ACTION ITEMS
for the 2017 Business Session

CONTENTS

~ Part I ~
Council Leadership

A. **Commission Member Nominees**

The names listed below are placed in nomination for election to three-year terms (2018-2020) at the Council's Business Session on November 10, 2017, in Las Vegas, NV.

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

2. RE-ELECT: Sandy Elliott, Adult Education Manager, Wayne County Schools Career Center, Smithville, OH *(Three-year term as an Occupational Teacher/ Supervisor)*

3. ELECT: Carol Puryear, Vice Chancellor of Economic and Community Development, Tennessee Board of Regents, Nashville, TN *(Three-year term on the Commission as a Member-at-Large)*

4. ELECT: Jeff Sisk, Director, Tennessee College of Applied Technology, Jackson, TN *(Three-year term as a School Administrator)*

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

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

7. ELECT: Karen Wade, Instructor, PJ's College of Cosmetology, Bowling Green, KY (*Three-year term on the Commission as a Member-at-Large*)

B. **Council Committee on Accreditation Standards and Conditions**

The names listed below are placed in nomination for election to one-, two-, and three-year terms at the Council's Business Session on November 10, 2017, in Las Vegas, NV.

Elect: Robert Aguis, Principal, Marchman Technical College, New Port Richey, FL
                    (To fulfill Robert Clark's term ending 2018)
Elect: Josh Cotter, Assistant Director, South Central Career Center, West Plains, MO
                    (To fulfill Lori Spencer's term ending 2018)
Elect: Darline Glaus, Education/Training Strategist, Defense Information School,
                    Ft. George G. Meade, MD (To fulfill Robert Carrigan's term ending 2019)
Re-Elect : Carol Puryear, Vice Chancellor of Economic and Community
                    Development, Tennessee Board of Regents, Nashville, TN (2018-2020)
Elect: Kim Ziebarth, Vice President, Davis Technical College, Kaysville, UT (2018-2020)

C.   **Council Appeal Panel**

The names listed below are placed in nomination for election to three-year terms at the Council's Business Session on November 10, 2017, in Las Vegas, NV.

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Three-year Terms (2018-2020)

Christine E. Angus, Coordinator of Health Programs, Wayne-Finger Lakes BOCES, Newark, NY (Academic)

Steve Briant, Principal, Erwin Technical College, Tampa, FL (Administrator)

Walton Cobb, Retired Director, Orlando Technical Education Center - Westside Tech, Winter Garden, FL **[Public Member]**

Tara Combs, Academy Coordinator, Cabell County Career Technology Center, Huntington, WV (Academic)

Harvey Driscoll, Director, Atlanta Institute of Music and Media, Norcross, GA (Academic)

Amita Garg, School Director, Infotech Career College, Paramount, CA (Administrator)

Rhett Mathieu, President, Cloyd's Beauty School #3, West Monroe, LA (Administrator)

Collette Mercier, Director (Retired), Ogden-Weber Applied Technology College, Ogden, UT **[Public Member]**

Roxanne Mihal, LPN Department Chair, Blue Hill Regional Technical School, Canton, MA (Academic)

Dana L. Miller, President (Retired), Southwest Applied Technology College, Cedar City, UT **[Public Member]**

Phillip R. Moore, Director, Compass Career College, Hammond, LA (Administrator)

Alice Kay Obenshain, Executive Director, Arkansas Welding Academy, Jacksonville, AR (Administrator)

Antonio Rico, President, Vista College, El Paso, TX (Administrator)

Amit Shorewala, Director, Ace Computer Training Center, Forest Hills, NY (Administrator)

J. Ramon Villanueva, Chief Administrative Officer, California Nurses Educational Institute, Palm Springs, CA (Administrator)

D.   **Council Committee on Nominations**

The names listed below are placed in nomination for election at the Council's Business Session on November 10, 2017, in Las Vegas, NV.

Al Salazar, Administrator, Home Life & Community Services, Inc., San Antonio, TX

Michael Gannon, Provost (Retired), Defense Information School, Fort George G. Meade, MD

~ Part II ~

Handbooks of Accreditation

Revisions cited in this section are specific to the
Generic and Federal versions of the Handbook of Accreditation.
Applicable revisions approved by the membership will apply to the Job Corps Center
and Apprenticeship versions.

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

Revisions to the Handbook become effective November 10, 2017.

