workshop Attendance Requirements / Guidelines and Requirements for Workshop Attendance (Federal)	
2. Candidate for Accreditation and Initial Accreditation / Candidate for Accreditation (Federal)	
ALL VERSIONS **Page 12**	**Add the following at the end of section 1. Eligible Representatives:** When workshop attendance is required for a topic that is offered in multiple parts (i.e., Self-Study Part 1 and Self-Study Part 2), all parts of the workshop must be attended by the same individual in order for that individual to earn a certificate of attendance. **At the bottom of page, revise as follows:** ~~The Candidate Academy-Part 2 attendance certificate also serves as certification of the Self-Study process and the Annual Reporting process that is required before initial accreditation can be considered. Institutions that gain candidate status with the Council must host their initial accreditation team visit no later than 18 months after earning the Candidate Academy-Part 2 certificate.~~ Institutions accepted as candidates for accreditation **must** host a team visit for initial accreditation no earlier than 6 months, and no later than 24 months, after candidate status is granted. A valid certificate for required workshop attendance must be on file at the time of the accreditation visit. (See III.C. Workshop Attendance Requirements.)

SECTION IV. The Accreditation Process	
A. The Self-Study	
D. Annual Documentation Required for Renewal of Candidacy or Accreditation	
2. Required Submission of Audited Financial Information from Non-Public Institutions	
GENERIC VERSION **Page 17**	**Revise as follows:**
RAP Version **Page 17** (substitute *RASs and NETIs* for *Non-public* in 1st sentence)	Non-public institutions are required to submit ~~a package of~~ audited financial information to the Council which must include specific information detailed in Section VII. Definitions~~/~~ – Audited Financial Statement~~s~~ of this Handbook. The due date for submission of this information occurs annually no later than six months following the end date of the institution's fiscal year. A penalty for late submission of requested documentation will apply to submissions received after the due date.
E. Commission Action	
1. Possible Commission Decisions	
ALL VERSIONS **Page 18**	**At bottom of page:** Time Period for Compliance The Commission will require the institution to ~~take action to bring itself into compliance~~ demonstrate compliance with the agency's Standards, Criteria, and/or Conditions in a time period specified by the Commission, but not to exceed:

SECTION V. Obligations of Affiliation	
A. Administrative Obligations	
4. Requested Report or Documentation	
ALL VERSIONS Page 23	**Revise as follows:** Decisions are made by the Commission based on written ~~evidence~~ documentation. Self-certification (attestations) will not be accepted by the Commission as written ~~evidence~~ documentation of compliance with any Condition, Criterion, or Policy.
6. Maintenance of Accreditation File	
ALL VERSIONS Page 24	**Revise as follows:** f. Copy of all COE annual reports (including all supporting documentation; for example, Record of Allowable Subtractions form, etc.) and, if applicable, annual audited financial information since the last accreditation visiting team.
B. Substantive Obligations	
2. Institution's Relationships with Other Constituencies	
b. Requirements Applicable to Institutional Admissions Practices	

GENERIC VERSION Page 45
RAP Version Page 45
FEDERAL VERSION Page 40
	Insert the following new section after a. Transfer of Credit:
	
	Policies and procedures used for admission to programs must demonstrate relevance to students' abilities to complete the educational programs offered regardless of the method of delivery. In order to achieve this objective, candidate and accredited institutions must document compliance with the following requirements related to student admissions:
	(1) Admissions policies and procedures must be clearly stated, consistently applied, non-discriminatory, published, and consistently communicated to students.
	(2) Admission requirements must offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the method of delivery.
	(3) **If applicable:** Institutions that admit students by exception to standard admission policies and procedures must:
	    (a) Have written admissions policies and procedures for these exceptions;
	    (b) Apply them uniformly;
	    (c) Provide documented evidence on how they are used;
	    (d) Maintain records on student progress; and,
	    (e) Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.
	(4) **If applicable:** For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.
	(5) **If applicable:** Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

