



Handbook of Accreditation for Federal Institutions **2012 Edition**

COUNCIL ON OCCUPATIONAL EDUCATION

**HANDBOOK OF ACCREDITATION
FOR FEDERAL INSTITUTIONS**

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SECTION I.

The Role and Value of Accreditation

Accreditation is a status granted to an educational institution or program that has been found to meet or exceed stated criteria of educational quality and student achievement. Accreditation emerged in the United States in the late 1800s as a voluntary peer review process that was initiated by educational institutions to assure quality in particular types of institutions (e.g., colleges, high schools, and subsequently other types of institutions). In contrast, accreditation is generally unknown in other countries of the world because they rely on government supervision and control of educational institutions. The record of accomplishment and outstanding success in the education of Americans can be traced in large part to the reluctance of the United States to impose governmental restrictions on institutions of postsecondary education, and to the success of the voluntary system of accreditation in promoting quality without inhibiting innovation. In the United States, accreditation is voluntarily sought by institutions and programs and is generally conferred by *non-governmental agencies.

Accreditation has two fundamental purposes: (1) to assure the quality of the institution or program and (2) to assist in the improvement of the institution or program. Accreditation applies to institutions or programs, and is distinguished from certification and licensure which apply to individuals.

Bodies which conduct programmatic or specialized accreditation are national in scope and focus attention on a program within a postsecondary institution preparing students for a profession or occupation.

Bodies which conduct institutional accreditation are national or regional in scope, and consider the characteristics of whole institutions. For this reason, an institutional accrediting body gives attention not only to the educational offerings of the institutions it accredits, but to such other institutional characteristics as student personnel services, financial status, administrative structure, facilities, and equipment. The Council on Occupational Education is a national institutional accrediting agency.

* The sole exception to accreditation for degree-granting higher education institutions being conferred by “non-governmental agencies” is the New York State Board of Regents, which is the oldest accrediting body in the United States. In addition, there are several state agencies that are recognized by the U.S. Secretary of Education as “state approval agencies” which confer “accreditation-like” status upon certain public, non-degree, postsecondary, career and technical education institutions.

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SECTION II.

Development of COE Accreditation

A fundamental tenet of a democratic society is that all individuals should have an opportunity to receive an education commensurate with their personal abilities and ambitions. For the vast majority of Americans, this means that the educational system must provide for (1) the acquisition of competencies that will lead to gainful employment in various occupational fields and (2) the continuing education necessary as technological advances place new demands on workers.

A. History

The Council on Occupational Education (hereinafter referred to as the Council or COE) came into existence initially in 1971 as the Commission on Occupational Education Institutions (COEI) of the Southern Association of Colleges and Schools (SACS), a regional accrediting association that serves institutions in an eleven-state region. Operating as a unit of SACS, COEI provided accreditation services to postsecondary occupational education institutions located, with a few special exceptions, in the SACS region.

In preparation for assuming a national scope, the Council was incorporated as a non-profit education organization under laws of the State of Georgia in June 1994. At the end of June 1995, the Council became a fully operational agency when all assets (staff, physical resources, and financial resources) and the membership of COEI were transferred from SACS to the Council. The Commission composed of 19 members functions as the governing board and the decision-making body for all accreditation actions of the Council.

Throughout its history, the Council and its predecessor agency have been recognized by the U.S. Secretary of Education as a reliable authority on the quality of education offered by the institutions it has accredited. Its current scope of recognition is as a national institutional accrediting agency for the accreditation of non-degree-granting and applied associate degree-granting postsecondary occupational education institutions.

The Commission AdHoc Committee on Strategic Planning at its June 2008 meeting recognized the need for flexibility and customization of standards for non-Title IV institutions. This need had been documented through the Council's experience of accrediting federal institutions since its inception. Hence, one of the recommendations of the committee was to develop accreditation standards for federal institutions. Through the work of the Federal Institutions' Community of Practice, and on the recommendation of the Council Committee on Standards and the Accrediting Commission of the Council, the new Handbook of Accreditation for Federal Institutions was adopted at the business meeting of the Council by the delegates on November 7, 2009.

B. Core Values

On November 8, 2008 the delegates at the Council's annual meeting adopted the core values listed below. The core values provide the foundation for the Council's mission, goals, and objectives.

1. Trustworthiness - In the context of COE accreditation, trustworthiness is the metaphorical equivalent to having a good credit score. It denotes honesty, integrity, and reliability.
2. Transparency - It implies openness, communication and clear visibility. There should be nothing secretive or mystical about an accreditation process or status.
3. Accountability - It implies being answerable and liable. Such institutions are responsible to students, regulatory agencies and business and industry.
4. Commitment - It requires the dedication of institutions, volunteers, Commissioners and staff. It denotes allegiance, loyalty, and obligation.
5. Flexibility - It is the ability to adapt to both internal and external market changes while maintaining core values. It implies resilience and being open to modification and change.
6. Planning - It should be a blueprint for expectations for the future. It should address the expanded learning economy, student preparedness, and cultural understanding.
7. Sharing - It involves making cooperative use of resources and best practices. It can be accomplished through institutional collaborations and communities of practice.

C. Mission, Goals, and Objectives of the Council

As articulated by its membership, the mission of the Council is “assuring quality and integrity in career and technical education.” The goals that represent the significant values and purposes to which the Council is dedicated are the following:

1. To offer public assurance that accredited educational institutions provide quality instruction in career and technical education that facilitates learning by students and meeting the needs of the labor market.
2. To provide guidance to institutions for the continual improvement of their educational offerings and related activities.
3. To promote high ethical and educational standards for career and technical education.
4. To enhance public understanding of career and technical education providers and of the value of the education and the credentials offered by these providers.
5. To ensure that the accreditation process validates the achievement of learning and program objectives.

These goals embrace a commitment to integrity and credibility that are intended to result in accreditation by the Council being viewed as a nationally-honored seal of excellence for occupational education institutions. Through its accreditation process, the Council seeks to stimulate the following: (1) validation of job skills; (2) certification of skills for local, state, regional, and national application; (3) portability of skill credentials; (4) placement of graduates in jobs related to preparation received; (5) facilitation of partnerships and consortia through which the United States can continue to compete successfully in the global economy; and (6) linkages among employers, policy makers, business and industry, labor, and other parties with vital interests in technical education.

4 - Council on Occupational Education

The mission and goals of the Council provide the framework from which the objectives of COE as an accrediting agency are derived. These objectives are the following:

1. To foster excellence in the field of career and technical education by establishing standards and guidelines for evaluating institutional effectiveness.
2. To encourage institutions to view self-assessment and evaluation as a continuous quality improvement process.
3. To provide counsel and assistance to established and developing institutions, disseminating information between and among institutions that will stimulate improvement of educational programs and related activities.
4. To ensure that the standards, policies, and procedures developed demonstrate recognition of and respect for the diversity of institutional missions.
5. To ensure that the standards, policies, and procedures developed advance quality, creativity, cooperation, and performance.
6. To require, as an integral part of the accrediting process, an institutional self-assessment that is analytical and evaluative and an on-site review by a visiting team of peers.
7. To ensure that the processes of evaluation, policy-making, decision-making, and public participation accommodate the interests of the constituencies affected by the accrediting agency.
8. To publish and otherwise make publicly available the (a) names of candidate and accredited institutions, (b) names and affiliations of members of its policy and decision-making bodies, and (c) names of its principal administrative personnel.

D. Council Membership

Membership in the Council is achieved through a process whereby an institution elects on a voluntary basis to seek affiliation with the Council. The institution seeks initial affiliation with the Council as a candidate for accreditation, which is followed by an extensive self-assessment and, where necessary, self-improvement effort to demonstrate compliance with the Council's standards and criteria on educational quality for occupational education institutions. Membership in the Council is achieved and maintained by institutions through the granting of accreditation or reaffirmation of accreditation by the Commission of the Council.

Accreditation is a status of recognition that is granted to an institution which complies with the eligibility requirements, standards, procedures, and obligations adopted by the member institutions of the Council. Accreditation does not certify that every facet of an institution is of equal quality, but it does indicate that no part of the institution is so weak that the educational effectiveness of the institution as a whole and its services to students will be undermined.

E. Innovation

The Commission welcomes and encourages perceptive and imaginative experimentation which aims at increasing the effectiveness of the institution. The Commission is cognizant that special requirements may pertain to some institutions; but these requirements should not be permitted to inhibit new approaches and emphases in educational programs. The Commission insists, however, that such innovative approaches be consistent with the institution's mission and goals, as well as with the mission, goals, and objectives of the Council. Where an innovative or experimental program may be at variance with one or more accreditation criteria of the Council, the institution **must** request Commission concurrence prior to implementation of the innovation. Such concurrence shall be based upon the institution's ability:

1. To identify the specific criteria that cannot be applied to the innovation, as well as its (their) related objectives.
2. To propose alternate ways to assess the effectiveness of the innovation in achieving the objectives which are related to the criteria that cannot be applied to the innovation.

SECTION III.

Affiliation with COE

Federal institutions may affiliate with the Council by becoming a candidate for accreditation or achieving and maintaining accreditation. These two types of affiliation are described below.

A. Candidate for Accreditation

1. Meaning of Candidate Status

Candidate for Accreditation is a pre-accreditation status of an institution actively seeking accreditation by the Commission. During the period of candidacy, the institution is involved in the process of self-study and planning for a team visit. Once an institution has been approved as a candidate, the institution has status with the Council and **must** notify the Commission of any changes as specified below under Section V.B.1.f. Substantive and Other Changes. Candidate status does not imply accreditation of an institution. The institution **must not** use its candidate status in any way to imply, publicly or privately, that candidate status with the Council denotes approval of its programs or accreditation of the institution by the Commission.

2. Eligibility Requirements

Each Federal occupational education/training institution (university, college, school, center, unit, or other entity) applying for affiliation with the Council **must** initially demonstrate that it satisfies each of the requirements enumerated below. Taken together, these requirements define the kind of educational organization that the Council considers a part of its institutional universe and within the scope of the accrediting activities for which the Commission assumes responsibility.

The Council does not accredit institutions that offer instruction via correspondence education. (See Section VII for definition.)

To be eligible to be considered by the Commission for candidacy for accreditation (pre-accreditation status), an institution **must**:

- a. Offer associate degree and/or non-degree postsecondary instruction exclusively in career and technical education.
- b. Utilize a campus-based instructional delivery system with at least 25 percent of the institution's total FTE being derived from enrollments in traditional programs.
- c. Be legally authorized to operate within the jurisdiction in which it is located for a minimum of one year.
- d. Have been in continuous operation and providing instruction at the main campus and under the same governance for a minimum of one year.
- e. Have the on-site administrator or other full-time employee at the main campus attend a Candidate Academy prior to submitting an application for candidate status.
- f. Demonstrate that it has the administrative capabilities (including, but not limited to, financial) to support the educational programs offered.
- g. Demonstrate that it meets the financial stability requirements for the most recent completed fiscal year as stated in Standard 7 - Financial Resources.
- h. Be in compliance with all Federal requirements applicable to accreditation.
- i. Agree to comply with all requirements of the Council.

3. Award of Candidate Status

An institution meeting the above requirements **shall** host a candidate visiting team by the Commission (cost to be paid by the institution). The visiting team will submit a written report to the Executive Director within 30 days of the date that the candidate team visit was concluded. The official report will be transmitted to the institution. The institution **must** submit a response to all recommendations for receipt in the Council office within 30 days of the date that the team report was transmitted from the Council office. If the team report and the institutional response report, if required, show that there is a reasonable expectation of accreditation being achieved, the Commission may grant candidate status to the institution. To become a candidate for accreditation, an institution **must** be approved by the Commission.

Candidate institutions demonstrating progress toward becoming accredited may remain in candidate status for a period not to exceed three years. The only substantive changes that can be approved while in candidate status are changes in existing educational programs originally approved by the Commission. Candidate institutions **must** complete a self-study and host a visiting team no earlier than six months after becoming a candidate but no later than 24 months after becoming a candidate. Institutions **that** have been denied candidate status or have voluntarily withdrawn from candidacy may file a new application for candidacy for accreditation one year after the effective date of denial/withdrawal.

4. Annual Renewal of Candidate Status

Continuation of candidate status is determined annually by Commission approval of institutional annual reports indicating that candidate institutions are making progress toward meeting the Council's standards and criteria. Non-public institutions must also submit financial information on an annual basis as described in Section IV., D.2.

B. Accreditation

1. Eligibility Requirements

After an institution has been accepted as a candidate for accreditation and becomes an active participant in the program of the Council, the earliest that the institution can host a visiting team for the purpose of initial accreditation is six months after the date candidate status is approved. To be eligible for accreditation, a Federal institution **must**:

- a. Continue to meet the eligibility requirements to be a candidate for accreditation.
- b. Demonstrate that it meets the minimum required benchmarks for completion, placement, and/or licensure exam pass rates.
- c. Occupy its own physical facilities.
- d. Have students continuously in attendance for a minimum of two years except for regularly scheduled breaks, holidays, and vacation periods.
- e. Have the on-site administrator or other full-time employee at the main campus attend a **Candidate Academy** within six to 18 months prior to hosting the accreditation visiting team.
- f. Have undergone a self-study based on the mission of the institution and the standards and criteria approved by the Council and have filed the required documents with the Commission.
- g. Have undergone a visiting team review.