SECTION II. Development of COE Accreditation	
Page 7	**Revise eligibility requirements 2. d. and f. as follows:**
	d. Utilize a campus-based instructional delivery system with at least 50 percent of the institution's total ***Full-Time Equivalency*** (FTE) being derived from enrollment in traditional ("bricks-and-mortar") programs.
	Add a new requirement as follows: ***Demonstrates administrative capability as evidenced by adequate staffing of administration, faculty, and other staff, responsible fiscal management, record keeping, and the ability to demonstrate efficient operation of programs and other activities relating to physical plant and equipment.***
	Reorganize statements from the beginning of section 2, page 7, place them at the end of the section after non-main campus requirements, and make the addition as follows:
	The Council does not accredit institutions that: a. Offer instruction via correspondence education (See Section VII for definition); b. Operate virtual campuses. That is, all campuses accredited by the Council must offer at least one traditional program – which demonstrates continuous enrollment – along with any others offered via distance education; or, c. ***Offer degree credentials of any type other than the applied associate degree.***

Federal Page 7	**Revise eligibility requirement 2. b. as follows:**
	b. Utilize a campus-based instructional delivery system with at least 50 percent of the institution's total ***Full-Time Equivalency*** (FTE) being derived from enrollment in traditional ("bricks-and-mortar") programs.
	Reorganize statements from the beginning of section 2, page 7, place them at the end of the section after non-main campus requirements, and make the addition as follows:
	The Council does not accredit institutions that: a. Offer instruction via correspondence education (See Section VII for definition); b. Operate virtual campuses. That is, all campuses accredited by the Council must offer at least one traditional program – which demonstrates continuous enrollment – along with any others offered via distance education; or, **c.** ***Offer degree credentials of any type other than the applied associate degree.***
Page 8	**Revise item j. near the top of the page as follows:**
	j. Have the on-site administrator or other full-time employee at the main campus attend ~~a~~ Candidate Academy ***—Part 1*** within 12 months prior to submitting an application for candidate status.
	Revise e. under non-main campus requirements as follows:
	e. Demonstrate that all non-main campus sites, and their respective program offerings, are described in the main campus catalog ***and that this description cites the campus' relationship to the main campus.***
	Revise 3. Award of Candidate Status, 1st Paragraph, as follows:
	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 findings of non-compliance ***of eligibility and federal regulatory requirements*** 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 ***within three years***, the Commission **may** grant candidate status to the institution. To become a candidate for accreditation, an institution **must** be approved by the Commission.

Federal Page 8	**Revise item e. near the top of the page as follows:**
	Have the on-site administrator or other full-time employee at the main campus attend ~~a~~ Candidate Academy *—Part 1* within 12 months prior to submitting an application for candidate status.
	Section 3. Award of Candidate Status, after the first paragraph, revise as follows:
	An opinion regarding the reasonable expectation of accreditation being achieved within three years is recorded by the visiting team in the official candidate site visit report. The final determination, however, is made by the Commission. This determination is based upon information gathered through the candidate application and supporting documents, the candidate site visit report, the institution's response to the team report, if required, correspondence between the institution and Council staff or between the Council staff and team members, and/or other sources. *Once candidate status is granted 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.~~ During the candidacy period, institutions are not permitted to apply for approval of substantive changes of any kind. *Candidate institutions must send an on-site administrator or other full-time employee at the main campus to the Candidate Academy—Part 2 prior to hosting an accreditation visiting team.* Candidate institutions **must** complete a self-study and host a visiting team no earlier than six months after ~~becoming a candidate~~ *a representative has attended the Candidate Academy—Part 2,* but no later than 24 months after becoming a candidate. *(The remaining twelve months provides allowance for deferrals in the granting of initial accreditation by the Commission.)* *Institutions that fail to host initial accreditation team visits within 24 months after candidate status is granted will be dropped from candidate status at the next meeting of the Commission. (A request for an extension with good cause may be submitted in order to avoid termination of candidate status.)* Institutions that have voluntarily withdrawn from candidacy may file a new application for candidacy for accreditation one year after the effective date of withdrawal.