d. Contractual Agreements / (2) Contracts for Instruction	
GENERIC VERSION Page 48 **RAP Version Page 48**	**Add additional sentences to 2nd to last paragraph in this subsection as follows:** An educational program to be taught under a contract must have state approval even though it is not intended to be taught at the main or other campuses. If the educational program to be taught under a contract is to be taught at a location that is not yet approved for the institution by the Commission, the institution must submit an application for a new Instructional Service Center designating the location of instruction. Initial approval of the Instructional Service Center application must be granted by the Commission before the institution's students may begin instruction at the new site.
e. Complaints	
GENERIC VERSION Page 48 **RAP Version Page 48** **FEDERAL VERSION Page 42**	**Revise as follows:** The Commission reviews ~~all written, signed complaints~~ certified complaints (as documented on the Complaint Certification Form) that allege non-compliant activities and practices of applicant, candidate, or accredited institutions. This review is described in detail in the Policies and Rules of the Commission.
3. Institutional Relationships to Federal Requirements Applicable to Accreditation	
a. Requirements Applicable to Applicants for Candidacy or Accreditation	
GENERIC VERSION Page 50 **RAP Version Page 49-50** **FEDERAL VERSION Page 43** (substitute "training page for home page in 2nd sentence)	**Revise (11) within list at bottom of this subsection as follows:** (11) In order to provide the public an opportunity to comment on an institution's qualifications for status with the Commission, an institution being considered for candidate for accreditation, initial accreditation, or reaffirmation of accreditation **must** give notice at least sixty (60) days prior to hosting the candidate or accreditation team visit. The notice must be posted on the home page of the institution's web site and on at least one ~~its~~ social media platform ~~and within at least one print media source that is circulated within the service area of each campus of the institution~~ until accreditation is granted or reaffirmed. The notice **must** state that the institution is applying to become a candidate for accreditation or for initial or reaffirmation of accreditation with the Commission of the Council on Occupational Education. In addition, it **must** state that persons wishing to make comments should either write to the Executive Director of the Commission, Council on Occupational Education, 7840 Roswell Road, Building 300, Suite 325, Atlanta, Georgia 30350, or submit their comments through the Council's web site (www.council. org). Persons making comments **must** provide their names and mailing addresses.
GENERIC VERSION Page 50 **RAP Version Page 50**	**Revise as follows:** (12) As part of the documentation required for accreditation team visits, institutions preparing to host an accreditation visiting team must submit an evaluation of Standards form from one of its occupational advisory committees. This evaluation form requests that advisory committees provide their input regarding the adequacy and relevancy of Commission accreditation Standards. The form is available on the Council's web site (www.council.org) and must be submitted within 12 months of the institution's scheduled visit, but prior to the preliminary visit ~~prior to hosting an accreditation visiting team~~.

	SECTION VI. Accreditation Standards, Objectives, and Criteria
	Cover Page

GENERIC VERSION *Page 53*	*Revise as follows:*
RAP Version **Page 53**	
FEDERAL VERSION **Page 47**	

SECTION VI
Accreditation Standards, Objectives, and Criteria

The Standards, Objectives, and Criteria for accreditation by the Council are derived from the mission, goals, and objectives of the Council as an accrediting agency. (See Section II.B. above.)

The specific Objectives of the COE accreditation process, as used in evaluating providers of occupational education, are grouped within 10 categories or "Standards" representing institutional aspects to be evaluated by the COE accreditation process. The Objectives subsumed by each Standard provide more specific delineation of the scope of each Standard and the basis for deriving the Criteria addressed in conducting an institutional evaluation for accreditation. The Standards are the following:

Standard 1 - Institutional Mission

Standard 2 - Educational Programs

- A.   Admissions
- B.   Programs
- C.   Instruction
- A.   Program Alignment and Administration
- B.   Occupational Advisory Committee Activities
- C.   Instructional Activities
- D.   Coursework Delivered via Distance Education
- E.   Work-Based Activities
- F.   Associate Degree Nursing Programs

Standard 3 - Program and Institutional Outcomes

Standard 4 - Strategic Planning

Standard 5 - Learning Resources

- A.   Media Services
- B.   Instructional Equipment
- C.   Instructional Supplies

Standard 6 - Physical Resources and Technical Infrastructure

Standard 7 - Financial Resources

Standard 8 - Human Resources

- A.   General
- B.   Faculty
- C.   Administrative and Supervisory Personnel
- D.   Instructional Support Staff

	E. Non-instructional Support Staff/Services ***Standard 9 - Organizational Structure*** ***Standard 10 - Student Services and Activities*** *The Criteria listed in each Standard support the achievement of Objectives stated at the beginning of each Standard.* ==*Institutions are required to provide documentation to demonstrate compliance with each criterion of the Standards.*== ==***(then delete the phrase "Documentation is available to demonstrate that" wherever it is individually noted throughout the Standards (e.g., Std 8.B.10-11).)***==
**Standard One: Institutional Mission**
GENERIC VERSION ***Page 54*** **RAP Version** **Page 54**	***Revise as follows:*** 11. Is used to ==seek== input and ==provide== community ==involvement== in maintaining a relevant mission for the institution. ~~12. Public information and community relations are maintained to promote the institution's mission in its community.~~

The following revisions are <u>only</u> applicable to the Generic and Registered Apprenticeship versions of the Handbook of Accreditation. (Note: Revisions to subsection E. are not applicable to Registered Apprenticeship.)

Standard TWO has been reorganized in its entirety.

STANDARD TWO
Educational Programs

OBJECTIVES FOR STANDARD TWO:

A. **Program Alignment and Administration**

1. To verify that the educational programs offered by the institution ~~are congruent~~ **align** with the mission of the institution, **have clearly-stated objectives, and content that remains current and meets the needs of constituents**.