- h. Have written a letter requesting accreditation and submitted an institutional response, if required, to the team report by the chief administrative officer of the institution. (The response **must** be received in the Council office within 30 days of the date that the letter requesting a response was transmitted from the Council office.)
- i. Be accepted by a majority vote of the Commission as meeting the standards and criteria of the Council.

Institutions being considered for initial accreditation must obtain accreditation status within 12 months after the first review by the Commission.

2. Alternate Procedure for Acquiring Initial Accreditation

Initial accreditation is normally achieved only after a period of candidacy. An institution may acquire initial accreditation without being required to enter into a period of candidacy provided it meets all of the following conditions:

- a. Demonstrates to the Commission that the institution is in compliance with all of the eligibility requirements for candidacy as stated in Section III.A.2. above. (This may require an on-site visit by a Commission representative with the cost of the visit to be paid by the institution.)
- b. Meets all requirements for initial accreditation as stated in Section III.B.1. above.
- c. Is in good standing as an accredited institution with another institutional accrediting agency recognized by the U.S. Secretary of Education (i.e., seeking dual accreditation) or has voluntarily withdrawn in good standing from accreditation by such an agency within the past 12 months.
- d. Completes a self-study and hosts a visiting team within two years from the date of approval of an application for use of the alternate procedure.

Institutions being considered for initial accreditation must obtain accredited status within 12 months after the first review by the Commission. If initial accreditation has not been granted within that twelve-month period, the institution must wait one year and must apply for candidate status.

3. Annual Renewal of Accreditation

Accreditation is for a period of one year. Continued accreditation is determined annually by Commission approval of institutional annual reports that verify that accredited institutions are complying with the Council's standards, criteria, and conditions.

4. Reaffirmation of Accreditation

Reaffirmation of accreditation **must** occur from two to six years after initial accreditation or any subsequent reaffirmation decision. The time interval for reaffirmation is determined by the Commission as a part of its accreditation or reaffirmation decision. Institutions **must** meet the same requirements for reaffirmation as required for initial accreditation (see Section III.B.1 above). At the discretion of the Commission, the institution may be required to undergo reaffirmation earlier than the previously determined year.

Institutions undergoing reaffirmation of accreditation must send the Chief Administrative Officer, Commander, the Accreditation Liaison Officer or other full-time employee at the main campus of the institution to a Commission-sponsored Self-Study Workshop within 6 to 18 months prior to hosting the reaffirmation visiting team.

Applications for substantive changes must be received in the Commission office no later than 90 days prior to hosting the accreditation team visit. Applications received within 90 days prior to hosting an accreditation team visit will not be processed until after the team visit takes place.

Institutions being considered for reaffirmation of accreditation must obtain reaffirmation within 12 months after the first deferral of action by the Commission. If reaffirmation has not been granted within that twelve-month period immediately following the first deferral of action, the institution shall be dropped from accreditation.

An institution that has been dropped from accreditation may file an appeal of the Commission's decision in accordance with the Commission's policies on appealing Commission decisions (see section E. Commission Action, 3. Appealable Actions, and the Policies and Rules of the Commission, Appeal Process).

Institutions dropped from accreditation may submit a new application for candidate for accreditation status one year after the effective date of the Commission's action to drop the institution.

SECTION IV.

The Accreditation Process

The components of the accreditation process described below represent the primary means through which the objectives of COE as an accrediting agency are addressed. The process incorporates a comprehensive institutional self-study, peer evaluation, and decision of the Commission based on the Council-approved standards and criteria for accreditation.

A. The Self-Study

The primary purpose of the self-study is to examine an institution's qualifications for accreditation through a comprehensive self-evaluation conducted by institutional personnel. The self-study process also serves as a strategic planning vehicle for the improvement of all institutional services. The Council provides guidelines for the self-study in a manual that each institution is expected to use in planning, conducting, and reporting its self-study.

A consultant may be used to assist in the self-study, but clear indications **must** exist that the faculty and staff were primarily responsible for preparing, revising, and editing any documents required in the accreditation process. Within seven days after employing a consultant for the purpose of assisting in the accreditation process, an institution **must** submit a copy of the consultant's resume to the Council. A consultant may provide assistance to the institution by conducting an on-site workshop for one or more of the following purposes:

1. Acquainting the administration and staff with the self-study process.
2. Providing an explanation of the content of the accreditation standards and criteria.
3. Lending assistance in organizing the self-study effort to maximize staff participation.
4. Identifying the types of exhibits or other documentation needed to support or complement the self-study report.

B. The Site Visit

The primary responsibility of the visiting team is to determine whether or not the institution is in compliance with the standards and criteria required for accreditation by the Council. The visiting team assesses the quality of an institution in light of its stated mission using the standards and criteria of the Council as the basis for the assessment. Information sources utilized by team members in conducting the on-site evaluation include the institutional self-study report, documentation available at the institution, interviews of individuals associated with the institution, and observation of conditions and practices.

The Commission is responsible for establishing all requirements related to visiting teams. Those requirements are presented in a separate document containing the guidelines for accreditation visiting teams.

C. Institutional Response Report

In those instances where a visiting team reports a failure of an institution to comply with one or more standards, criteria, and/or conditions for accreditation (i.e., when the team makes one or more recommendations), the institution is required to take appropriate corrective action immediately. The institution **must** also submit a written report that addresses each violation by describing and documenting the action taken by the institution to comply with the requirement. This report **must** be received within 30 days of the date that the team report was transmitted from the Council office. Specific instructions for preparing and submitting the institutional response report are in the guidelines for accreditation visiting teams adopted by the Commission.

D. Annual Documentation/Reports Required for Renewal of Candidacy or Accreditation

Continued candidate status or accreditation is determined annually by Commission approval of institutional annual reports. Candidate institutions **must** show progress toward meeting standards and criteria; and accredited institutions **must** show that they are complying with standards, criteria, and conditions for continued accreditation.

The institution **must** provide all of the applicable information requested in the annual report. Reporting substantive changes in the annual report does not constitute written notification to the Council.

Failure to submit an annual report or additional information regarding the annual report by the due date established by the Commission **shall** be grounds for an institution to lose its candidate or accredited status.

E. Commission Action

1. Possible Commission Decisions

The Commission has a variety of options for action when making decisions regarding the award, maintenance, or termination of status with the Council for candidate and accredited institutions. The options available are the following:

- a. Award of candidacy.
- b. Denial of candidate status.
- c. Denial of Application for Alternate Procedure for Initial Accreditation
- d. Annual renewal of candidacy.
- e. Drop from candidacy.
- f. Award of initial accreditation.
- g. Denial of initial accreditation.
- h. Annual renewal of accreditation.
- i. Reaffirmation of accreditation.
- j. Denial of reaffirmation of accreditation.
- k. Determination of statuses
 - (1) Notification of apparent deficiency.
 - (2) Heightened Monitoring.
 - (3) Warning.
 - (4) Probation.
 - (5) Show cause order.

- l. Deferral of decision.
- m. Drop from accreditation.

The review of the status of any institution may be conducted periodically as specified in the procedures of the Commission. A focused review may be prompted by a notice of substantive change; by a complaint; by notification of possible unethical conduct; or by a possible violation of standards, criteria, or condition adopted by the Council. The Commission may take the same actions in both periodic and focused reviews regarding the institution's status.

With respect to institutions which are currently holding Candidate for Accreditation status, the Commission uses the self-study, visiting team report, and institutional response, if required, to choose one of three alternative actions. The Commission may continue the institution in candidate status, approve the institution's initial accreditation, or drop the institution from candidate status.

With respect to institutions **that** are currently accredited, the Commission may continue the institution's accredited status, may assign any of five statuses, or may drop the institution from accreditation.

Institutions will be notified within 30 days of adverse Commission decisions which affect their candidate or accredited status by letter sent by certified mail or other signature-required delivery service addressed to the chief administrative officer. The letter includes: the decision, a statement of the substance of the basis for the decision, and the deadline for an institutional response or appeal which may be permitted.

In all cases where the number of days for taking action or making a response is specified, "days" means calendar days unless otherwise indicated. In all situations specifying the number of days within which the institution is required to make a response, the deadline is computed from the date the notice prompting such a reply was transmitted by the Commission.

The Commission may, to provide time for supplementary activity, choose not to take action but may defer its decision. Such a deferral causes an institution's status to remain unchanged unless the Commission, in announcing its deferral action, specifies otherwise.

If in the judgment of the Commission the conditions warrant, the Commission may impose one of the five statuses on an institution. The status may be withdrawn by the Commission upon clarification or remediation, but is not subject to appeal.

The five statuses are defined as follows:

Monitoring Statuses

- a. **Notification of Apparent Deficiency**—Notification of Apparent Deficiency is a status which signifies that the institution is apparently deficient with respect to a requirement of the Commission. The institution has 30 days to respond. This status may be removed at any time by the Commission upon clarification or remediation of the apparent deficiency.
- b. **Heightened Monitoring**—Heightened Monitoring is a status that signifies that the Commission has determined a need to more closely monitor an institution. This status may be extended or removed at any time by the Commission. The institution must satisfy the monitoring requirements of the Commission in order to be removed from Heightened Monitoring status. The types and the requirements for reporting will be established by the Commission and may include but are not limited to reports on financial stability, administrative capability, educational program improvement, and/or institutional enrollment data and program outcomes.

Violation Statuses

- a. **Warning**—Warning is a status imposed on an institution for a period of time from 30 days up to one year by the Commission if it determines that an institution is possibly in violation of one or more of the standards, criteria, and/or conditions of the Council. A focused review team, which may include a Commission representative, may be required to visit the institution.
- b. **Probation**—This status is imposed when, in the judgment of the Commission, there is a violation of standards, criteria, and/or conditions of the Council that must be corrected or the institution will suffer loss of candidate status or accreditation. Probation may be imposed for a period of up to one year.
- c. **Show Cause Order**—This status is assigned by the Commission giving an institution 30 days to show cause why the institution should not be dropped because of one or more serious violations of the standards, criteria, and/or conditions of the Council.

When an institution continues to be in violation of standards, criteria, and/or conditions after being placed on warning or probation or issued a show cause order, or where circumstances are deemed sufficiently compelling, the Commission has the responsibility to drop the institution from candidate or accredited status after 12 months following the imposition of a violation status. The Commission shall notify the Chief Administrative Officer/Commander of the institution as to the nature of the action and the procedure to be followed if an appeal is filed. The decision of the Commission is final, subject to the appeal procedure, and will be made known to the public. No institutional response is required; however, an institution may choose to follow the appeals procedure described in Section IV.E.3. below.

An institution that does not choose to appeal may comment in writing regarding the Commission's action provided the response complies with Commission procedures and is received by the Commission within 20 days of the notice of the Commission's action. Any response received by the Commission within 20 days shall be included in the Commission's final report to the appropriate federal and/or special agencies.

An institution that has been dropped may file a new application for candidate for accreditation status one year after the effective date of the Commission's decision to drop the institution.

The Commission need not follow any specific sequence or order in the assignment of statuses. Assignment to any one status is not required before an institution may be assigned to another status. Ordinarily, Warning, Probation, or Show Cause Order status will be assigned to an institution to provide an oppor-

tunity for remediation and correction before a decision is made by the Commission to drop the institution from accreditation or candidate status. However, where the Commission deems the circumstances sufficiently extreme to warrant a prompt response, it may drop an institution without the prior assignment of any status.

During the resolution of a warning, probation, or show cause status, or during the processing of an appeal, no plan or proposal for a substantive change will be accepted by the Commission.

2. Appearance before the Commission

Since all Commission decisions are based upon written documents, there are normally two instances where officials of an institution might appear before the Commission:

- a. Upon request by the Commission for the purpose of answering questions concerning an accreditation matter.
- b. Upon approval of the Executive Director when the institution is making a special request of the Commission.

All requests to appear before the Commission **must** be submitted in writing to the Executive Director and be received at least 30 days prior to the scheduled meeting. Such a request **must** describe in detail why the appearance is necessary. Documentation supporting the request **must** be submitted with the letter.

The Executive Director may approve the request at which time the institution will be informed of the date, time, and place of the appearance. In the event the Executive Director defers action on a request to appear, the matter is taken before the Executive Committee for review and appropriate action.

3. Appealable Actions

Institutions that have filed a complete application for candidate status, institutions that are accredited by the Commission, and institutions that are seeking reinstatement of accreditation following a change of governance or control may appeal the following actions of the Commission:

- a. Denial of candidate status.
- b. Removal of candidate status.
- c. Decision to deny accreditation (membership).
- d. Decision to discontinue accreditation (membership).
- e. Decision to deny reinstatement of accreditation following a change of governance or control.

An appeal **shall** be based on one or more of the following grounds:

- a. Errors and/or omissions in applying the standards, criteria, and/or conditions of the Council were made by the evaluation team(s) and/or the Commission.
- b. Demonstrable bias or prejudice was displayed by one or more members of the Commission, which significantly affected the decision.
- c. The documentation before the Commission at the time of the negative decision was materially in error.
- d. The decision of the Commission was contrary to the substantial weight of the documentation.