Page 9	**Revise wording at the top of this page as follows:**
	An opinion regarding the reasonable expectation of accreditation being achieved within three years is recorded by the visiting team in the official candidate site visit report. The final determination, however, is made by the Commission. This determination is based upon information gathered through the candidate application and supporting documents, the candidate site visit report, the institution's response to the team report, if required, correspondence between the institution and Council staff or between the Council staff and team members, and/or other sources.
	Once candidate status is granted by the Commission, ~~Candidate~~ institutions demonstrating progress toward becoming accredited may remain in candidate status for a period not to exceed three years. During the candidacy period, institutions are not permitted to apply for approval of substantive changes of any kind.
	Candidate institutions must send an on-site administrator or other full-time employee at the main campus to Candidate Academy—Part 2 prior to hosting an accreditation visiting team.
	Candidate institutions **must** complete a self-study and host a visiting team no earlier than six months after ~~becoming a candidate~~ *a representative has attended Candidate Academy—Part 2,* but no later than 24 months after becoming a candidate. *(The remaining twelve months provides allowance for deferrals in the granting of initial accreditation by the Commission.)*
	Institutions that fail to host initial accreditation team visits within 24 months after candidate status is granted will be dropped from candidate status at the next meeting of the Commission. (A request for an extension with good cause may be submitted in order to avoid termination of candidate status.) Institutions that have voluntarily withdrawn from candidacy may file a new application for candidacy for accreditation one year after the effective date of withdrawal.
	Revise paragraph after B.1. Eligibility Requirements as follows:
	After an institution has been accepted as a candidate for accreditation and becomes an active participant with the Council, the earliest that the institution can host a visiting team for the purpose of initial accreditation is six months after ~~the date candidate status is approved~~ *an institutional representative has attended Candidate Academy – Part 2.* To be eligible for accreditation, an institution **must**:

	Revise items B.1. f. and g. as follows: f. Host an initial accreditation team visit no earlier than six months after ~~candidate status is granted~~ ***Candidate Academy—Part 2 attendance***. (The institution must have a valid candidate academy/self-study workshop certificate on file at the time of the team visit. See next requirement.) g. Have the on-site administrator or other full-time employee at the main campus attend ~~a~~ Candidate Academy***—Part 2*** within 6 to 18 months prior to hosting the accreditation visiting team.
Federal Page 9	**Revise paragraph after B.1. Eligibility Requirements as follows:** After an institution has been accepted as a candidate for accreditation and becomes an active participant with the Council, the earliest that the institution can host a visiting team for the purpose of initial accreditation is six months after ~~the date candidate status is approved~~ ***an institutional representative has attended Candidate Academy – Part 2.*** To be eligible for accreditation, a Federal institution **must**:
	Revise items B.1. d. and e. as follows: d. Host an initial accreditation team visit no earlier than six months after ~~candidate status is granted~~ ***Candidate Academy—Part 2 attendance***. (The institution must have a valid candidate academy/self-study workshop certificate on file at the time of the team visit. See next requirement.) e. Have the on-site administrator or other full-time employee at the main campus attend ~~a~~ Candidate Academy***—Part 2*** within 6 to 18 months prior to hosting the accreditation visiting team.

Page 11	**Revise 1st sentence under C. Workshop Attendance Requirements, Eligible Representatives as follows:**
	~~Persons~~ ***Full-time institutional employees*** who serve as administrators, liaisons, faculty, and staff of institutions seeking candidate status or accreditation with the Council are institutional representatives eligible to attend required workshops and earn certificates that enable the submission of candidate applications and the scheduling of accreditation team visits. (See specific time lines described in the subsections below.)
	Revise 1st paragraph under Candidate for Accreditation as follows:
	Institutions interested in membership with the Council attend a series of workshops (the Candidate Academy) before an application for approval of candidate status can be submitted. Once an attendance certificate for ~~the~~ Candidate Academy***-Part 1*** is earned, an institution interested in membership with the Council must submit the application for candidacy within 12 months after attendance.

The Candidate Academy***-Part 2*** attendance certificate also serves as certification of the Self-Study process and the Annual Reporting process that is required before initial accreditation can be considered. Institutions that gain candidate status with the Council must host their initial accreditation team visit no later than 18 months after earning the Candidate Academy***-Part 2*** certificate.

Institutions that fail to submit their applications for candidacy within 12 months of attending a Candidate Academy***-Part 1*** must repeat their attendance at ~~another Candidate Academy~~ ***this workshop*** before submitting an application for candidacy. Institutions that fail to host their initial accreditation visit within 18 months of Candidate Academy***-Part 2*** attendance must attend a Self-Study Workshop and Annual Report Workshops at either the COE Summer Conference or COE Annual Meeting within 6 to 18 months of hosting their initial accreditation visit. |
Federal Pages 10-11	**Apply exact changes above to the Federal version found on these pages.**
Page 13	**A. Self-Study, Use of Consultants: Revise second paragraph after item 4 as follows:**
	Consultants may not serve as leaders or members of visiting teams scheduled for institutions for which they have contracted their services. ***Additionally, consultants must not be present during Council site visits required for candidacy, accreditation, focused review, or approval of substantive changes.*** Anyone who violates this policy will be permanently barred from participation in visiting teams or any other accreditation activity conducted by the Council.
Federal Page 13	**Apply exact changes above to the Federal version found on this page.**

Page 14	B. The Site Visit: Add the following statement to the end of this section:
	Consultants, if retained, must not be present during Council site visits required for candidacy, accreditation, focused review, or approval of substantive changes.
Federal Page 14	Apply exact changes above to the Federal version found on this page.