2. **To ensure that all programs are evaluated using methodologies reflective of the professional and practice-based competencies of their respective occupations.**

3. To ~~assure~~ **ensure** that all programs offered by the institution, regardless of location or ~~mode~~ **method** of delivery, are qualitatively and quantitatively consistent.

4. **To ensure that all programs are approved and administered with involvement of administrators and faculty.**

5. **To verify that entry level earnings of completers is considered in relation to the cost and length of programs.**

6. ~~To assure that courses required for each program are offered with sufficient frequency for the student to complete the program within publicized time frames~~.

7. To ~~assure~~ **ensure** that the title, program length, and general education components of all associate degree programs offered meet or exceed the minimum acceptable requirements as defined in the Criteria.

8. To ~~assure~~ **ensure** that the clock hour to credit hour ratio meets the minimum acceptable requirements as defined in the Criteria.

B. **Occupational Advisory Committee Activities**

1. To ensure that each program incorporates current job market requirements in its instruction through involvement of the constituencies served.

2. **To ensure that advisory committees represent industry interests of communities served and that official meetings are conducted with appropriate frequency and in appropriate formats.**

3. **To ensure that occupational advisory committees are involved in the review of programs on a regular basis and provide recommendations on a variety of critical program design and implementation elements that include, but are not limited to, objectives, length, admissions, evaluation, delivery methods, competency-based instructional content, equipment and instructional materials, and the knowledge, skills, and work ethics relevant to the occupations for which the programs prepare students.**

C.   Instructional Activities

1. To ~~assure~~ **ensure** the integration of academic and occupational education in instructional programs.
2. To ~~assure~~ **ensure** that instructional activities include knowledge, skills, work habits, and attitudes required of the occupation.
3. To require documentation that instruction for each program is organized **and sequenced** to achieve its objectives.
4. **To ensure that all programs are offered using methodologies reflective of professional and practice-based competencies and provide for timely and meaningful interaction among faculty and students.**
5. ~~To assure that competencies are taught with equipment and in settings reflecting current workplace requirements.~~
5. **To ensure that job-related health and safety elements are incorporated into curricula as appropriate to the occupation.**
6. **To ensure that instruction includes orientation to technology appropriate for the occupation and that practice using current workplace technologies, equipment and materials is provided to students in order to develop skill proficiency for the profession.**
7. To require that methods of evaluating individual student achievement are documented indicate a focus on student achievement **and learning objectives** and that the results are made part of the student's permanent record.
8. To ~~assure~~ **ensure** that opportunities are provided for students to obtain exposure to and appreciation of the dynamics of the industry/occupational environment for which they are being prepared.

D.   Coursework Delivered via Distance Education

To ensure that the institution is compliant with relevant elements regarding the delivery of instruction via distance education methods and can document, at a minimum, that academic rigor, faculty interaction with students, currency and quality of courseware and templates used for instructional delivery, student identity confirmation, and measurement of student progress are addressed.

E.   Work-Based Activities

To require that work-based activities have objectives appropriate for the respective programs and are properly planned for and supervised **by qualified individuals**.

F.   Associate Degree Nursing Programs

To ensure that associate degree nursing programs jointly accredited by the Council on Occupational Education (COE) and the Accrediting Commission for Education in Nursing (ACEN) meet all criteria applicable to the agencies' standards.

CRITERIA FOR STANDARD TWO:

A.   Program Alignment and Administration

The institution has implemented a systematic process to document that each program:
1.   aligns with the mission of the institution;
2.   has clearly stated objectives;
3.   has content is relative to **its** objectives and aligned with the occupational needs of the people and **industries** served by the program;
4.   is evaluated annually to assure **ensure** currency of its objectives and content;
5.   has varied evaluation methodologies that reflect established professional and practice-**based** competencies; and,
6.   includes coursework that is qualitatively and quantitatively consistent **at each campus where it is offered.**

Each **occupational education** program has:
3.   clearly stated objectives;
4.   defined content relevant to those objectives and the current needs of business and industry,
5.   assessment of student achievement based on the program objectives and content; and,
6.   annual evaluation of its objectives.

Each program has implemented a systematic process has been implemented to document **that:**
7.   That the program objectives and content of programs are current; and,
8.   That coursework is qualitatively and quantitatively relevant.

10.   Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

Each program offered by **T**he institution **ensures that each program**:
7.   is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization; and,
8.   **includes** has continuous involvement of on-campus administrators and faculty in planning and approval **activities**.

9.   The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

NOTE: *The Employer Program Verification Form must be completed by potential employers of program graduates (Occupational Advisory Committees) to assist in documenting compliance with this criterion.*

10.   is qualitatively and quantitatively consistent at each campus where it is offered;
11.   has measures of achievement of the student learning objectives;
11.   is described in official institutional publications; catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,
12.   provides for timely and meaningful interaction among faculty and students.