If an institution is aggrieved by any one of the four actions listed above, the Chief Administrative Officer or Commander of the institution, with the approval of the governing board of the institution, must give notice of intent to appeal such action to be received in the Commission office within 20 days of the date of the notice of the Commission's action. The notice **shall** be submitted to the Commission's Executive Director in the form of a letter sent by certified mail or other signature-required delivery service. The letter **must** state all of the following:

- a. A request that an appeal board be convened.
- b. The specific grounds for the request with a statement explaining the reason(s) for each ground.
- c. Documentation (such as a copy of a resolution) showing the approval of such appeal action taken by the institution's governing board.
- d. A statement in the letter indicating the willingness of the institution to abide by the appeals conditions and procedures.

The request **shall** be accompanied by a cashier's check in the amount of \$27,500 to cover the necessary cost of the appeal. The \$27,500 consists of a \$2,500 notice-of-intent-to-appeal fee (non-refundable) and a \$25,000 deposit to cover the costs of the appeal board proceedings. Any funds left over from the deposit will be refunded to the institution. Should there be an outstanding balance after the deposit is applied, the institution **must** pay the outstanding balance.

Upon proper notice of intention to appeal, the prior status of the institution, if any, shall be restored and will remain the same pending the disposition of the appeal.

The Commission is responsible for defining the procedures to be used in the appeal process so as to ensure that the process is fair and equitable for all affected parties.

4. Resolution of Disagreements

a. Interpretation of Membership Agreements

As a condition of receiving any status with the Council, each institution agrees that all agreements created by the Commission's granting such status **shall** be deemed to have been entered into in Fulton County, Georgia, and **shall** be interpreted in accordance with the laws of the State of Georgia. Further, each institution agrees that jurisdiction and venue for any action which might arise from any membership agreement between the institution and the Council, regardless of which party shall initiate the action, **shall** be exclusively in the United States District Court for the Northern District of Georgia or the state courts of Fulton County, Georgia, whichever of these courts shall have proper subject matter jurisdiction.

b. Litigation Bond

An institution that files suit against the Council **shall** be required to post a bond of \$100,000 per location. Should the court rule in favor of the Council, the institution **shall** pay all court costs, Council attorney fees, and all other costs incurred by the Council in its defense.

SECTION V.

Obligations of Affiliation

Affiliation of an institution with the Council creates certain obligations that must be met by the institution. Those obligations are grouped and described below under two headings: Administrative and Substantive.

A. Administrative Obligations

1. Accreditation Liaison Officer

The accreditation liaison officer **must** be a permanent staff member at the main campus of the institution. This is the person with whom the Commission staff will discuss accreditation matters concerning the institution when the Chief Administrative Officer or Commander is not available.

2. Official Communications

Only written communication from the Commission will be considered official. All official communications from the Commission to candidate or accredited institutions shall be transmitted to the main campus Chief Administrative Officer, Commander, or, if applicable, to the institution's Accreditation Liaison Officer. All official communications from candidate or accredited institutions **must** be from the main campus Chief Administrative Officer, Commander, or, if applicable, from the institution's Accreditation Liaison Officer and in written form.

3. Requested Report or Documentation

Decisions are made by the Commission based on written evidence. Any report or documentation requested by the Commission **must** arrive in the Council office by the date due. Failure to submit any report or documentation requested by the due date **shall** be grounds for an institution to lose its candidate or accredited status.

4. Confidentiality of Materials

The accreditation of occupational education institutions by the Commission is an activity requiring a high degree of confidentiality. The findings, recommendations, suggestions, and other information relating to an institution are, by implied agreement, exchanged within an atmosphere of trust, confidentiality, and professional integrity. The Commission makes such information available to the participating institution and to other agencies, accrediting bodies, institutions, or individuals only upon the approval of the participating institution, pursuant to these conditions; as required by law; or as required by federal regulations applicable to accrediting agencies recognized by the U.S. Secretary of Education.

The participating institution may disseminate any of the information it receives from the Commission; however, experience has indicated such dissemination should occur only after the completion of the process leading to an action, certainly not during the process. A number of activities and cautions are employed by the Commission to assure integrity and institution/Commission confidentiality.

5. Maintenance of Accreditation File

An institution that is accredited by the Commission **must** maintain a permanent accreditation file. The file **must** contain the following in chronological order:

- a. Copy of all substantive correspondence between the institution and the Commission (COE/COEI) to include, but not limited to, all letters related to accreditation, reaffirmation of accreditation, substantive changes, and official actions of the Commission.
- b. Copy of the last Self-Study.
- c. Copy of the last accreditation visiting team report and all other team reports since the last accreditation visiting team.
- d. Copy of the institution's response report for the last accreditation team and all other response reports to visiting teams since the last accreditation visiting team.
- e. Copy of all substantive change applications since the last accreditation visiting team.
- f. Copy of all annual reports since the last accreditation visiting team.

Failure to maintain the accreditation file as requested will call into question the administrative capability of the institution.

6. Publication of Status with the Commission

An institution **must** be accurate in reporting its status with the Commission to the public. In catalogs, brochures, advertisements, web sites, an/or news releases, any reference made to its status with the Commission **must** be accurate and must include the name, and contact information of the Commission as follows: Council on Occupational Education, 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, Telephone: 770-396-3898 / FAX: 770-396-3790.

Any Federal institution that is found to misrepresent its status with the Commission **shall** issue a correction in an appropriate newspaper, web-site, and/or other forum to correct the misrepresentation. Documentation that the correction has been made **must** be submitted to the Commission office.

Each candidate or accredited institution when referring to its status with the Council on Occupational Education **must** use the appropriate choice of the two statements that follow:

(Name of Institution) is a Candidate for Accreditation by the Commission of the Council on Occupational Education.



(Name of Institution) is accredited by the Commission of the Council on Occupational Education. Accredited institutions may use the accreditation seal of the Commission of the Council on Occupational Education.

The accreditation seal **must** be used with discretion. It is not to be used for advertising purposes, but rather to identify institutions as being members of a nationally-recognized accrediting agency. The seal may be used only on letterheads, catalogs, certificates, diplomas, transcripts, and web sites. If the seal is used on an institution's web site, it must be linked to the Council's web site (www.council.org). The Commission may publish, as it deems appropriate, through its Executive Director, information contained in official notification letters from the Commission to the institution which relate to the following:

- a. Granting candidate status or accreditation.
- b. Candidate status extension or accreditation reaffirmation.
- c. Candidate status termination or accreditation withdrawal.
- d. Notification by the Commission to an institution that there is or may be a violation of a standard or condition resulting in placement on special status or being dropped from candidate or accredited status.
- e. Denial of application for candidate status, accreditation, or reinstatement of accreditation following a change of governance or control.
- f. Withdrawal from candidate or accredited status.

The Commission shall make public correction of any misleading or incorrect information made public concerning the candidacy or accredited status of an institution, the contents of visiting team reports, or accrediting actions. Misinformation published in the official publications of the Commission shall be corrected in the next issue of the relevant publication. Any misinformation submitted by letter to an institution relative to its status as a candidate for accreditation; its status as to meeting the standards, criteria, and/or conditions of the Council; or the actions of the Commission toward the institution shall be corrected by letter. If the letter containing the misinformation was copied to any federal agency, state agency, another nationally recognized accrediting agency, or anyone else, the letter of correction shall be copied to every agency or person to whom the letter of misinformation was copied.

Likewise, should the Commission discover misleading or incorrect information published by institutions in candidate or accredited status concerning the contents of visiting team reports, accrediting actions of the Commission, or the candidacy or accredited status of the institution, it shall make public a correction of the misinformation. Additionally, the Commission shall notify all applicable federal agencies, state agencies, and other nationally recognized accrediting agencies of the misinformation.

If an institution's operation, recruiting practices, or other actions become a matter of public or Commission concern, the Commission may announce, through its Executive Director, any action the Commission has taken and the basis for that action, including all pertinent information in the possession of the Commission.

7. Voluntary Withdrawal of Status by the Institution

A candidate for accreditation or an accredited institution can withdraw its candidate or accredited status at any time by written notification to the Commission. When an institution voluntarily withdraws its candidate status or accreditation, the Commission shall notify the U.S. Department of Education and other appropriate agencies of the institution's voluntary withdrawal within 30 days. Should the institution be under a violation status, the notice would indicate that voluntary withdrawal occurred while in that status.

Failure of a candidate or accredited institution to pay its dues, fees, penalties, evaluation costs, or other financial obligation to the Council within 90 days of the due date **will** be taken by the Commission as conclusive evidence that the institution has voluntarily withdrawn its candidate or accredited status. As indicated above, the notice of the institution's withdrawal for non-payment of its financial obligations shall be sent to the appropriate agencies within 30 days.

Institutions that have voluntarily withdrawn from candidate or accreditation status may file a new application for candidacy for accreditation one year after the effective date of withdrawal.

8. Payment of Dues and Fees

Federal institutions should generally follow the fee schedules outlined below. However, COE recognizes and is sensitive to the unique operating models employed by the Federal Community and will work with those institutions to find a fair and reasonable fee structure.

a. Dues for Candidates for Accreditation

Dues—Institutions that have applied to and have been accepted by the Commission as Candidates for Accreditation **must** pay annual dues. Dues are the same for candidates and accredited institutions. (See schedule in Section b. below.)

Initial Payment—When an institution makes application to the Commission, a check for the amount of the annual dues and application fees **must** be attached. The check is made payable to the “Council on Occupational Education.” The initial payment is applied to the fiscal year in which the institution is accepted as a candidate for accreditation with the exception that institutions accepted during the last 60 days of any fiscal year will have their initial dues payment credited to the next fiscal year.

Annual Payment—The annual dues for candidate institutions are payable upon receipt of an invoice from the Council on Occupational Education. Institutions will be invoiced prior to the first day of July for annual dues that apply to the fiscal year July 1 - June 30.

Refund Policy—An institution that makes application to the Commission and is not accepted as a candidate for accreditation is refunded the initial dues less the actual cost of the candidate visit to the institution and any other expenses incurred. An institution that withdraws its application for candidate for accreditation prior to being accepted will be refunded the dues less the cost of the candidate visit and any other expenses incurred. After an institution has been accepted as a candidate for accreditation, no refund of dues will be made. Application fees are non-refundable.

b. Dues for Candidate and Accredited Institutions

Annual Dues—Each candidate or accredited institution **shall** pay annual dues based on enrollment (Full-Time Equivalent or FTE) according to the applicable schedule below.

<u>*FTE</u>	<u>**Federal Institutions</u>
1 - 137	\$1,245
138 - 276	1,350
277 - 415	1,455
416 - 553	1,580
554 - 692	1,740
693 - 1,039	1,915
1,040 - 1,386	2,080
1,387 - 2,079	2,365
2,080 - 2,773	2,585
2,774 - 4,160	2,865
4,161 - 6,934	3,270
6,935 - 13,869	3,720
More Than 13,869	4,160

* One FTE is equal to 900 student contact clock hours, 45 quarter credit hours, or 30 semester credit hours.

**In some cases, a Federal institution may use an “Average-on-Board (AOB)” measure in place of FTEs in computing dues.

Annual Payment—Payment of annual dues for candidate and accredited institutions **must** be made upon receipt of an invoice from the Council on Occupational Education. Invoices are mailed prior to July 1 of each year. Annual dues are for the fiscal year July 1 - June 30 and are due July 1.

Refund Policy—No refund of annual dues is made to a candidate or accredited institution.

c. Full-Time Equivalent (FTE)

Full-Time Equivalent (FTE) is a unit of measurement used by the Commission to define the amount of instruction that equates to one full-time student during one academic year. The Commission defines an FTE as 900 scheduled student contact clock hours, 45 quarter credit hours, or 30 semester credit hours of instruction. (See the *Policies and Rules of the Commission* for a discussion of the rationale for this definition.)

d. Cost of Institutional Evaluations

Institutions **must** reimburse the Council for all costs of institutional team visits (i.e., team visits for candidacy, initial accreditation, reaffirmation of accreditation, focused review, and substantive changes). Reimbursable items include the cost of transportation, lodging, and meals for visiting team members and staff members and/or Commission representatives. Specific procedures regarding deposits, reimbursement, and travel regulations are presented in the *Policies and Rules of the Commission*.

e. Fees

Fees shall be assessed according to the schedule below. All fees shall be non-refundable. Other fees apply to substantive changes (see chart on page 27).

Application for Candidate for Accreditation or Alternate Procedure for Acquiring Initial Accreditation.....	\$ 1,500
Warning Status	250
Probation Status.....	250
Show Cause Order.....	250
Focused Review Visit.....	500
Notice of Intent to Appeal	2,500
Reprocessing any Insufficient Application, Report, or Response	250
Initial Accreditation	1,000
Renewal of Accreditation	1,000
Substantive Change Team Visit Deposit	2,000
Third-party Audit Review (see <i>Policies and Rules of the Commission</i>)	1,500

f. Penalties

Failure to pay dues, fees, penalties, or any charges due within 30 days of due date	10% of the amount due
Failure to pay fees, penalties, or any charges within 60 days of due date.....	20% of the amount due
Failure to provide annual report or other report by due date.....	500
Failure to attend a self-study workshop within the specified time period prior to hosting a visiting team	500
Failure to disclose a substantive change to the Commission	1,500

g. Deposits

The Council requires deposits for certain substantive changes, accreditation team visits, and appeal board hearings. Unused funds on deposit for those activities will be applied toward any outstanding debt an institution owes the Council.