SECTION V. Obligations of Affiliation	
Page 21	**Insert new section under A. Administrative Obligations as follows:**
	1. **Chief Administrator**

The chief administrator is the administrative head of an institution with whom primary responsibility for institutional operation rests. The chief administrator is the first contact of record for the Council and is the person to whom all official correspondence regarding accreditation will be addressed. The chief administrator holds the authority to commit institutional resources and direct activities toward the achievement and maintenance of all obligations of affiliation with the Council. The chief administrator must be a full-time employee of the institution and must maintain his/her office on-site at the main campus. (Chief administrators often carry titles such as: President, Administrator, Director, Principal, etc.) |
| | **Revise <u>current</u> section 1. Accreditation Liaison Officer as follows:** |
| | The accreditation liaison officer must be a permanent, *full-time* staff member at the main campus of the institution. This is the person with whom Commission staff will discuss accreditation matters concerning the institution when the chief administrator ~~officer~~ is not available. |

Federal Page 21	Insert new section under A. Administrative Obligations as follows:
	1. Chief Administrator
	The chief administrator is a senior military officer or civilian employee who serves as the administrative head of a military institution and is the person with whom primary responsibility for institutional operation rests. The chief administrator is the first contact of record for the Council and is the person to whom all official correspondence regarding accreditation will be addressed. The chief administrator holds the authority to requisition institutional resources and direct activities toward the achievement and maintenance of all obligations of affiliation with the Council. The chief administrator must be a full-time employee of the institution and must maintain his/her office on-site at the main campus. (Chief administrators of federal institutions often carry titles such as: Commandant, Commander, President, Administrator, Director, Principal, etc.)
	Revise current section 1. Accreditation Liaison Officer as follows:
	The accreditation liaison officer must be a permanent, *full-time* staff member at the main campus of the institution. This is the person with whom Commission staff will discuss accreditation matters concerning the institution when the chief administrator ~~officer~~ is not available. *However, when authorized as such by the chief administrator of a military institution, the accreditation liaison may serve as the primary contact for the Council.*
Page 26	**Revise last penalty on this page as follows:**
	Failure to *implement an approved* ~~host a~~ substantive change *and host a* site visit, *if required*, within 180 days *of the date of initial approval…….*$1,500
Federal Page 26	**Add the following to the paragraph after list of penalties on this page:**
	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.

Page 28	a. **Comprehensive Review for Continuation of Accreditation:** Add the following statement following the first paragraph:
	Consultants, if retained, must not be present during Council site visits required for candidacy, accreditation, focused review, or approval of substantive changes.
Federal Page 28	**Apply exact changes above to the Federal version found on this page.**
Page 29	b. **Focused Team Evaluation:** Add the following statement after the first paragraph on this page:
	Consultants, if retained, must not be present during Council site visits required for candidacy, accreditation, focused review, or approval of substantive changes.
Federal Page 29	**Apply exact changes above to the Federal version found on this page.**
Page 30	**f.(1) Planned and Unplanned Substantive Changes:** Add the following statement after the fourth paragraph on this page:
	Consultants, if retained, must not be present during Council site visits required for candidacy, accreditation, focused review, or approval of substantive changes.
	Revise 1st sentence of 7th paragraph on this page as follows:
	Initial approval for substantive changes will be revoked should the institution fail *to implement the approved change and/or fail* to host any required site visit within 180 days from the effective date of initial approval.
Federal Page 30	**Apply exact changes above to the Federal version found on this page.**
Page 37	**Revise 1st full paragraph under i. Change of Ownership or Control as follows:**
	For-Profit Corporation—A change of ownership is the transfer of at least 50% of the assets to another person. A change of ownership or constructive ownership of stock occurs at the time a person obtains or accumulates at least 50% of the total combined voting power of all classes of stock entitled to vote or at least 50% of the total value of shares of all classes of stock. Person includes an individual, trust, estate, partnership, association, company, or corporation. If the owner of an institution dies or retires, and the owner's interest is sold or transferred to either a family member or another current owner of the corporation who has been active in the management of the institution for the past two years prior to the aforementioned action, it will not be treated as a change of ownership. A change from for-profit to not-for-profit constitutes a change of ownership. A change from a sole proprietorship to a corporation constitutes a change of ownership. *Any change from one ownership structure to another constitutes a change of ownership.*
Federal	**Not Applicable**