Each associate degree program~~s~~ ~~offered~~ ~~must~~ meet~~s~~ the following requirements**:**

10.   the program is designed to lead graduates directly to employment in a specific career.
11.   the appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).
12.   the program has a minimum of 60 semester hours or 90 quarter hours; and,
13.   the program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

14.   A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

B.   Occupational Advisory Committee Activities

1.   Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

Each occupational advisory committee **complies with the following requirements:**

2.   Consists of a minimum of three members external to the institution who ~~have~~ **represent** expertise **for each job title for which the program prepares students**;
3.   Represents each service area covered by the program at each meeting **(all locations);**
4.   Has at least three external members who meet these criteria present at each meeting ~~(with at least two members physically present and one virtually present)~~;
5.   Meets at least twice annually
6.   **Conducts** **at least one face-to-face meeting with at least two of the three required external members physically present (one external member may be virtually present)**;

7.   Ensures that no fewer than three months separate each official committee meeting; and,
8.   Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

   NOTE 1: The Criteria above represent the minimum requirements for occupational advisory committees. Institutions have the option to **conduct** *have separate committees for each campus -- main and branch.)*

   NOTE 2: External members may serve on more than one occupational advisory committee as long as they meet the criteria above for membership for each committee on which they serve.

   NOTE: Additional guidance regarding Occupational Advisory Committees is provided in the Policies and Rules of the Commission.

   ~~15.   Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.~~

9.   ~~Three bona fide potential employers~~ **Occupational advisory committees** review each educational program annually and recommend:

10. admission requirements;
11. program content that is consistent with **current industry practices and** desired student learning outcomes;
12. program length;
13. program objectives;
14. competency tests;
15. learning activities;
16. instructional materials;
17. equipment;
18. methods of program evaluation;
19. level of skills and/or proficiency required for completion;
20. **workplace ethics;** and,
21. appropriate delivery ~~formats~~ **methods** for the subject matter being taught.

NOTE 2: The Employer Program Verification Form may be completed by members the Occupational Advisory Committee. Only three signatures per program are required.

C. Instructional Activities

1. Academic competencies ~~and occupational skills~~ are integrated into the curriculum or instructional plan for each occupational program.

2. ~~The instructional~~ **Each** program~~s~~ provide**s** instruction in the ~~competencies~~ **occupational skills** essential to success in the occupation, including job knowledge, ~~job skills~~, work habits, and attitudes.

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The ~~sequence of instruction required for program completion~~ **organization of syllabi, lesson plans, competency tests, and other instructional materials** is used to:
4. **define a sequence for the achievement of objectives;**
5. **guide the delivery of instruction;**
6. **direct learning activities; and,**
7. **indicate benchmarks for student progress that are indicated in the student's permanent record.**

8. ~~Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.~~

9. Job-related health, safety, and fire-prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

10. Orientation to technology is provided and technical support is available to students.

11. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

12. ~~The institution uses~~ A systematic, objective, and equitable method of evaluating student achievement based on **learning objectives** and required competencies **has been implemented**.

D. Coursework Delivered via Distance Education

1. Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

2. Faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students' requests by following institutional requirements on response times of no more than 24 hours within the published operational schedule of the program/course.

3. The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes or proctored examinations).

4. The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

5. Each course/program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.

6. The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

E. Work-Based Activities

Written agreements with work-based activity partners, if any:
1. are current;
2. specify expectations for all parties; and,
3. ensure the protection **and safety** of students.

4. Each work-based activity has a written instructional plan for students **(that includes partners external to or within the institution). [See Section VII. Definitions, Work-Based Activities)**

5. The ~~written~~ instructional plan for each work-based activity specifies ~~the~~ particular objectives, experiences, competencies, and evaluations that are required.

6. The ~~written~~ instructional plan for each work-based activity designates the on-site **individual(s)** ~~employer representative~~ responsible for guiding and overseeing supervision ~~and evaluation of~~ students' learning experiences and ~~participating in the students'~~ written evaluations.

7. Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

F. Criteria Applicable to Associate Degree Nursing Programs

Add the following criterion in this section and renumber:

16. **Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.**

	Standard Three: Program and Institutional Outcomes
GENERIC VERSION **Page 64-65** **RAP Version** **Page 64-65** **FEDERAL VERSION** **Page 53**	**Revise as follows:** **STANDARD THREE** **Program ~~and Institutional~~ Outcomes** **Objectives of Accreditation Related to "Program ~~and Institutional~~ Outcomes"** 1. To assure that the institution has developed and utilizes effective means of evaluating the appropriate competencies (knowledge and skill levels) of students in each occupational program. 2. To verify that the institution evaluates program outcomes through a systematic plan for assessing program effectiveness, efficiency, and relevance by achieving specified quantitative requirements with respect to: (a) program completion, (b) job placement, and (c) licensure examinations. 3. To assure that program completers and employers are satisfied with the education that was received. **Criteria of Accreditation Related to "Program ~~and Institutional~~ Outcomes"** **(Also remove additional references to "and institutional" throughout this Standard.)** --- **(NOTE: Additionally, the following changes only relate to the Generic and RAP versions)** 2. The institution submits accurate ~~and verifiable~~ program completion data each year to the Commission for comparison with required benchmarks. 3. The institution submits verifiable program completion data each year to the Commission for comparison with required benchmarks. 4. **FOR INITIAL ACCREDITATION ONLY:** The majority of programs meet the required benchmark for completion for the most recent 12-month period possible. 5. **FOR ACCREDITED INSTITUTIONS ONLY:** All programs meet the required benchmark for completion OR the institution has taken any actions required by the Commission due to program completion rates failing to meet the required benchmark. 6. The institution submits accurate ~~and verifiable~~ program placement data each year to the Commission for comparison with required benchmarks. 7. The institution submits verifiable program placement data each year to the Commission for comparison with required benchmarks. 8. **FOR INITIAL ACCREDITATION ONLY:** The majority of programs meet the required benchmark for placement for the most recent 12-month period possible. 9. **FOR ACCREDITED INSTITUTIONS ONLY:** All programs meet the required benchmark for placement OR the institution has taken any actions required by the Commission due to program placement rates failing to meet the required benchmark.

	10. If applicable, the institution submits accurate ~~and verifiable~~ licensure exam pass rate data each year to the Commission for comparison with required benchmarks.
	11. If applicable, the institution submits verifiable licensure exam pass rate data each year to the Commission for comparison with required benchmarks.
	(Also continue renumbering throughout this Standard.)

<table>
<tr><td colspan="2" align="center">Standard Five: Learning Resources</td></tr>
<tr><td colspan="2" align="center">C. Instructional Equipment</td></tr>
<tr>
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GENERIC VERSION
Page 68

RAP Version
Page 68

FEDERAL VERSION
Page 56

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Revise as follows:

1. The institution has an inventory procedure to account for instructional equipment. [See Section VII. Definitions - Equipment Inventory.]

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5. ~~First aid supplies are readily available.~~ **<Moved to Standard 6>**

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<tr><td colspan="2" align="center">Standard Six: Physical Resources and Technical Infrastructure</td></tr>
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FEDERAL VERSION
Page 57

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To be consistent with the Generic and RAS/NETI Handbooks' format, revise as follows:

3. The institution plans for and/or participates in decisions relative to its current operations, maintenance, and the improvement of facilities and technical infrastructure to include:

   4. ~~(including e~~Elements addressing personnel;
   5. ~~e~~Equipment and supplies;
   6. ~~a~~Applicable federal codes and procedures;
   7. ~~a~~Availability of the plan to employees and students; and,
   8. ~~a~~Annual evaluation of the plan (and revised as necessary).

(then change the currently numbered items 4–7 to 9–12)

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GENERIC VERSION
Page 69

RAP Version
Page 69

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Revise as follows:

11. A written plan for assuring the health and safety of the institution's employees, students, and guests to maintain readiness is in use and includes procedures for reporting and investigating incidents affecting the health and safety of the institution's constituents. [See Section VII. Definitions - Real, Threatened, or Impending Danger.]

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GENERIC VERSION
Page 70

RAP Version
Page 70

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Revise as follows:

The health and safety plan:

   12. Has been distributed to employees;
   13. Basic information about the plan is ~~Is~~ available to students; and,
   14. Is evaluated annually with input from employees ~~and students~~ (and revised as necessary).

   15. A plan for the protection of the institution's technical infrastructure is in use and:

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	16. Ensures the privacy, safety, and security of data contained within institutional networks;
	17. Ensures computer system and network reliability whether provided directly by the institution or through contractual arrangements;
	18. Ensures emergency backups for all technical services whether provided directly by the institution or through contractual arrangements;
	19. Is evaluated annually (and revised as necessary); and,
	20. Basic information about the plan is available to the administration, faculty, and staff, and students, upon request.
	21. Preserving and protecting student coursework, testing, and records are provided by the use of storage devices, duplicate physical or digital records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions. **<Moved from Standard 10>**
	22. First aid supplies are readily available. **<Moved from Standard 5>**

Standard Seven: Financial Resources

GENERIC VERSION Page 72 RAP Version Page 72	**Revise as follows:** 4. The institution considers its financial resources as a basis for strategic planning. -- 16. To document financial stability, the institution submits financial information required by the Council as described in the *Handbook of Accreditation* on an annual basis. [See Section VII. Definitions – Audited Financial Statement.] For initial accreditation, non-public institutions must submit audited financial statements for the two most recent fiscal years that include composite score worksheets prepared by an independent CPA. The first of those two years may be the audited financial statement submitted with the institution's candidacy application and the second audited financial statement must represent activity while the institution is in candidate status. (Restated/revised audited financial statements will not be accepted without third-party certification.)