B. Substantive Obligations

1. Institution's Relationship with the Council

a. Institutional Ethics and Integrity

The Commission **must** be assured that any institution which seeks candidate status, accreditation, reaffirmation of accreditation, or reinstatement of accreditation following a change of governance or control conducts its affairs with acceptable standards of honesty and integrity. When the Commission has any cause to believe that a candidate or accredited institution has acted in an unethical or untruthful manner, it will evaluate the matter and take appropriate action as described in the policies governing statuses (Section IV.E.1. Possible Commission Decisions).

If an institution misrepresents itself in documents filed with the Commission for purposes of candidate status, accreditation, reaffirmation, or reinstatement of accreditation following a change of governance or control, the Commission will immediately sever its relationship with the institution and may publish the decision.

Institutions **must** meet all lawful obligations. Failure of an institution to conform to legal obligations imposed by governments and their agencies **shall** be cause for the Commission to remove the institution's candidate or accredited status. The Commission may publish an action taken for such cause.

b. Maintaining Eligibility Requirements

Each educational institution applying for affiliation with the Council **must** initially demonstrate that it satisfies each of the eligibility requirements to become a Candidate for Accreditation as stated above in Section III.A.2., Candidate for Accreditation: Eligibility Requirements. Further, each educational institution that applies for accreditation **must** demonstrate that it satisfies each of the eligibility requirements for initial accreditation as stated above in Section III.B.1., Accreditation: Eligibility Requirements. An institution **must** continue to meet the requirements for both candidacy and accreditation in order to maintain its accredited status with the Council.

c. Reports

(1) Annual Report

Continued candidate or accredited status is determined annually by Commission approval of annual reports. Candidate institutions **must** show progress toward meeting standards and criteria; and accredited institutions **must** show that they are complying with standards, criteria, and conditions adopted by the Council.

(2) Focused Institutional Report

The Commission may request a focused report from an institution if, in the judgment of the Commission, substantive changes, institution's operation becoming a matter of public concern, or conditions justify a re-evaluation of the school's status. Topics or areas of concern to be addressed in the report will be delineated when the report is requested.

d. Comprehensive Review for Continuation of Accreditation

Reaffirmation **must** occur from two to six years after initial accreditation or any subsequent reaffirmation decision. The time interval for reaffirmation is determined by the Commission as a part of its accreditation or reaffirmation decision. Institutions **must** meet the same requirements for reaffirmation as required for initial accreditation (see Section III.B.1., Accreditation: Eligibility Requirements). At the discretion of the Commission, the institution may be required to undergo reaffirmation earlier than the previously determined year.

Institutions seeking reaffirmation **must** complete a self-study and host a visiting team. Reaffirmation decisions are made by the Commission following a complete review of the self-study report, the visiting team report, and the response report (if required) resulting from the institution's completing a self-study and hosting a visiting team.

An institution that has not been reaffirmed within 12 months following the initial review by the Commission **shall** be dropped from accreditation.

e. Focused Team Evaluation

Focused review team visits are conducted when certain substantive change applications are received or when, in the judgment of the Commission, a re-evaluation of the institution's compliance with the Commission's standards, criteria, conditions, policies, and/or procedures is necessary (cost to be borne by the institution). Accreditation by the Commission is an expression of confidence that an institution is effectively achieving its stated mission. Circumstances, including actions of an institution which become a matter of public or Commission concern, may require a focused review by the Commission. (See Focused Review Teams in the latest edition of the *Policies and Rules of the Commission*.)

The Commission may require the institution to host a focused team visit or may require the institution to complete a new self-study and host a visiting team earlier than previously scheduled if, in the judgment of the Commission, substantive change(s), institution's operation becoming a matter of public concern, or conditions justify a re-evaluation of the institution's status. The team may evaluate any area of the institution's compliance with the standards, criteria, and conditions of accreditation. The institution shall be provided a copy of the team's report and **shall** submit its response to the team's recommendations for receipt in the Council office within 30 days from the date that the report is transmitted from the Council office. Disruption of an institution by forces beyond its control, although not excused, does not result in summary loss of accreditation. Prolonged inability, for whatever reasons, to conduct its programs **will** require a review of the institution and a reconsideration of its candidate or accredited status. When the alleged circumstances appear to be a violation of standards, criteria, or conditions adopted by the Council, the Executive Director reviews the matter with the Executive Committee and may conduct an inquiry and/or arrange for a focused review site visit.

f. Substantive and Other Changes

(1) Planned and Unplanned Substantive Changes

A substantive change is one which significantly alters an institution's scope, programs, location, standing with another nationally recognized accrediting agency, federal agency, financial stability, governance, or control. A substantive change may be planned or unplanned. A planned substantive change within a candidate or accredited institution **must** be approved by the Commission before the change takes place.

Institutions planning a substantive change must submit an application for approval (if required) no later than 30 working days prior to the change being implemented. Approval for substantive changes must be granted by the Commission before the changes can be implemented. After applications for approval are received, the Commission provides consulting services to the institution to ensure that an orderly transition, consistent with the procedures of the Commission, is accomplished. The institution does not provide a consulting honorarium to the Commission representative or team members but reimburses all expenses.

The only substantive change that may be approved for candidates for accreditation are changes in existing educational programs. Institutions planning to host a team visit for the purpose of reaffirmation of accreditation may not apply for approval of any substantive change except for the addition of new educational programs and changes in existing educational programs within six months of hosting the team visit.

The Commission **must** be notified within five working days after an unplanned substantive change occurs. If applicable, a copy of the letter and/or document informing the institution of the unplanned substantive change **must** accompany the notification to the Commission. Within thirty days of notifying the Commission of an unplanned substantive change, the institution must submit to the Commission all applications required by the Commission for such a change. The Executive Director will then refer the application(s) to the Commission for action at its next meeting. The Commission reserves the right to require a preliminary visit to the institution prior to granting initial approval.

Substantive changes are reviewed by the staff, and approval may be given by the Executive Director unless otherwise indicated. The Commission has reserved the authority to approve certain specified substantive changes. The approval by the Executive Director is subject to approval by the Commission.

A substantive change may require a visit by representatives of the Commission. When a visit is required, the team may evaluate the institution for compliance with any of the standards, criteria, and conditions adopted by the Council. Final approval for planned substantive changes requiring site visits must be granted before additional applications for changes requiring site visits will be accepted.

Failure to notify the Commission of a substantive change may cause loss of candidate or accredited status.

An application for a planned substantive change **shall not** be accepted until any unplanned substantive change has been resolved.

Substantive change applications **will not** be accepted before the resolution of certain statuses (warning, probation, or show cause), during the pending of an appeal of a decision of the Commission, or when an institution is past due on an invoice for money owed to COE.

The Commission may, at its discretion, determine that a request for approval of a substantive change or combination of changes is substantial enough so as to warrant a requirement that an institution complete a self-study and host a full accreditation visiting team within 18 months of notice from the Commission in order to continue status with the Commission. This determination by the Commission is affected by, but is not limited to, the impact the requested change(s) have on:

- (a) Scope of Program Offerings and Credentials Awarded: Addition of occupational areas of instruction not previous included in the initial grant of accreditation or the addition of credentials at a level higher than those included in the initial grant of accreditation
- (b) Physical Facilities: Additions to or remodeling of existing facilities or the acquisition of new facilities
- (c) Administrative Capability: The number, type, and experience of administrators charged with the responsibilities of institutional operation and oversight
- (d) Human Resource Availability: The number, type, and experience of faculty and other staff who teach and support programs currently offered at the institution and those programs that may be added
- (e) Current Standing with the Commission and Other Agencies: How proposed change(s) may affect, or be affected by, the institution's standing with the Commission or other agencies

Substantive Changes for the Federal Community *	Documentation Required		Commission Approval Required	Site Visit Required	Fee Required	Notify Federal COP-
	Letter of Notification	Application				
GOVERNANCE/CONTROL						
Change in Chief Administrative Officer, Commander, or Accreditation Liaison Officer assigned to the institution	•					•
Change of governance	•					
Execution of an agreement which effectively nullifies the power of the governing board of an institution to control the institution	•					
INSTITUTIONAL						
Change of name	•					
Change of a branch to a main campus		•		•	\$500	
Change of location		•	•	•	\$500	
Change in the relationship between an existing branch and main campus	•					
Significant change in institutional funding or resourcing over the previous year (greater than 25%)	•					
Merger of two or more institutions		•		•	\$500	
Withdrawal from accreditation	•					
Permanent or temporary closure of the main campus	•					
ADDITIONAL NON-MAIN CAMPUS SITES						
Establishment of a branch campus		•	•	•	\$500	
Establishment of an extension campus		•	•	•	\$500	
Permanent or temporary closure of a branch campus or extension campus	•					
PROGRAMMATIC						
Change in the institution's mission or programmatic scope	•		•			
Integration of distance education delivery methods into a program that previously operated without a distance component	•		•			

*Federal institutions should work closely with COE to identify each perceived change consistent with intent and time lines described within this handbook. Once confirmed as a substantive change, COE may consider fee reductions and/or waivers based on the special needs and circumstances of each institution.

Unplanned substantive changes include but are not limited to the following.

- (a) Loss of candidate or accredited status, or being placed on public probation by another nationally recognized accrediting agency, either institutional or programmatic, while a candidate or accredited with the Commission.
- (b) Loss of good standing with a regulatory or governing body.
- (c) Findings of a regulatory/oversight agency (e.g. U.S. Department of Education or nationally recognized accrediting agency) which may affect operations and/or institutional stability.
- (d) The permanent or temporary closing of the main campus or an additional site (extension or branch).
- (e) Substantial disruption of classes caused by any number of means to include natural disasters (hurricanes, floods, earthquake) that may cause significant degradation in operations or the temporary displacement of students to alternative learning sites.
- (f) Unplanned change of location.

An unplanned substantive change shall be reviewed promptly to determine if the candidate or accredited status should be withdrawn.

- (2) Other Changes: All institutions having status with the Commission should inform the Commission within five working days of any change which would affect communication between the Commission and the institution. Such changes shall include but are not limited to:
 - (a) Change in mailing address.
 - (b) Change in on-site Chief Administrative Officer, Commander, or Accreditation Liaison Officer
 - (c) Change in email address of on-site Chief Administrative Officer, Commander, and/or Accreditation Liaison Officer.
- (3) Change to Degree-Granting Status

If a candidate or accredited institution begins preliminary discussions that may result in the institution initiating an Associate Degree program, it **must** follow the procedures in order as listed below:

- (a) Submit a signed letter of intent to the Commission at least 180 days before implementing the degree plan.
- (b) Submit a business plan at least 90 days prior to implementing the degree program that includes the following documentation:
 - (i) Authorization for the degree.
 - (ii) Needs assessment and implementation schedule.
 - (iii) Detailed course outlines and syllabi.
 - (iv) Proposed publication of new program(s) including catalogs, brochures, etc.
 - (v) Faculty credentials.
 - (vi) Budgetary information.
 - (vii) Facilities requirement(s).

Upon receipt of all of the above documentation and a check for the application fee, the Executive Director shall review the application and may request additional documentation. **The Executive Director will then** refer the application to the Commission for action at its next meeting. The Commission reserves the right to require a preliminary visit to the institution prior to granting initial approval of the associate degree program.

Within 180 days after the degree program is granted initial approval, an on-site visit will be conducted. The visiting team (which may include a Commission representative) will consider the adequacy of the program. The visiting team will submit a written report to the Executive Director within 30 days after completing the site visit. A copy of the team report will be transmitted to the institution. The institution must submit a response to all recommendations to the Executive Director for receipt within 30 days of the date that the report is transmitted to the institution. The institution's response report, if required, must provide documentation that deficiencies or violations of standards, criteria, and/or conditions of accreditation have been corrected.

Cost of the on-site evaluation will be borne by the institution. The Executive Director will determine the amount of the deposit for the team site visit that must be conducted.

The Commission shall review the application, the team report, and institutional response, if required, and will make a final decision on the associate degree program at its next meeting.

Two years after the program is implemented, the institution may be required to host an accreditation visiting team.

An institution may apply for subsequent associate degree programs only after final approval of the initial associate degree program has been granted by the Commission.

g. Non-Main Campus Sites

A candidate or accredited institution may offer programs at multiple sites to achieve its mission. If an institution conducts educational activities at one or more sites in addition to its main campus, it **must** comply with the definitions and requirements below in designating the type for each site. Procedures for obtaining approval of additional sites are specified by the Commission and presented in the *Policies and Rules of the Commission*.

All non-main campus sites approved by the Commission must offer instruction on a continuous basis. If any site fails to have students in continuous attendance, except for regularly scheduled holidays and breaks, the institution must notify the Commission of the status of the site (i.e., closure, suspension, or other).