Page 41	B. Substantive Obligations: Add new subsection a. as follows: Revise sections a. Recruitment and b. Advertising. Revisions include criteria from Standard 2 – Educational Programs (indicated in blue font).
	a. Transfer of Credit *Institutions that elect to accept credit earned from other sources must demonstrate the source of the credit accepted is accredited by an agency recognized by the U.S. Department of Education or whose acceptance is required by a state or federal approving agency.*
Federal Page 41	**Apply exact changes above to the Federal version found on this page.**
Page 41	**Revise sections a. Recruitment and b. Advertising. Revisions include criteria from Standard 2 – Educational Programs (indicated in blue font).**
	2. Institution's Relationships with Other Constituencies b~~a~~. *Requirements Applicable to Institutional* Recruitment *Activities* *Candidate and accredited institutions must demonstrate compliance with the following requirements for recruitment activities for all programs:* (1) ~~All~~ Recruitment activities ~~used~~ *conducted* by an institution **must** be truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment. *(2) Recruiting practices must assure that policies and procedures for admission to programs are made available to prospective students prior to enrollment and communicated within a time frame that is sensitive to deadlines for enrollment and completion of programs should changes to the information occur.* *(3) The institution clearly defines and publishes a policy regarding the transfer of students between programs within the institution and the transfer of students from other institutions and assures this information is available to prospective students prior to enrollment.* *(4) The institution clearly defines and publishes a policy regarding the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at other institutions and assures this information is available to prospective students prior to enrollment.* *(5) Recruitment practices must assure that, prior to enrollment, prospective students are informed of the costs, equipment, services, time, and technical competencies, if any, required by its programs, including (if applicable), personal data collection and processes, and charges associated with verification of student identity.*

(6)   The institution must ensure that all materials used in recruitment activities accurately describe the mission of the institution, instructional outcomes, student performance expectations, and completion requirements of programs.
(7)   State and/or Federal licensure requirements for employment in specific occupational fields, if required, must be provided to prospective students prior to enrollment.

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

(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 *or from* another institution.
(7)   Misrepresenting its accreditation status.

c~b~.   *Requirements Applicable to* Advertising

Candidate and accredited institutions must demonstrate compliance with the following requirements for advertising for all programs:

(1)   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.
(2)   The institution **must** be emphasized more than *the* accreditation *status* in all promotional and institutional materials.
(3)   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.
(4)   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.
(5)   Media comments which imply that the institution guarantees placement in employment is prohibited.
(6)   Media criticism toward other institutions is prohibited.
(7)   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.

	(8) The institution must accurately portray its physical facilities and educational programs in all web sites, bulletins, and other publications, whether printed or online.
	    (9) A record or copy of all promotional and advertising material **must** be kept on file from one accreditation team visit until the next.
	    (10) ~~An~~ ***Candidate and accredited*** institution***s*** assume~~s the~~ ***full*** responsibility for all representations made by its recruiting personnel or other employees in ~~procuring~~ ***recruiting*** students on its behalf.

Federal Page 36	**Revise sections a. Recruitment and b. Advertising. Revisions include criteria from Standard 2 – Educational Programs (indicated in blue font).**

	2. Institution's Relationships with Other Constituencies
	
	    a. ***Requirements Applicable to Institutional*** Recruitment ***Activities***
	
	Many Federal institutions may not specifically control the recruitment process, but for those that do, the guidance below should be followed.
	
	    (1) ~~All~~ Recruitment activities ~~used~~ ***conducted*** by an institution **must** be truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment.
	    (2) The institution clearly defines and publishes a policy regarding the transfer of students between programs within the institution and the transfer of students from other institutions and assures this information is available to prospective students <u>prior</u> to enrollment.
	    (3) Information about the institution's academic courses/programs, prerequisites, and associated policies are made available to prospective students <u>prior</u> to enrollment.
	    (4) Recruitment practices must assure that, <u>prior</u> to enrollment, prospective students are informed of the costs, equipment, services, time, and technical competencies, if any, required by its programs, including (if applicable), personal data collection and processes associated with verification of student identity. (Institutions must follow regulations established by the Federal government concerning PII…)

~~When applicable,~~ The following practices in student recruitment **~~must not~~ ~~be utilized~~** *are prohibited*:

 (1) ~~Guaranteeing employment.~~
 (2) Misrepresenting ~~job placement, employment~~ opportunities *for advancement*, ~~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. *Requirements Applicable to* Advertising/Marketing

Candidate and accredited institutions must demonstrate compliance with the following requirements for advertising for all programs:

 (1) 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.
 (2) The institution **must** be emphasized more than accreditation *status* in all promotional and institutional materials.
 (3) 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.
 (4) 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.
 (5) Media criticism toward other institutions is prohibited.
 (6) 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.
 (7) The institution must accurately portray its physical facilities and educational programs in all web sites, bulletins, and other publications, whether printed or online.
 (8) A record or copy of all promotional and advertising material **must** be kept on file from one accreditation team visit until the next.
 (9) ~~An~~ *Candidate and accredited* institution*s* assume~~s~~ ~~the~~ *full* responsibility for all representations made by its recruiting personnel or other employees in ~~procuring~~ *recruiting* students on its behalf.

SECTION VI. Accreditation Standards, Objectives, and Criteria	
Page 50	**Standard 1 – Institutional Mission: Revise Criteria 5-9 as follows:**

	5. The institution has an organized and functional institutional advisory committee that meets the following requirements:
	
	    6. Is composed of at least three persons ~~with a majority being~~ external to the institution;
	    7. ***Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);***
	    8. Meets at least once annually, if serving only in an institutional advisory capacity, or twice annually, if serving in an occupational advisory capacity;
	    9. Keeps ***typed*** minutes to document ~~their~~ ***its*** activities, recommendations, ~~and~~ meeting attendance, ***and demographic information for each member***; and,
	    10. Is used to provide community involvement in maintaining a relevant mission for the institution.
	
	The criteria above represent the minimum requirements for an institutional advisory committee. *The institutional advisory committee can also serve as the occupational advisory committee if only one occupational advisory committee is required for the institution. In those cases, the* ***requirements of both committees (institutional and occupational) must be met****.*
	
	(Objective 1-3)

Federal	**Not Applicable**

Page 51	**Standard 2 – Educational Programs: Remove 'recruiting' from Objectives and Criteria. (See revisions recommended for Section V., Page 41 – pages 10 through 12 of this handout.)**
	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. 3. To assure that all recruiting/admissions activities and materials are ethical, accurate, and include processes to ensure the verification of student identity for coursework delivered via distance education, if required.
Page 52	**Revise criteria under A. Admissions/Recruiting as follows:** **A. Admissions/Recruiting** The institution's admissions policies and procedures are: 1. Published; 2. Clearly stated; 3. Consistently communicated to students; 4. Made available to students prior to enrollment; and, 5. Communicated to prospective students within a time frame that is sensitive to enrollment and completion of programs should changes to the information occur. (Objective 2-A-1) 46. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See "Vocational English-As-A-Second-Language Programs" in the current edition of the *Policies and Rules of the Commission.*) 7. 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. (Objective 2-A-1) 8. The institution clearly defines and publishes a 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. (Objective 2-A-1) 59. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2) 610. Students admitted into associate degree programs have a high school diploma or its equivalent. (Objective 2-A-2) An institution that admits students by exception to its standard admissions policies must:

7~~11~~.   Have written admissions policies and procedures for these exceptions;
8~~12~~.   Apply them uniformly;
9~~13~~.   Provide documented evidence on how they are used;
10~~14~~. Maintain records on student progress; and,
11~~15~~. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

(Objective 2-A-2)

~~16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)~~

~~17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity. (Objective 2-A-3)~~

12~~18~~.   Orientation to technology is provided and technical support is available to students. (Objective 2-A-2)

~~19. **For all coursework delivered via distance education:** The institution has processes 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 or program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations). (Objective 2-A-3)~~

Federal **Page 45**	**Standard 2 – Educational Programs: Remove 'recruiting' Objectives and Criteria. (See revisions recommended for Section V., Page 36 – pages 12-13 of this handout.)**

	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.

Federal **Page 46**	**Revise criteria under A. Admissions/Recruiting as follows:**

	A. Admissions/~~Recruiting~~
	
	    Information about the institution's academic courses/programs, prerequisites, and associated policies are:
	
	    1. Published;
	    2. Clearly stated; *and,*
	    3. Current, accurate, and consistently recorded in all publications.
	    ~~4. Made available to its students prior to enrollment.~~
	
	    ~~5. 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.~~
	
	    4~~6~~. Course and/or program requirements offer reasonable expectations for successful completion regardless of the delivery mode.
	