Standard Eight: Human Resources

GENERIC VERSION Page 76 RAP Version Page 75	**Revise as follows:** 11. Documentation is available to demonstrate that eEach full-time and part-time faculty member who works a regular schedule in a technical field maintains external contact with employers in the technical field through annual visitations and personal contact, in addition to any Occupational Advisory Committee involvement.
FEDERAL VERSION Page 61	**Revise as follows:** 11. Documentation is available to demonstrate that eEach full-time and part-time faculty member who works a regular schedule in a technical field maintains external contact with employers in the technical field through annual visitations and personal contact.

	Standard Ten: Student Services and Activities
GENERIC VERSION Page 79 **RAP Version** Page 78 **FEDERAL VERSION** Page 64	**Revise as follows:** ~~17. Preserving and protecting student coursework, testing, and records are provided by the use of storage devices, duplicate physical or digital records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions.~~ <mark>**<Moved to Standard 6>**</mark>

SECTION VII. Definitions	
GENERIC VERSION Page 81 **RAP Version Page 82**	**Revise as follows:** **Audited Financial Statement**—The result of an official financial examination performed by an independent certified public accountant in accordance with Generally Accepted Accounting Principles (GAAP) and Generally Accepted Government Auditing Standards (GAGAS). In order to document compliance with Council Policies and Standards, audited financial statements must include, at a minimum, the following information: 1. Accountant's report; 2. Balance sheet; 3. Income statement ~~for each main campus and branch campus (if any) of the institution~~; 4. Statement of cash flow; 5. Composite score (unrounded) as disclosed on a composite score worksheet included in the audit report using the formula approved by the U.S. Department of Education prepared by an independent CPA; 6. Appropriate footnotes to the financial statements and other relevant disclosures; and, 7. The name, licensing number, and licensing state of the CPA or firm responsible for preparing the audited financial statement. (Procedural Note: Audited financial statements must be accompanied by a COE financial questionnaire.)
GENERIC VERSION Page 84 **RAP Version Page 85** **FEDERAL VERSION Page 67**	**Revise as follows:** **Enrollee**—A person who is admitted to the institution and attends classes in pursuit of completing a program for a minimum time period as specified by institutional policy. (For purposes of measuring outcomes, an institution does not have to report a student as an enrollee if the institution refunds 100% of any tuition ~~and fees~~ that the student may have paid).
GENERIC VERSION Page 88 **RAP Version Page 89** **FEDERAL VERSION Page 70**	**Revise as follows:** **Occupational Education Program**—A sequence of instruction and related activities (e.g. laboratory activities and/or work-based activities) designed to provide educational and workplace competencies that lead to a credential. (Such programs offered by Commission accredited institutions are designed to prepare individuals for job entry and/or career advancement. Test preparation activities do not qualify as occupational education programs.)
GENERIC VERSION Page 88 **RAP Version Page 90** **FEDERAL VERSION Page 71**	**Revise as follows:** **Plan**—A detailed written proposal/method for ~~doing or~~ achieving ~~something~~ an objective ~~that is prepared beforehand~~. The following elements ~~are commonly~~ must be included in a plan: scope of services, budgetary resources, major activities, ~~major publications,~~ evaluations of the plan, and ~~constituents~~ stakeholders with whom the plan is shared. **(Also, any sections where "plan" is mentioned throughout Handbooks, add "[See Section VII. Definitions – Plan.]".)**

GENERIC VERSION
Page 89-90
RAP Version
Page 90-91
FEDERAL VERSION
Page 71-72
	Revise as follows:
	
	Publications (e.g., ~~catalogs/brochures/pamphlets/~~the institution's website and other printed materials) A website ~~catalog~~ and~~/or~~ other official informational documents which are made available through various media (hard copy or online) to provide the information specified below that must be readily available to students, prospective students, and other constituents.
	
	c. ~~The institution's website must include the following:~~ The website is readily and publicly available to students, prospective students, and other constituents to provide current information as specified below:
	   1. The name of the institution exactly as approved by the Commission and the institution's authorizing agency
	   2. The name, email address and telephone number of the institution's Chief Administrator **(NOTE: For Federal version, replace ~~Chief Administrator~~ here with main contact information)**
	   3. A list of programs that is consistent with ~~that~~ those approved by the Commission and state/ federal agencies
	   4. Photos (if used) that accurately depict the institution's physical facilities and programs

ALL VERSIONS	**NEW DEFINITIONS:** **Certification** – Credentials that enhance employability, but are not necessarily required for employment in specific occupational positions (e.g., software certifications for programmers: MSE certification, A+ Certification, etc.) **Licensure** – Credentials that are <u>required</u> for employment in specific occupational positions (such as Licensed Practical Nursing and Cosmetologist).