A branch of a main campus is a subordinate site, not a main campus, operating on a continuous basis under the supervision of a full-time, on-site, local administrator who reports to the chief administrative officer at the main campus. The branch **must** meet all educational requirements and comply with the operational policies of the main campus. The branch shall not issue a separate catalog, but may supplement the main campus catalog. (Institutions accredited first by another nationally recognized accrediting agency that requires a separate branch catalog may issue such as long as the institution is accredited by the other accrediting agency.) Duplicate records on personnel, financial matters, student attendance, and student educational progress **must** be kept at the main campus.

An extension of a main campus is a subordinate site, not a main campus, operating on a continuous basis within a fifty-mile radius of the main campus. Direct supervision and control are provided from the main campus, and the staff is limited primarily to instructors and support staff. All programs of an extension **must** meet the educational requirements of the main campus and comply with its operational policies. All extension programs **must** be included in the main campus catalog. Personnel and student records **must** be kept at the main campus.

All branches or extensions should bear the same name as the main campus, but names may be expanded to identify clearly different locations or specific program offerings of the branch or extension with approval from the Commission. The complete name of the main campus and the branch or extension **must** be identified in all publications and advertisements when using a campus name. No institution may offer continuous instruction at different locations without approval from the Commission. Any branch or extension **must** maintain the educational integrity of the institution and **must not** endanger its compliance with the standards, criteria, and conditions adopted by the Council. Branches may offer different programs than the main campus, providing all programs are described in the catalog of the main campus

Other Non-traditional Means to Deliver Quality Education/Training: The Commission recognizes that accredited institutions within the Federal Community are increasingly being asked to employ a wide-variety of means outside the traditional campus structure (noted above) to meet global demands for education and training. In doing so, accredited institutions may employ any number of innovative and responsive approaches to include, but not limited to: Learning Centers, Extended Learning Sites, Remote Classrooms, Satellite Classrooms, Mobile Training and/or Rapid Deployment Training Teams .

Irrespective of the term or approach used to deliver training, it is incumbent upon the accredited institution to ensure that any instruction, offered as part of an approved program, is systematically overseen to ensure that it is of high quality and comparable with that offered at the main, branch, or extension campus.

Further, should an informal site which traditionally hosts non-continuous training evolve over time to host continuous training, the accredited institution, at a minimum, must notify the Commission. Through that formal notification process, the Commission will work closely with the accredited institution to shape appropriate definition, recognition, approval, and/or review procedures going forward.

Similarly, other types of distributed training such as emerging synchronous or asynchronous e-learning opportunities must also be reported to the Commission.

For all locations and modes of instruction, governance **must** originate from the main campus.

Formal instruction delivered at any site used by an accredited institution must be in compliance with the standards, criteria, and conditions adopted by the Council. Failure to comply with these standards, criteria, and conditions jeopardizes the accreditation of the main campus.

h. Change of Branch to a Main Campus

A branch **must** exist for two years with all of the services of a main campus and **must** operate in its accredited status with the Commission for one year (of the two years) before being eligible to apply to be a main campus.

Upon receipt of a satisfactorily completed application and a check for the application fee, the Executive Director shall review the application and may request additional documentation, grant initial approval of the application, or refer the application to the Commission for action at its next meeting. The Commission reserves the right to require a preliminary visit to the main campus and the branch prior to granting initial approval for the change of a branch to a main campus.

Within 18 months after the initial approval of the change of a branch to a main campus, the institution **must** complete a self-study and host a visiting team. The visiting team will submit a written report to the Executive Director within 30 days after completing the site visit. A copy of the team report will be transmitted to the institution. The institution **must** submit a response to all recommendations to the Executive Director for receipt within 30 days of the date that the report is transmitted to the institution.

Cost of the on-site evaluation will be borne by the institution. The Executive Director will determine the amount of the deposit for the team site visit that must be conducted.

The Commission shall review the application, self-study, team report, and response report, if required, and will make a decision on final approval of the change of the branch to a main campus.

i. Change of Location

A change of location is defined as a physical relocation of an existing main, branch, or extension campus.

An institution desiring to relocate a main, branch, or extension campus **must** submit a plan to the Commission for initial approval at least 90 days prior to the change of location unless the move is an unplanned relocation (see Section V.B.1.f., Substantive and Other Changes). An institution planning to establish or change the location of a campus need only provide notification via a letter.

COE accredited Federal institutions moving as a result of Base Realignment and Closure (BRAC) actions should work very closely with COE to identify the appropriate reporting requirements and the sequence of actions needed to successfully maintain accreditation during such transitions.

The Commission shall prescribe the procedures for obtaining approval of a change of location and publish them in the *Policies and Rules of the Commission*.

j. Closure or Recombination through Base Realignment and Closure (BRAC)

Closing or realigning educational institutions requires extensive planning particularly if it involves reorganizing or integrating one formally independent institution within another formally independent institution (either of which may have been previously accredited)..

The Commission expects the institution's governing board to use the same planning and responsible leadership during BRAC relocations, closures, and mergers as with any other planned or unplanned substantive change. For this reason, such a decision requires specific plans for providing, in appropriate ways, for the students, faculty, administrative staff, and support staff. Depending on the situation, such complex mergers, relocations, and/or closures will require various combinations of applications, site visits, and/or fees. To help the Federal Community navigate through these uncertain waters, COE stands ready to assist all of its Federal institutions impacted by the BRAC process.

Institutions **must** comply with all federal rules, regulations, and guidelines regarding the closing of an educational program or an institution.

2. Institution's Relationships with Other Constituencies

a. Recruitment

Many Federal institutions may not specifically control the recruitment process, those that do they should follow the guidance below.

All recruitment activities used by an institution **must** be truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment.

The following practices in student recruitment **must not** be utilized:

- (1) Guaranteeing employment.
- (2) Misrepresenting job placement, employment opportunities, or potential salaries for completers.
- (3) Misrepresenting program costs.
- (4) Misrepresenting abilities required to complete intended programs.
- (5) Misrepresenting recruiting personnel as career counselors.
- (6) Misrepresenting transfer of credit to another institution.
- (7) Misrepresenting its accreditation status.

b. Advertising/Marketing

All media used by an institution **must** be truthful and presented with dignity to avoid any false or misleading impressions of the institution, its programs and services, or employment.

- (1) All advertising seeking prospective students that is placed by the institution, its representatives, or third parties **must** appear under "instruction," "education," "training," or a similarly titled classification and **shall not** be published under any "help wanted" or "employment" classification.
- (2) All advertisements placed by the institution or its representatives through direct mail, radio, television, internet, or directories seeking prospective students **must** clearly indicate that education is being offered, and **shall not**, either by actual statement, commission, or intimation, imply that prospective employees are being sought.
- (3) Printed bulletins or other promotional information **must** be specific with respect to the prerequisites for admission to the institution's programs, the curricula, the content of courses, and the graduation requirements.
- (4) The institution **must** be emphasized more than accreditation in all promotional and institutional materials.
- (5) A record or copy of all promotional and advertising material **must** be kept on file from one accreditation team visit until the next.
- (6) An accredited institution assumes the responsibility for all representations made by its recruiting personnel or other employees in procuring students on its behalf.
- (7) Media criticism toward other institutions is prohibited.
- (8) The institution must accurately portray its physical facilities and educational programs in all web sites, bulletins, and other publications, whether printed or online.

c. Contractual Arrangement

An accredited institution may be asked to submit to the Commission for review and/or approval copies of all contracts existing between the institution and any agency, corporation, institution, or individual when such contracts involve instruction, recruiting, or consulting services.

d. Complaints

Federal institutions should use the appropriate chain of command and associated internal compliant resolutions processes widely available through the government. Should those avenues not resolve a complaint or should a complainant choose to bypass such venues then they will be handled in the manner as noted below.

The Commission reviews all written, signed complaints (that are addressed to the Council on Occupational Education, 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, and include complainant's mailing address) that allege non-compliant activities and practices of applicant, candidate, or accredited institutions. This procedure involves obtaining from the complainant a certification that all available institutional remedies have been exhausted or a statement documenting reasons why these remedies have not been sought. The complaint is then sent to the institution. A written institutional response that includes supporting documentation **must** be submitted to the Commission within 30 days of the date of the Commission's letter transmitting the complaint to the institution. In instances where the nature of the complaint requires immediate action, the Executive Director with concurrence from the chair of the Commission may take emergency measures to determine the facts and present them either to the Executive Committee or to the Commission. This may include but is not limited to a site visit. Based on the response of the institution or the findings presented by the Executive Director, the Commission will then review the complaint and act appropriately. The Commission may review any complaint (written or oral) that alleges a safety or health problem at an institution.

The Commission determines its own methods of review and action. It will not intervene on behalf of individuals in cases of disciplinary action or dismissal, or act as a court of appeals in such matters as admission, graduation, and similar points of issue unless the context suggests unethical or unprofessional action which significantly impairs or disrupts the educational services of a candidate or an accredited institution. The Commission will also transmit to the appropriate agency validated complaints and/or findings when these are potential violations of law, statute, or regulation and so inform the institution.

The Commission may, as a result of the report of an evaluation team, an interim team, or special deliberations, withhold or withdraw candidate or accredited status. The institution has the right to appeal the decision.

3. Institutional Relationships to Federal Requirements Applicable to Accreditation

Since the Commission is an accrediting agency recognized by the U.S. Secretary of Education, certain requirements of Federal Regulations must be observed with respect to institutions that can be considered for candidacy or accreditation. There are also Federal Regulations that are imposed on the Commission if candidacy or accreditation is granted to institutions under certain conditions. An institution that seeks candidacy or accreditation with the Commission **must** conform or allow the Commission to conform to these requirements.

a. Requirements Applicable to Applicants for Candidacy or Accreditation

- (1) The institution is not the subject of an interim action by the Federal government potentially leading to the suspension, revocation, or termination of the institution's legal authority to provide postsecondary education.
- (2) The institution has not had its instructional authority suspended, revoked, or terminated, even if the required due process procedures have not been completed.
- (3) The institution has not been denied candidacy or accreditation by a nationally-recognized accrediting agency within the previous 24 months.
- (4) The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency within the previous 24 months.
- (5) The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency within the previous 24 months.
- (6) The institution is not the subject of an interim action by another accrediting agency potentially leading to the suspension, revocation, or withdrawal of candidacy or accreditation.
- (7) The institution has not been notified of the loss of any agency's accreditation even if the due process procedures have not been completed.
- (8) If the institution is presently accredited by another nationally recognized accrediting agency, it describes itself in identical terms to each agency with regard to identity (i.e., main campus, branch campus, branch campus to main campus relationship), mission, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents.
- (9) 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 in the appropriate newspaper(s), web-site, and/or media services relevant to the Federal Community. This notice for comments **must** be made prior to hosting a visiting team for candidacy or initial accreditation. The notice **must** state that the institution is applying to become a candidate for accreditation or for initial 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.

b. Requirements Applicable to the Commission

- (1) If the Commission grants candidacy or accreditation to an institution that has been the subject of a negative action by a recognized institutional accrediting agency, it will provide the U.S. Secretary of Education a thorough explanation, consistent with Commission accreditation standards, stating why the negative action does not preclude the Commission from granting the institution candidacy or accreditation. The Commission, after having been notified of adverse action taken by another agency, may initiate an independent review of the institution. Negative actions include but are not limited to:
 - (a) Denial or withdrawal of candidacy or accreditation by a recognized institutional accrediting agency.
 - (b) Placement on public probation by a recognized institutional accrediting agency.
- (2) Unless the Commission extends the time period for compliance, with good cause, an institution **must** bring itself into compliance with the standards, criteria, and/or conditions of the Council within 12 months immediately following the first deferral of action by the Commission. The Commission will take adverse action for failure to come into compliance. (See Section VII for definition of 'good cause'.)
- (3) The Commission will submit a summary of the Commission's major activities during the previous year upon request from the Secretary of Education.
- (4) The Commission shall maintain complete and accurate records of its last review of each institution and an accurate, permanent record of its decisions with respect to candidate and accredited institutions.
- (5) The Executive Director shall notify, at the same time, the Secretary of the U.S. Department of Education, the appropriate authorizing and/or accrediting agencies, and the public (within 24 hours), but no later than 30 days after:
 - (a) Accepting an institution as a candidate for accreditation, accrediting an institution, or reaffirming accreditation of an institution.
 - (b) Any final decision to place a candidate or accredited institution on probation or show cause.
 - (c) A summary of any review resulting in a final accrediting decision involving denial, termination or suspension of candidacy or accreditation together with the comments of the affected institution or notification that the institution was provided the opportunity to provide comment.
 - (d) Any final decision to deny or withdraw candidacy or accreditation of an institution.
 - (e) Being informed by an institution that it is voluntarily withdrawing from candidacy or accreditation.
 - (f) An institution allows its candidacy or accreditation to lapse.
- (6) The Executive Director shall notify the Secretary of the U.S. Department of Education, the appropriate authorizing and/or accrediting agencies at the same time it notifies an institution if the Commission makes a final decision to deny or withdraw candidacy or accreditation or take other adverse action against an institution.
- (7) On behalf of the Commission, the Executive Director shall notify the relevant parties within 24 hours of its decision to deny or withdraw candidacy or accreditation or take other adverse action against a Federal institution.
- (8) No later than 30 days after a final decision to deny, limit, suspend, or withdraw the candidacy or accreditation of an institution, the Executive Director shall make available to the Secretary of the U.S. Department of Education, the appropriate authorizing agency, and the public, a summary of the Commission's decision.