	    ~~7. Prior to admission, students are informed of the equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes associated with verification of identity.~~
	
	    5~~8~~. Orientation ~~of~~ *to* technology is provided and technical support is made available to students.
	
	    ~~9. **For all coursework delivered via distance education:** The institution has processes 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 or program and receives the academic credit (with methods such as secure logins, pass codes, and proctored examinations).~~

Page 56	**Standard 2 – Educational Programs, C. Instruction, delete criterion 8 (criterion 9 satisfies the requirement to appoint an advisory committee for each program).**
	8. ~~The institution has appointed an occupational advisory committee for each program taught by the institution.~~ 9. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.
	Revise Criterion 11 and add new criterion and note after Criterion 15 as follows:
	Each occupational advisory committee: 10. Consists of a minimum of three members external to the institution who have expertise in the occupational program; 11. Represents each ~~geographical~~ service area covered by the program at each meeting (main campus and each branch campus); 12. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); 13. Meets at least twice annually; 14. ***Ensures that no fewer than three months separate each official committee meeting;*** and, 15. ***Follows an agenda and maintains*** ~~Keeps~~ typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member. *(NOTE 1: The criteria above represent the minimum requirements for occupational advisory committees. Institutions have the option to have separate committees for each campus – main and branch.)* *(NOTE 2: External members may serve on more than one occupational advisory committee as long as they meet each of the above criteria for membership for each committee on which they serve.)* ***(See additional information about advisory committees provided in the Policies and Rules of the Commission.)***
Federal	**Not applicable**
Page 57	**Add criterion from Standard, Admissions/Recruiting after current Criterion 21 as follows:**
	22. **For all coursework delivered via distance education:** The institution has processes 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 or program and receives the academic credit (with methods such as secure logins, pass codes, and proctored examinations).

Federal Page 48	Standard 2 – Educational Programs, C. Instruction, add criterion from Standard, Admissions/Recruiting after current Criterion 8 as follows:
	8. **For all coursework delivered via distance education:** The institution has processes 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 or program and receives the academic credit (with methods such as secure logins, pass codes, and proctored examinations).
Page 66	**Standard 6 – Physical Resources and Technical Infrastructure, revise Criterion 9 as follows:**
	The operation and maintenance plan is: 8. Available to employees and students; and, 9. ~~Regularly evaluated/revised~~. ***Evaluated on an annual basis and revised as needed.***
Federal	**Not Applicable**
Page 69	**Standard 7 – Financial Resources, revise criterion 17. as follows:**
	The institution demonstrates financial stability through submission of the most recent audited financial statement that reflects: (Objective 7-2) 17. A minimum, unrounded composite score of 1.5 ***for the two most recent fiscal years***; and,
Federal Version	**Not applicable**
Page 72	**Standard 8 – Human Resources, B. Faculty, revise criterion 7. as follows:**
	7. Faculty members who teach technical courses in associate degree programs have a minimum of an associate degree in an area that is related to the technical courses they teach. ~~(In exceptional cases, evidence of documented work experience and skills in the technical field may be considered in lieu of formal academic requirements.)~~ (Objective 8-B-2)
Federal Version	**Not applicable**

Page 73	**Standard 8 – Human Resources, C. Administrative and Supervisory Personnel, Criterion 1, revise as follows:**
	1. The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and ~~operate~~ ***to oversee the operation of*** its programs.
Federal Page 56	**Apply exact change above to the Federal version found on this page.**
Page 76	**Standard 10 – Student Services and Activities, add, revise, and reorganize objectives as follows:**

	1. To assure that adequate and appropriate student services are available to support the mission and programs of the institution. These services include:
	
	    a. Academic advisement
	    b. Counseling
	    c. Financial assistance
	    d. Orientation
	    e. Retention
	    f. Grievances
	    g. Health and safety
	    h. Records
	    i. Others as appropriate to the institution
	
	2. To assure that the institution provides placement services for all program completers and conducts follow-up studies of completers and employers of completers.