Standard 2 - Programs

- Page 51 - Recommend **deletion** of Criterion 16 – *16. ~~Is described in catalogs or brochures and include relevant requirements for enrollment, academics, and related information technology.~~*
    - it is a redundant criterion from Admission #1 page 50

Standard 2 – Instruction

- Page 50 – The team recommends **adding** (in resident and online) to Criterion B-9 so as to not limit the requirement.
    - 9. Objectives for each educational course and/or program (in resident and online) are evaluated annually.
- Page 51 The team Recommend keeping Criterion C-9
    - But would like to **better define Courseware and course work**.
      Proposed definitions are:
        - *Courseware* - Courseware is a term that combines the words "course" with "software." It is a term given to materials which are part of an educational course or class. Although courseware refers to all types of materials, it is mostly associated with technology-based materials particularly software, and often times is found as synonym with educational software. In general materials necessary for students to complete a course, e.g.; Reading materials, student handouts, library links, reference materials, etc.
        - *Course Work* – Term to describe, written or practical work done by a student during a course of study, usually assessed in order to count toward a final mark or grade. This is assigned work the student performs as a part of their course of study.

Standard 3 – No recommendations

Standard 4

- Page 54 – The team recommends to **change the wording** on objective 3 to better fit Federal schools because they do not have advisory committees and advisory committees have been previously replaced by governing body in Standard 4, Criterion 6 and Standard 9, Objective 1 and Criterion 1. Please consider the following:
    - To assure that the strategic plan is subject to systematic and periodic review by the institution and a formally-constituted governing body appropriate to the institution and its mission.

Standard 5

- Page 55 - The team recommends **eliminating** the requirement to have a separate media plan. In many federal schools, media services are in several different departments with their own written operating procedures or directives/instructions. Schools develop a separate plan only to satisfy this criterion, which creates additional work for the school since all the requirements are also a part of the rest of the criteria. The team recommends the following be used in place of the existing criteria 1-8:
    1. The institution has media services that are appropriate for and inclusive of all methods of program delivery. Faculty, staff, and students are made aware of:
        - The scope and availability of media services.
        - Current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access to sites with educational and reference materials appropriate to program offerings; and other materials to help fulfill the institution's purposes and support its educational programs.
        - The staff person (administrative, supervisory, or instructional) responsible for the

implementation and coordination of each component of media services.
- ▪ Roles and responsibilities of designated staff member(s).

2. The institution provides orientation for instructors, staff, and students on the use of media services.

3. Facilities and technical infrastructure are sufficient for faculty and students to access and use media materials.

4. The institution budgets annually for media services.

5. The institution annually evaluates the effectiveness of media services and uses the results to modify and improve media services.

- Page 56 – The team recommends for criterion B-2 -B4 to **insert** "Instructional" in front of equipment to be consistent with the following section where instructional supplies is consistently used.

Standard 6

- Page 57 - The team recommends to **combine and rework** criteria 1 & 3, they seem to be requesting the same information (except for long range plans that do not include the elements)
  - Additionally – The team recommends **removing** students from this criterion since it is not part of the student's goals or responsibilities and puts a hardship on the organization.

Standard 7

- Page 58 – Criterion #3 **rewrite** the criterion to remove "demonstrates responsible financial management with" for clarity and to add to criterion #5 "…to ensure responsible financial management" for clarity. This puts the requirement for sufficient funds in one criterion and the requirement for proper fiscal management and controls in a separate criterion rather than combining the two.
  - 3. - The institution has funds sufficient to maintain quality educational programs and to complete the education of students enrolled.
  - 5. - The institution exercises proper management, financial controls, and business practices to ensure responsible financial management.

Standard 8

- Page 60 – The team recommends **changing the word adjunct to contractors** because most federal schools use contract labor to train and do not reference any instructional staff as adjunct.
  - 6. For coursework delivered via distance education: Instructors involved in distance education delivery of instruction must be employees of the institution (full-time, part-time, or contractors).

Standard 9 – No recommendations

Standard 10

- Page 63 – The team recommends to **remove** the words "appropriate and are" & "and program placement services" from criterion 2
  - Tests or other means of assessing the achievement and aptitudes of students for various occupations are used to provide personalized counseling to students.

The rest of the Manual

Page 23 - Administrative Obligations - The team also offers the following definitions to the CAO/ALO and proposed Accreditation Manager (AM) roles:

Recommended changes in the CAO/ALO/AM duties:

1. Chief Administrative Official (CAO)

Each institution must designate an accreditation Chief Administrative Official (CAO) and notify the Council when the CAO changes. The chief administrator is a senior employee who serves as the administrative head of a federal or military institution and is the person with whom primary responsibility for institutional operation rests. The chief administrator is the first contact of record for the Council and is the person to whom official correspondence regarding accreditation will be addressed. The chief administrator holds the authority (either positional or delegated) to

requisition institutional resources and direct activities toward the achievement and maintenance of obligations of affiliation with the Council. The chief administrator must be a full-time employee of the institution and must maintain his/her office on-site at the main campus.