- (9) As soon as the annual report of the Council on Occupational Education is printed each year, a copy of the report, which includes a current directory of institutions that are accredited by the Council, will be submitted to the U.S. Secretary of Education.
- (10) Once it determines that it needs to make changes to its standards, the Commission will initiate action within 12 months to do so and will complete that action within a reasonable period of time. Furthermore, before any changes to standards are finalized, the Commission will provide notice to all relevant constituencies and other interested parties of the changes the Commission proposes to make and will provide those parties the opportunity to comment on the proposed changes. All comments submitted regarding proposed changes to the standards will be taken into account.
- (11) All proposed revisions in the standards, criteria, conditions, and/or procedures of the Council will be submitted to the U.S. Secretary of Education at the same time that they are submitted to the membership for consideration if the revisions might alter the Council's scope of recognition or its compliance with the requirements for submission of information to the Secretary. Additionally, the Council will post these actions on its web site (www.council.org) in order to encourage input from potential employers and the general public.

c. Non-Discriminatory Policy of the Council

All Federal institutions should first bring any EEO issue through their Agency, Service or DoD specific EEO focal point. If the issue is not resolved at that level or the complainant choose to bypass that process they will be handled as noted below.

The Council does not discriminate on the basis of sex, race, color, national origin, age, or disability in any of its programs or activities.

Any individual who believes that he or she has been discriminated against because of his/her sex, race, color, national origin, age, or disability should immediately contact the Executive Director, Dr. Gary Puckett, who is the Council's coordinator for Title IX compliance. Dr. Puckett can be reached at 7840 Roswell Road, Building 300, Suite 325, Atlanta, Georgia 30350, (770) 396-3898, ext. 21. Complaints alleging discrimination on any of the above bases may also be made to:

The Office for Civil Rights
U.S. Department of Education, Customer Service Team
Hotline # 1-800-421-3481 or (202) 205-5413
Fax # (202) 205-9862 TTY # (877) 521-2172
ocr@ed.gov

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SECTION VI.

Accreditation Standards, Objectives, and Criteria

The objectives, standards, 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 11 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/Recruiting
- B. Programs
- C. Instruction

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

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 Services

Standard 9 - Organizational Structure

Standard 10 - Student Services and Activities

Standard 11 - Distance Education

- A. Regulatory Requirements
- B. Mission
- C. Programs
- D. Program Outcomes
- E. Learning Resources
- F. Technical and Physical Resources
- G. Financial Resources
- H. Human Resources
- I. Student Services
- J. Student Identity Confirmation

This section contains the COE objectives for accreditation followed by their related standards and criteria. The objectives, assure all standards and criteria to include those tailored for the Federal Community, remain consistent with over-arching mission and goals of the Council.

STANDARD ONE

Institutional Mission

Objectives of Accreditation Related to “Institutional Mission”

1. To assure that the institution’s primary mission is career development and technical education.
2. To assure that the current mission is clearly stated and is publicly available.
3. To assure that the mission is formulated with broad-based participation by the communities of interest served and promoted through appropriate and relevant channels.

Criteria of Accreditation Related to “Institutional Mission”

1. The primary mission of the institution is to instruct students to such competency levels essential to success in their occupations, including job knowledge, job skills, work habits, and/or attitudes.
2. The institution’s mission is clearly and concisely stated in written form and represents the official statement of the institution.
3. The institution has an appropriate hard-copy and/or online publication which it uses to accurately presents its mission statement and the educational courses and/or programs offered to achieve its mission.
4. The current mission statement is consistently used by the institution and is made available to the community that it serves (i.e. DoD, Navy, Army, USAF, USMC, Federal Agencies, etc).
5. The institution promotes its mission to the community that it serves.

STANDARD TWO

Educational Programs

Objectives of Accreditation Related to “Educational Programs”

A. Admissions/Recruiting

1. To verify that admissions policies are clearly stated, published, and administered uniformly.
2. To assure that the admissions policies are relevant to the student’s ability to complete the educational programs offered, including programs delivered at a distance.

B. Programs

1. To verify that the educational programs offered by the institution are congruent with the mission of the institution.
2. To ensure that each course and/or program incorporates current occupational requirements in its instruction through involvement of the constituencies served.
3. To assure courses and/or programs are objective-based and evaluated annually.
4. To assure currency of instructional content.
5. To assure that all programs provide for timely and meaningful interaction among faculty and students.

C. Instruction

1. To assure that instruction is competency-based, including current knowledge, skills, and work ethics relevant to the occupations for which the programs prepare students.
2. To assure that competencies are taught with equipment and in settings reflecting current workplace requirements.
3. To require documentation that instruction for each course and/or program is organized and appropriately documented to achieve its objectives.
4. To require that methods of evaluating individual student achievement are used to document student progress.
5. To require that work-based activities have objectives appropriate for the respective programs and are properly planned and supervised.

Criteria of Accreditation Related to “Educational Programs”

A. Admissions/Recruiting

1. Information about the institution’s academic courses/programs, prerequisites, and associated policies are clearly stated and made available to its students.
2. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.
3. Course and/or program requirements offer reasonable expectations for successful completion regardless of the delivery mode.

B. Programs

1. Occupational education courses and/or programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution.
2. The objectives for each educational course and/or program are evaluated annually.
3. Each occupational education course and/or program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and a method of student evaluation that aligns to the course and/or program objectives.
4. A systematic process has been implemented to document that the objectives and content of courses and/or programs are current.

All courses and/or programs, regardless of location or mode of delivery, must:

5. Be approved and administered under established institutional policies and procedures with oversight from an appropriate campus administrator.
6. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.
7. Have individual student records, including period of enrollment, and educational course and/or program records, permanently maintained by the institution, parent headquarters, agency, and/or Service.
8. Be described in appropriate catalogs or brochures and include relevant requirements for enrollment, academics, and related information technology.
9. Provide for timely and meaningful interaction among faculty and students.

C. Instruction

1. Academic competencies and occupational skills are integrated into the instructional courses and/or programs associated with each occupational area.
2. The instructional courses and/or programs provide education and training in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

3. The sequence of instruction required for course and/or program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation.
4. Job-related health, safety, and fire-prevention are an integral part of instruction.
5. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.
6. All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials.
7. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

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 assure that course and/or program completers and employers are satisfied with the education that was received.

Criteria of Accreditation Related to “Program and Institutional Outcomes”

1. Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record.

The institution has a written plan to ensure that follow-up is systematic and continuous, and includes the following elements:

2. Identification of responsibility for coordination of all follow-up activities.
3. Collection of information from completers and/or from the organizations and units which employ them.
4. Information collected from completers and/or from the organizations and units which employ them is focused on course/program effectiveness and relevance to job requirements.
5. Follow-up information is used to evaluate and improve the quality of program outcomes.
6. Follow-up information is made available at least on an annual basis to all instructional personnel and administrative staff.

STANDARD FOUR

Strategic Planning

Objectives of Accreditation Related to “Strategic Planning”

1. To ensure that the institution uses a systematic process.
2. To ensure that strategic planning leads to the establishment of priorities and to appropriate action.
3. To assure that the strategic plan is subject to systematic and periodic review.

Criteria of Accreditation Related to “Strategic Planning”

The institution has or aligns to a written strategic plan that includes, as a minimum, the following components:

1. Mission of the institution;
 2. Vision of the institution;
 3. Objectives for a minimum period of three years;
 4. Strategies for achieving the objectives; and,
 5. Strategies for evaluating progress toward achieving the objectives.
6. The strategic plan is reviewed by the faculty, administration, and institutional advisory committee and revised as necessary at least annually.
 7. The results of the evaluation of progress toward achieving the objectives are documented annually.

STANDARD FIVE

Learning Resources

Objectives of Accreditation Related to “Learning Resources”

1. To verify the presence and adequate maintenance of learning resources appropriate and essential for the achievement of the objectives for each program offered.
2. To verify that the learning resources are readily available and used by students and faculty.
3. To verify that all learning resources meet applicable safety standards.

Criteria of Accreditation Related to “Learning Resources”

A. Media Services

The institution has, aligns to, or is supported by a media services plan and provider which is appropriate to the needs of the institution and addresses:

1. The scope and availability of the services.
2. A variety of 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; and other materials to help fulfill the institution’s purposes and support its educational programs.
3. The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services.
4. Roles and responsibilities of designated staff member(s).
5. Orientation for user groups (i.e., instructors, students, and others).
6. Facilities essential for using media materials.
7. Annual budgetary support for the services.
8. Evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.
9. A current inventory of media resources is maintained.
10. Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies.
11. Services for creating instructional media (both print and non-print) are adequate and appropriate to support all students and faculty in meeting the objectives of the education program(s).
12. Media services, facilities, and materials are accessible and available for use by students and instructors.

B. Instructional Equipment

1. The institution has a system of instructional equipment inventory.
2. Funds are budgeted or made available to provide instructional equipment at a level that assures quality education and training.
3. The institution has a system for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction.
4. Relevant and up-to-date equipment is available to support the instructional programs offered by the institution.
5. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment.
6. All instructional equipment meets appropriate and required safety standards.

C. Instructional Supplies

1. Instructional supplies are available to support the instructional programs offered by the institution.
2. The institution has a system for purchasing and storing instructional supplies.
3. Funds are budgeted or made available to provide supplies at a level that assures quality of occupational education.
4. The institution has a system for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction.
5. First aid supplies are readily available.
6. All instructional supplies meet appropriate and required safety standards.

STANDARD SIX

Physical Resources

Objectives of Accreditation Related to “Physical Resources”

1. To verify the presence and adequate maintenance of physical resources appropriate and essential for the achievement of the objectives for each program offered.
2. To assure that the physical resources provide for the protection of the health and safety of students, faculty, administrative staff, and visitors.

Criteria of Accreditation Related to “Physical Resources”

1. The institution plans for and/or participates in broader long-range planning decisions related to its facilities and campus improvement efforts, to include, if applicable distance learning infrastructure.
2. The institution plans for and/or participates in decisions relative to its current operations, maintenance, and the improvement of facilities (including elements addressing personnel, equipment, supplies, relevant federal codes and procedures).
3. Existing physical plant at all locations provides adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, rest rooms, lounges, meeting rooms, parking, etc.
4. The institution plans for and/or participates in broader planning decisions relative to the health and safety of its faculty, staff, students, and guests.

STANDARD SEVEN

Financial Resources

Objectives of Accreditation Related to “Financial Resources”

1. To verify that the institution has the necessary financial resources to achieve the objectives of its programs and services.
2. To verify that the institution has the financial stability to enable it to continue to meet financial obligations and achieve its objectives.
3. To verify that all revenues and expenditures are capably managed and accurately documented.

Criteria of Accreditation Related to “Financial Resources”

1. A qualified financial officer or department oversees the financial and business operations of the institution.
2. Financial records are maintained so that the institution’s fiscal position may be analyzed in a timely manner.
3. The institution demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled.
4. The institution’s financial plan generally aligns to its strategic plan.
5. The institution uses adequate auditing and budgetary controls and procedures consistent with federal requirements.
6. The institution exercises proper management, financial controls, and business practices.
7. Qualified personnel are responsible for proper record-keeping, reporting, and auditing.

STANDARD EIGHT

Human Resources

Objectives of Accreditation Related to “Human Resources”

A. General

1. To verify that accurate and current job descriptions are available for all employee positions.
2. To verify that appropriate and published complaint/grievance procedures for employees are maintained and followed equitably.
3. To verify that appropriate and published procedures for evaluating the effectiveness of employees are maintained and followed equitably.

B. Faculty

1. To assure that the number of faculty is sufficient to fulfill the mission and operate the programs of the institution.
2. To verify that the faculty, including adjuncts, are and remain well prepared by virtue of education and experience to perform the duties assigned to them including teaching at a distance where applicable.
3. To verify that, in addition to teaching, faculty are appropriately involved in curriculum development, student advisement, work with business and industry, and planned programs of professional development in order to remain current in their teaching fields.

C. Administrative and Supervisory Personnel

1. To assure that the number of administrative and supervisory personnel is sufficient to fulfill the mission and operate the programs of the institution.
2. To verify that administrative and supervisory personnel are and remain well prepared by virtue of education and experience to perform the duties assigned to them.

D. Instructional Support Staff

1. To assure that the number of instructional support staff is sufficient to fulfill the mission and operate the programs of the institution.
2. To verify that instructional support staff are and remain well prepared by virtue of education and experience to perform the duties assigned to them.

E. Non-Instructional Support Services

To verify that there are adequate non-instructional support staff/services provided by qualified personnel (or contracted services) to support the institution’s mission.

Criteria of Accreditation Related to “Human Resources”

A. General

1. Duties and responsibilities of each position are specified in written job descriptions made available to members of the institution.
2. The institution has provided and implemented appropriate and published procedures for handling complaints/grievances for faculty and staff, consistent with the policies of the institution's governing board.
3. Appropriate procedures have been developed for the continuous evaluation of the performance and effectiveness of all institutional employees, with at least an annual written formal review and evaluation.
4. Appropriate orientation procedures for all employees are maintained and followed equitably.