2. Accreditation Liaison Official (ALO)

Each institution must designate an Accreditation Liaison Official (ALO) by notifying the Council. The accreditation liaison official must be a permanent, full-time staff member at the main campus of the institution - other than the chief administrator. This is the person with whom the Commission staff will discuss accreditation matters concerning the institution when the chief administrator or commander is not available. However, when authorized as such by the chief administrator of a federal or military institution, the accreditation liaison official may serve as the primary contact.

3. Accreditation Manager (AM)

Many organizations will often designate an individual, who is not a part of the command team, to manage accreditation, annual reporting and the development of the self-study. Any individual who is in this role must be a part of all communications between COE and the organization. Therefore, each institution may choose to, but is not required to, designate an Accreditation Manager (AM) by notifying the Council. The accreditation manager must be a permanent, full-time staff member at the main campus of the institution - other than the chief administrator or the accreditation liaison. The accreditation manager will be able to communicate directly with COE to plan, ask questions, and generally manage the organizations accreditation processes, files, etc., to keep them current with the annual changes from the commission. This individual should also be a primary person to attend annual COE conferences to stay abreast of annual accreditation updates.

⭐ PART III ⭐
Information Items

E.   Officers of the Council Committee on Nominations for 2021

Name: Jody Hawk, Chair   Name: Fred Albrecht, Vice Chair

F.   Commission Chair – 2021

ELECT: Lois Gackenheimer, Director, Academy for Nursing and Health Occupations, West Palm Beach, FL

G.   Commission Vice Chair – 2021

ELECT: Robert Aguis, Principal, Marchman Technical College, New Port Richey, FL

H.   Commission Secretary–Treasurer – 2021

ELECT: Karen Wade, Instructor, PJs College of Cosmetology, Bowling Green, KY

I.   Commission Executive Committee Members – 2021

ELECT: James J. Brosnan, Superintendent, Northern Berkshire Vocational Regional School District, North Adams, MA
ELECT: Julie Ha, Director, Mayfield College, Cathedral City, CA

J.   Commission Committee on Finance

ELECT: Karen Wade, Instructor, PJs College of Cosmetology, Bowling Green, KY

K.   Commission Committee on Policies and Rules (2021-2023)

ELECT: Sandy Elliott, Adult Education Manager, Wayne County Career Center, Smithfield, OH
ELECT: Julie Ha, Director, Mayfield College, Cathedral City, CA

L.   Officers of the Council Committee on Accreditation Standards and Conditions – 2021

Chair: Josh Cotter   Vice Chair: Darline Glaus

M.   Officers of the Commission Committee on Policies and Rules – 2021

Chair: Mike Gannon   Vice Chair: Myra West

N. Commission Review Committee – 2021

Fred Albrecht, Director/Owner, CALC Institute of Technology, Alton, IL
Linda Alford, Retired, Reid State Technical College, Evergreen, AL
Garry Carter, Manager Training, The Apprenticeship School, Newport News, VA
Hapreet Chahal, Chief Administrative Officer, Falcon Institute of Health and Science, Bethlehem, PA
Robert J. Clark, Retired Associate Superintendent - Career and Technical Education, Orange County Public
     Schools, Orlando, FL
Diane W. Culpepper, School Director, Lake Technical College, Eustis, FL
Sherica Davis, President, Infinity College, Lafayette, LA
Sandy Elliott, Adult Education Manager, Wayne County Career Center, Smithfield, OH
Michael Gannon, Provost (Retired), Defense Information School, Ashland, VA
Jeffrey Goodwin, Accreditation Liaison Officer, White House Communications Agency Training Academy,
     Washington, DC
Marcy Green, Assistant Superintendent, Cuyahoga Valley Career Center, Brecksville, OH
Tonya Hefley, Assistant Director, Atlantic Technical College, Atlantic Technical College, Coconut Creek, FL
Stephanie Houston, Superintendent, Colton Redlands Yucaipa ROP, Redlands, CA
Kathy Hueste, Retired Assistant Director, Lake Career and Technical Center, Camdenton, MO
Barbara Ison, Retired Director, Hazard Technical College, Hazard, KY
Holly Peterson, Vice President, Mountainland Applied Technology College, Lehi, UT
Tangela Purifoy, Dean of Students and Instructional Services, Reid State Technical College, Evergreen, AL
Susan Shockley, Co-op/Placement Coordinator, George Stone Technical College, Pensacola, FL
Amit Shorewala, Director, Ace Computer Training Center, Forest Hills, NY
Ashley Smith, Director of Compliance, Unitech Training Academy, Lafayette, LA
Steve Sullivan, Vice President, Pro Way Hair School, Stone Mountain, GA
Myra West, President, Tennessee College of Applied Technology at Livingston, Livingston, TN
Tammy Wilkerson, Vice President of Instruction, Uintah Basin Technical College, Roosevelt, UT