B. Faculty

1. The institution has a sufficient number of faculty members to fulfill its mission and operate its programs.
2. Each faculty member has at least a high school diploma (or its equivalent) and demonstrated competency in the technical area of instruction.
3. Additional requirements established for faculty members by the institution, its governing board, parent headquarters, agency, and/or Service are met.
4. The institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.
5. Each faculty member in a technical field maintains contact with the organizations and/or units they serve and their technical disciplines through any number of means to include, but not limited to: assignments, rotations, periodic visitations, conferences, education and training, periodicals, and/or recurring personal contact.

C. Administrative and Supervisory Personnel

1. The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and operate its programs.
2. All administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

D. Instructional Support Staff

1. The institution has a sufficient number of instructional support staff members to fulfill its mission and enable its programs.
2. Personnel are employed to maintain student records and to assist in producing instructional materials; and to prepare correspondence, reports, and other records as needed.
3. All instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

E. Non-Instructional Support Services

1. Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution.
2. Preventative maintenance services are provided to ensure continued operation of the facilities.

STANDARD NINE

Organizational Structure

Objectives of Accreditation Related to “Organizational Structure”

1. To assure that the institution has a properly constituted governing body with legal authority and responsibility for the institution’s operations.
2. To assure that the governing body designates a chief administrative officer or Commander to whom is delegated the responsibility for the institution’s operations.
3. To assure that the institution is organized to promote effective and efficient operation of the educational programs and non-instructional services to students.

Criteria of Accreditation Related to “Organizational Structure”

1. The institution has a properly constituted governing body (either external or internal) that has the authority and responsibility for the institution’s operation and control.
2. The institution’s Chief Administrative Officer or Commander is responsible for the institution’s daily operations.
3. The Chief Administrative Officer or Commander is the designated official of record for all purposes of the Commission, is a full-time staff member of the institution, has his/her office on the main campus, and is the Commission’s point of contact with the institution, including branches, if any.
4. An organizational chart is available that shows the functional relationships among the personnel of the institution.
5. The organizational structure is designed to promote the effective operation of educational programs and institutional services for students.

STANDARD TEN

Student Services and Activities

Objectives of Accreditation Related to “Student Services and Activities”

1. To assure that adequate and appropriate student services are available to support the mission and programs of the institution. These services include:
 - a. Registration.
 - b. Orientation.
 - c. Records.
 - d. Grievances.
 - e. Academic advisement.
 - f. Health and safety.
 - g. Others as appropriate to the institution.

Criteria of Accreditation Related to “Student Services and Activities”

1. Tests and other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program placement services to students.
2. There is a process to acquaint new students with policies, functions, and personnel of the institution.
3. A designated staff member is responsible for maintaining official files and records of students.
4. Written procedures for access to student records are established to protect their confidentiality, limiting access to authorized personnel only.
5. The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment.
6. All period-of-enrollment, academic, and current educational progress records are available at the institution.
7. Preserving and protecting student records is 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.
8. The institution has implemented appropriate grievance policies (i.e. Chain of Command, IG, EEO, JAG, etc.) which are further described in the institution’s catalog or student handbook for handling student complaints. As an avenue of last resort, the Commission’s mailing address and telephone number are made available to students, faculty, and staff.

9. Records on student complaints are filed by the appropriate office in accordance with the parent headquarters, agency, or Service policy.
10. The institution provides academic advisement services (formal or informal) as required to assist students in planning and/or completing the courses or programs that they are enrolled in.
11. The institution has policies and procedures which help assure the health and safety of students in cases of sickness, accidents, or emergency health care needs on campus.
12. A system is in effect for reporting and investigating all incidents affecting health and safety.
13. If students with special needs are admitted into the program, then the institution makes reasonable accommodations to meet their needs.
14. The institution has policies and procedures that: help assure the effectiveness of student personnel services, document a systematic evaluation of those services, and provide for dissemination of any results to the staff so that pertinent information can be used to improve the student personnel services.

STANDARD ELEVEN

Distance Education

This standard applies to institutions that offer instruction via distance education delivery methods. All programs, regardless of the mode of delivery, must also comply with the criteria of Standard 2 – Educational Programs. Institutions with no distance education instruction are required to comply with the criteria of Standards 1 through 10 only. (The Council does not accredit institutions that offer instruction via correspondence education. See Section VII for definition.)

Objectives of Accreditation Related to “Distance Education”

A. Regulatory Requirements

To assure the institution complies with the legal and regulatory requirements of the jurisdictions in which it operates (i.e., requirements for service to those with disabilities, copyright law, state and national requirements for institutions offering educational programs, international restrictions such as export of sensitive information or technologies, etc.)

B. Mission

To assure the mission of courses and/or programs offered through distance education delivery is consistent with the institution’s primary mission, goals, and objectives of providing career and technical education.

C. Programs

1. To assure admissions policies are relevant to the student’s ability to complete a distance education program in regards to prior educational experience, current aptitudes, and the technical expertise and equipment required to successfully complete program requirements.
2. To assure all admissions activities and materials are ethical and accurate.
3. To assure all distance education programs are comparable to those on campus in terms of the quality, rigor, and breadth of their academic and technical standards and the credential awarded.
4. To assure, where appropriate, distance education courses and/or programs provide for timely and meaningful interaction among faculty and students.
5. To assure courses required for each and/or programs offered through distance education delivery methods are offered with sufficient frequency and reliability for the student to complete the program within publicized time frames.
6. To assure the institution monitors student progress and participation through a variety of means that may include: student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.
7. To assure distance education program objectives are evaluated on an annual basis.

D. Program Outcomes

1. To assure the learning outcomes of students in distance education programs are comparable to those of campus-based students.

E. Learning Resources

1. To verify the presence and accessibility of learning resources appropriate to and essential for the achievement of the objectives for each program offered.
2. To verify the presence of adequate maintenance procedures for the learning resources which support all distance education instruction.

F. Technical and Physical Resources

To assure the presence and adequate maintenance of technical and physical resources appropriate to and essential for the achievement of the objectives for each program offered through distance education delivery including technical support for enrolled students.

G. Financial Resources

To assure the institution has the necessary financial resources to achieve the objectives of the programs and services offered to students through distance education delivery methods.

H. Human Resources

1. To assure the number of faculty is sufficient and qualified to fulfill the mission and operate the programs in a manner designed to maximize interaction between and among faculty and students facilitate learning.
2. To verify faculty, including adjunct faculty, are and remain well prepared by virtue of education and experience to perform the duties assigned to them including teaching at a distance where applicable.
3. To assure the institution provides sufficient support for and evaluation of faculty members involved in distance education programs in the form of orientation and training in institutional distance education policies and procedures and annual performance evaluations.
4. To assure policies and procedures are in place to ensure academic integrity on the part of distance education faculty.

I. Student Services

1. To assure appropriate and adequate student services are available to support distance education programs.
2. To assure the institution has infrastructure in place for distance education programs that ensures the system is secure, reliable, safe, and private in regards to student records.

3. To assure adequate procedures exist for resolving student complaints.

J. Student Identity and Privacy

1. To assure processes are in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the course/program and receives the academic credit.
2. To assure written policies and procedures are implemented to ensure the security, privacy, and integrity of student registration, coursework and testing in distance education.

Criteria of Accreditation Related to “Distance Education”

The criteria under Part 1 – Institutional Criteria apply to all institutions offering instruction at a distance whether that instruction is an individual course or whole programs. Institutions that make available one or more programs via distance education delivery for 50% or more of the program’s required instructional hours must also comply with Part 2 – Programmatic Criteria.

PART 1 – INSTITUTIONAL CRITERIA

Regulatory Requirements

The institution complies with the legal and regulatory requirements of the jurisdictions in which it operates (i.e., requirements for service to those with disabilities, copyright law, state and national requirements for institutions offering educational programs, international restrictions such as export of sensitive information or technologies, etc.).

Learning Resources

The institution has procedures for adequate maintenance of the learning resources (i.e. media, equipment, supplies, libraries, etc.) which support all distance education instruction.

Technical and Physical Resources

1. The institution assures adequacy of technical and physical facilities to support its distance education programs.
2. The institution has provisions in place for reliability, privacy, safety, and security of technical and physical facilities whether they are provided directly by the institution or through contractual arrangements.
3. The institution has policies or procedures in place to maintain an up-to-date infrastructure.
4. The institution ensures system reliability and emergency backup for its technical services.
5. The technology used by the institution to deliver the program content meets the needs of the students without creating barriers to student learning.

6. The institution provides students with technical support for each educational technology hardware system, software system, and delivery system required in a program.

Financial Resources

The institution's budget is sufficient to support its distance education courses and/or programs.

Human Resources

1. The institution ensures its staffing structure is appropriate and fully qualified to support the programs now operational and envisioned in the near term.
2. The institution ensures all faculty members engaged in distance delivery meet or exceed the minimum standards for teaching at the institution.
3. The institution provides appropriate education and training for faculty who use technology in distance education programs.
4. The institution evaluates the performance and needs of faculty members who teach distance education courses.
5. The institution provides appropriate faculty support systems for distance education instructors.
6. The institution ensures the quality of faculty responses to distance education students as evidenced by student evaluations of distance education instruction, instructor observations, etc.

Student Services

1. The institution's distance education students have access to appropriate and adequate student services.
2. The institution has an infrastructure in place for distance education programs to ensure the system is secure, reliable, safe, and private in regards to student records.
3. Adequate procedures are in place for capturing and resolving student complaints

Student Identity and Privacy

1. The institution has in place processes to establish that the student who registers for a distance education course or program is the same student who participates in and completes the course/program and receives the academic credit.
2. The institution notifies students of any projected additional charges associated with the verification of student identity at the time of registration or enrollment.
3. The institution has policies and procedures in place for ensuring the security, privacy, and integrity of student registration, coursework and testing.

PART 2 – PROGRAMMATIC CRITERIA

Mission

The delivery of distance education courses and/or programs is consistent with the institution's mission, goals, and objectives.

Programs

1. The institution determines students are qualified by prior education or equivalent experience to be admitted to a program including, in the case of international students, English language skills.
2. The institution informs the prospective students of technical competence and time frame required for the courses and/or program of study.
3. Academic information available to the students clearly and accurately represents the courses and/or programs, the services available, and the necessary hardware and software requirements for learning at a distance.
4. The institution's distance education courses and/or programs are comparable to those on campus in terms of the quality, rigor, breadth of academic and technical standards, and completion requirements.
5. The institution annually reviews the quality and currency of its distance education courseware.
6. The institution employs a standardized approach to create course templates, course descriptions, learning objectives, course requirements (i.e. standard syllabus, grading, resources, etc.), and learning outcomes associated with its courses and/or programs in order to facilitate quality assurance and the assessment of student learning.
7. The institution provides a coherent means for the student to access all materials necessary to complete a course or program of study.
8. The institution continues its courses or programs for a period sufficient to enable all admitted students to complete it within the allotted time frame.
9. The institution monitors student progress and participation through a variety of means that may include student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.
10. The institution systematically evaluates its distance education courses and programs. The institution's evaluation of distance education programs takes place in the context of the regular evaluation of all programs/courses on an annual basis.

Program Outcomes

The learning outcomes of students in distance education courses and/or programs are comparable to those of campus-based students.

Learning Resources

The institution's distance education students have access to online learning resources and can effectively utilize those resources to support their learning.

Human Resources

1. Where appropriate, the institution ensures distance education courses and programs are designed to maximize interaction between and among faculty and students.
2. The institution employs sufficient policies and/or procedures to ensure timely responses to students' inquiries/concerns raised while enrolled in its distance education courses or programs. (A timely response is defined as one in which feedback is provided back to the student within three academic days or 24-business hours of receipt.).

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SECTION VII.

Definitions

Accreditation—A process by which quality is certified. As applied by the Commission, a self-regulatory process by which the Commission recognizes educational institutions that have been found to meet or exceed stated standards applicable to occupational education institutions and/or programs (quality-assessment).

Administration—The professional staff who provide formal leadership in an institution. The institutional administrative staff includes the chief administrative officer and other personnel who perform the administrative functions defined by institutional policy.

Administrator—A full- or part-time employee of an institution to whom has been given the responsibility of coordinating operational and/or instructional activities of the institution.

Admission—The process through which a student is enrolled in an institution and/or placed into a program area.

Associate Degree—

1. The title “Associate of Applied Science” is awarded upon completion of a program designed to lead the individual directly to employment in a specific career. Although the objective of this degree is to enhance employment opportunities, some bachelors’ degree institutions have developed upper-division programs to recognize this degree for transfer purposes, and this trend is to be encouraged when appropriate. The title “Associate of Applied Science” may be used without designation or may be used with a designation to denote special fields of study.
2. “Associate of Technology” or the “Associate of _____ Technology” is conferred on students successfully completing degree requirements in programs of technical-occupational education. The word “Technology” may be preceded by “Applied” or an appropriate qualifying adjective.

Benchmark—A standard of excellence or achievement against which similar things must be measured or judged. (Benchmarks for minimally-acceptable percentages of completion, placement, and licensure exam pass rates can be found within the Council’s annual report software and on the Council’s web site – www.council.org.)

Career Development—Professional development and skill enhancements necessary for individual growth and lifelong learning.

Chief Administrative Officer—The administrative head of an institution to whom has been delegated major responsibility for the direction, operation, and coordination of the institution’s programs and activities. The chief administrative officer must be a full-time employee of the institution and must maintain his/her office on-site at the main campus. This is the person who will be the Commission’s point of contact for all campuses of the institution. The administrative head in a military institution is a senior military officer or civilian employee.

Clinical Instruction—Supervised instruction involving or concerned with the direct observation and treatment of patients.

Clock Hour—A period of 60 minutes with a minimum of 50 minutes of instruction.

Co-Location—an arrangement between two legally separate educational institutions in which administration, faculty, staff, and facilities are shared. (This arrangement excludes the contracts between separate institutions that result in instructional service centers or other Commission-approved partnerships.)

Commission—The body of 19 elected members who serve as the governing board of the Council and its accreditation decision-making board.

Competencies—The specialized knowledge, skills, and attitudes required for successful performance in a specific occupation.

Competency Test—A group of questions and/or tasks to which a student responds to produce a quantitative representation of the student's knowledge, skill, and/or performance in a specific occupational area.

Completer—A student who has demonstrated the competencies required for a program and has been awarded the appropriate credential (graduate completer) or has acquired sufficient competencies through a program to become employed in the field of education pursued or a related field as evidenced by such employment (non-graduate completer).

Condition—A process, status, or situation adopted by the Council with which an institution must comply in order to become and maintain status as a candidate for accreditation or an accredited institution.

Constituency—The persons and, if applicable, entities that they represent who are to be served by an institution through one or more of its educational programs.

Contractor (Vendor)—A company or individual who provides goods and/or services to an institution for an agreed upon price.

Correspondence Education – Instruction delivered via e-mail or traditional mail service and that employs print-based media which may or may not be supplemented with video tape, CDROM, audio tape instruction/demonstrations, as well as online learning resources. Correspondence education must meet the criteria applied to all educational programs accredited by the Council as detailed in Standards One through Eleven. Correspondence education requires minimal interaction between instructor and student. (The Council does not accredit correspondence education programs.)

Council—The legal entity incorporated in the State of Georgia whose membership is all institutions accredited by the Commission.

Course—Specific subject matter comprising part of a program for which instruction is offered within a specified time period.

Credential—A diploma, certificate, degree, or other official acknowledgment by an institution that a student has completed a program.

Criterion—A characteristic of an institution that must be possessed or demonstrated as evidence of compliance with an accreditation standard.

Distance Education (Delivery Method) — Education that uses one or more of the technologies to deliver instruction to students who are separated from the instructor; and support regular and substantive instruction between students and the instructor, synchronously or asynchronously. Technologies used may include the internet, print-based media, e-mail, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs, if the cassettes, DVD's, or CD-ROMs are used in a course in conjunction with any of the technologies listed.

Distance Education Program—a program that makes available 50% or more of its required instructional hours via distance education.

Distance Education Student—a student who completes 50% or more of his/her required instructional hours in a program via distance education.

Educational Quality—Determined on the basis of (1) the appropriateness of institutional/program objectives and (2) the effectiveness with which the institution/program is utilizing its resources to achieve these objectives.

Eligibility Requirements—Requirements that define the kind of institution or program that an accrediting agency considers a part of its universe and thus within the scope of accrediting activities for which the agency assumes responsibility.

Emergency Evacuation—An emergency evacuation can include exiting the building in case of fire or moving to a safe place inside the facility in case of natural disasters.

Employee—An individual hired by an institution and paid compensation in the form of an hourly wage or annual salary. Employees of an institution are often eligible for additional benefits in the form of retirement, paid vacation and other leave days, various types of insurances, etc. Employment taxes for these persons are paid by the hiring institution. Equipment used for the performance of the employee's duties is provided by the hiring institution.

Enrollee—A person who is admitted to the institution and pursues 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.)

Equipment Inventory—A detailed list of equipment including location, number of items, date of purchase, and purchase price and/or current value of each item. The list should include both instructional and non-instructional equipment.

Follow-Up—The act of making formal contact to obtain specified factual and/or perceptual information from a particular person or group of persons.

Goals of the COE Accreditation Process—The significant values and major purposes to whose realization the efforts of individuals and groups are directed.

Good Cause—The Commission may grant an extension of time for compliance with any of the conditions, standards, criteria, or procedures with 'good cause'. Good cause may be demonstrated through submission of a clear and detailed explanation of extenuating circumstances that have prevented the institution from demonstrating compliance within the time frames specified by the Commission. Circumstances described may include, but are not limited to, economic conditions of the community served by the institution, personnel changes that have taken place within the institution, and natural disasters that have prevented timely compliance. The Commission will determine whether or not institutions have demonstrated good cause on a case-by-case basis. The Commission will take into consideration, not only the extenuating circumstances described by the institution, but the institution's history of compliance with conditions, standards, criteria, and procedures of the Commission, as well as the institution's standing with federal, state, and recognized accrediting agencies.

Governing Body or Board—An appointed or elected group of individuals who are responsible for establishing policies of the institution in compliance with applicable regulatory statutes.

Graduate—A student who has demonstrated the competencies required for a program and has been awarded the appropriate credential by the institution.

Guidelines—Less prescriptive suggestions for operating or developing something.

Hybrid Program—a program that makes available 49% or less of its required instructional hours via distance education.

Institution—A school, center, unit, or other provider of occupational education that may become or be eligible for COE accreditation.

Institutional Advisory Committee—A group of at least three persons, a majority being external to the institution, who are knowledgeable of occupational education and employment needs of the community. Through regularly scheduled and documented meetings, the committee provides consultative assistance to the administration of the institution to ensure that the institution continually strives to meet the occupational education needs of the community.

Instruction—Planned activities directed by an instructor for the purpose of enabling students to acquire specific knowledge, skills, and/or attitudes. Instruction may be provided through lectures, laboratory or clinical exercises, distance education, or planned work-based activities.

Instructional Media—Any print or non-print learning resources (e.g., books, manuals, periodicals, computer software, films, videotapes, audio tapes, slides, and others) and the equipment and services necessary to use them.

Instructional Supplies—Items needed for instruction.

Instructional Support Staff—Full- or part-time personnel who are responsible for those tasks which directly support the faculty.

Integrity—Wholeness or consistency between or among principles, intentions, and actions, and thus uprightness of character.

Laboratory Instruction—An instructional setting in which students apply theories and principles learned during lectures in order to acquire the proficiency and dexterity that is required in the occupation for which the student is being prepared.

Lecture—Instruction by a qualified faculty member or other resource which imparts to students the concepts, principles, and theories of an academic or technical subject.

Legal Authority—The power derived by an individual or group to perform specific functions based on applicable local, state, and/or federal statutory regulations.

Legal Responsibility—The obligation and/or liability placed on an individual or group by applicable local, state, and/or federal statutory regulations.

Merger – two or more accredited main campuses that merge into one campus; or, an accredited institution becoming a branch of another accredited institution.

Mission of the Institution —The end to be attained by an institution through the programs and services provided for its students. The mission of federal institutions shall be to instruct students to such competency levels that they are qualified to perform federal jobs.

Non-Public Institution—An institution that is created, operated, and controlled by a non-governmental entity; such as, a business corporation, a foundation, a religious organization, or a chartered association.

Objectives of COE Accreditation—Explication in more specific terms of ideas and activities inherent in the aspects of the institution evaluated by the COE accreditation process, but not necessarily obvious or explicit in the goals of COE accreditation.

Objectives of an Educational Program—A statement that specifies the knowledge, skills, and/or attitudes to be acquired by students through planned instructional activities.

Objectives of a Strategic Plan—Objectives are specific in nature and consist of the following elements:

1. What will be accomplished;
2. When it will be accomplished;
3. Who is responsible for accomplishing it; and,
4. How accomplishment will be measured.

Occupational Education Institution—An education institution that has as its mission the preparation of individuals for employment and/or skill enhancement. (The main campus or parent institution has a chief administrative officer to whom each branch, extension, or other type of separate site is subordinate and accountable. The institution recognizes individuals who acquire targeted knowledge, skills, attitudes, and other competencies by awarding appropriate credentials such as degrees, diplomas, certificates, and/or other acceptable credentials.)

Occupational Education Program—An education program designed to provide a sequence of educational and skill development experiences that lead to workplace competencies. (Such programs offered by Commission accredited institutions are designed to prepare individuals for job entry, career advancement, and/or skill updating in specific occupations or clusters of occupations.)

Operational Procedure—Specific provisions that have been established by the institution to implement policies adopted by the governing board.

Placement—A completer of a program who (1) is employed in the field of education pursued or in a related field, or (2) has received the appropriate credential and entered the military or continued his/her education. **Valid employment in the field or a related field includes placement in a permanent full- or part-time position with an employer or employment agency, or self-employment in the field of education or a related field.**

Policies—A set of written statements providing the bounds within which all procedures, programs, goals, objectives, and activities of the institution are carried out. These are adopted by the governing board of an institution (or in military institutions, by higher military command headquarters) to ensure operations are in compliance with statutory regulations as well as being consistent with the stated mission.

Pre-accreditation—A status granted to an institution that has demonstrated compliance with specified eligibility requirements which define the universe of entities that may seek accreditation by the Commission.

Procedure—A formal or set order of operating or doing something—a method of conducting affairs.

Process—A series of progressive and independent steps by which an end is attained.

Professional Growth—Planned activities to increase the knowledge, skills, and/or abilities of professional personnel in areas related directly to job responsibilities.

Program—A combination of courses and related activities (e.g. laboratory activities and/or work-based activities) that lead to a credential and are offered by an institution to develop competencies required for a specific occupation.

Position—An attitude or stance of an entity—the way a body (organization) looks at an issue or takes a stand on such. A mental or emotional stance adopted with respect to something.

Publication (e.g. catalogs/brochures/pamphlets/web sites)—A catalog and/or other official publications, which are published in hard copy or provided online, to provide the information specified below that must be readily available to students, prospective students, and other members of the interested public.

- a. The publication(s) must contain and accurately depict the following:
 1. Institutional mission.
 2. Admission requirements and procedures.
 3. Policy on the transfer of students between programs within the institution.
 4. Policy on the transfer of students from other institutions.
 5. Policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.
 6. Basic information on programs and courses, with any required sequences and frequency of course offerings explicitly stated.
 7. Program completion requirements, including length of time required to obtain certification of completion.
 8. Faculty (full-time and part-time listed separately) with degrees held and the conferring institution.
 9. Description of institutional facilities readily available for educational use.
 10. Rules and regulations for conduct.
 11. Tuition, fees, and other program costs.
 12. Opportunities and requirements for financial aid.
 13. Policies, procedures, and time frame for refunding fees and charges to students who withdraw from enrollment.
 14. National and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.
 15. Any unique requirements for career paths or for employment and advancement opportunities in the profession or occupation described.
 16. Grading system.
 17. Academic/school calendar.
 18. Street address and telephone number of each campus of the institution (main campus and each additional permanent site).
 19. Institution's student grievance procedure which includes the Commission's mailing address, telephone number, and web site address
- b. Other publications that make any reference to the institution's status (candidacy or accredited) with the Commission must be accurate and must include the name, address, telephone number, and web site address of the Commission. (In lieu of reference to the Commission, the institution may use the following statement: "For information about national and program accreditation, contact the institution.")

Real, Threatened, or Impending Danger—Any situation which could cause injury to persons on the institution's campus, including but not limited to fires, tornadoes, floods, hurricanes, earthquakes, bomb threats, or violent acts by an individual.

Scope (change of)—Any instance in which an institution departs significantly from its mission in regard to the occupational areas for which it offers preparation or the credentials it offers for successful completion of its programs (certificates, diplomas, associate degrees).

Service Area—Service area is defined as the contiguous geographical area surrounding the institution from which the institution expects to attract students and serve employers.

Staff—The administrative, supervisory, faculty, and non-instructional personnel employed by an institution.

Standard—Generalizable conditions determined to be essential for objectives to be achieved.

Strategic Planning—A formalized, systematic process that the institution uses to anticipate and respond to major decisions facing it in the future.

Traditional Program—a program that requires all instructional hours to be completed on campus.

Vision of the Institution—A values-based description of a desired future for the institution that clarifies the institution's image and how it should conduct itself as it fulfills its mission.

Vocational English-As-A-Second-Language Program—see current edition of the *Policies and Rules of the Commission*.

Withdrawal—A student who enrolled in an institution but withdrew before acquiring sufficient competencies for employment and before earning a credential in the field of education pursued or a related field.

Work-Based Activities—Structured learning activities conducted in supervised work settings external to the institution or in a setting that involves the public (for example: clients who are served by the institution in cosmetology clinical or automotive technology settings) that are components of educational programs (e.g., externships, internships, clinical experiences, industrial cooperative education, and similar activities). These activities must be planned with at least two objectives:

- 1) To provide students with the opportunity to develop and apply a 'real-world' work experience using the knowledge and skills they attained in their program of study; and,
- 2) To provide the institution with objective input from potential employers or customers of program graduates.

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