	Add, revise, and reorganize criteria as follows: 1.~~12~~. The institution provides academic advisement services to assist students in planning ~~and completing~~ ***for*** the occupational education programs ~~that~~ they ***seek to*** pursue. (Objective 10-1-a) 2~~1~~. Tests or 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. (Objective 10-1-b) 3~~13~~. If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirements of the Commission for as long as required by the U.S. Department of Education to maintain a plan. (Objective 10-1-c)

42. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution. (Objective 10-1-d)

5. ***The institution has a written plan for evaluating the effectiveness of student retention in all programs and ensures that the plan:***

   6. Includes input from faculty and students;
   7. Is evaluated on an annual basis; and,
   8. Evaluation results are shared with faculty and staff.
   (Objective 10-1-e)

98. The institution provides ***has published*** and has implemented appropriate grievance policies for handling complaints from students, as described in the institution's catalog and/or the student handbook. (Objective 10-1-f)

109. The Commission's mailing address, telephone number, and website address are included within the grievance policy for cases where the grievance is not settled at the institutional level. (Objective 10-1-f)

1110. Institutional records reflect that program complaints and grievances receive due process and include evidence of resolution. (Objective 10-1-f)

1211. The institution maintains records on student complaints that are filed in accordance with the institution's grievance policy to ensure acceptable quality in the educational programs offered by the institution. (Objective 10-1-f)

1314. The institution has adopted and implemented a written plan for the health and safety of students in cases of sickness, accidents, or emergency health care needs on campus; and the plan is evaluated regularly. (Objective 10-1-g)

1415. A system is in effect for reporting and investigating all incidents affecting health and safety. (Objective 10-1-g)

153. A designated staff member is responsible for maintaining official files and records of students. (Objective 10-1-h)

164. Written procedures for access to student coursework, testing, and records are established to protect their confidentiality, limiting access to authorized personnel only. (Objective 10-1-h)

176. All period of enrollment, financial, academic, and current educational progress records are available at the institution. (Objective 10-1-h)

18~~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. (Objective 10-1-h)

19~~7~~. Preserving and protecting student coursework, testing, and records are provided by the use of storage devices, duplicate physical or digital records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions. (Objective 10-1-h)

20~~16~~. The institution is responsible for any reasonable accommodation of students who are identified to have special needs. (Objective 10-1-i)

21~~18~~. The institution provides placement services for all program completers. (Objective 10-2)

22~~19~~. The institution demonstrates that it is following a written plan for placement services. (Objective 10-2)

The plan for placement services includes the following elements:

> 23~~20~~. Identification of responsibility for coordination of services;
> 24~~21~~. A communications network (must exist between the person responsible for placement coordination, the staff, the faculty, and various businesses and industries of the service area);
> 25~~22~~. File/listing of employers and employment opportunities;
> 26~~23~~. Counseling of students; and,
> 27~~24~~. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.

> (Objective 10-2)

28~~17~~. The institution has a written plan for determining the effectiveness of student services, for documenting an annual evaluation of these services, and for disseminating the results to the staff so that pertinent information can be used to improve the student services. (Objectives 10-1 and 10-2)

Federal Page 59	**Standard 10 – Student Services and Activities, add, revise, and reorganize objectives as follows:**
	1. To assure that adequate and appropriate student services are available to support the mission and programs of the institution. These services include: a. Academic advisement b. Registration b. Orientation c. Grievances d. Health and safety e Records f. Others as appropriate to the institution *(i.e. Registration, human resource center, etc.)*
Page 59	**Add, revise, and reorganize criteria as follows:**
	1~~12~~. The institution provides academic advisement services (formal or informal) as required to assist students in planning *for* and/or completing the courses or programs that they are enrolled in. (Objective 10-1-a) 2~~1~~. Tests or 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. (Objective 10-1-a) 3~~2~~. There is a process to acquaint new students with policies, functions, and personnel of the institution. (Objective 10-1-b) 4~~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. (Objective 10-1-c) 5~~9~~. Institutional records reflect that program complaints and grievances received by the institution obtain due process and include evidence of resolution. (Objective 10-1-c) 6~~10~~. As an avenue of last resort, the Commission's mailing address, telephone number, and website address are included within the grievance policy and made available to students, faculty, and staff. (Objective 10-1-c) 7~~11~~. Records on student complaints are filed by the appropriate office in accordance with the parent headquarters, agency, or Service policy. (Objective 10-1-c)

	8~~13~~. 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. (Objective 10-1-d)
	9~~14~~. Procedures are in place for reporting and investigating all incidents affecting health and safety. (Objective 10-1-d)
	10~~3~~. A designated staff member is responsible for maintaining official files and records of students. (Objective 10-1-e)
	11~~4~~. Written procedures for access to student coursework, testing, and records are established to protect their confidentiality, limiting access to authorized personnel only. (Objective 10-1-e)
	12~~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. (Objective 10-1-e)
	13~~6~~. All period-of-enrollment, academic, and current educational progress records are available at the institution. (Objective 10-1-e)
	14~~7~~. Preserving and protecting student coursework, testing, and 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. (Objective 10-1-e)
	15. If students with special needs are admitted into the program, then the institution makes reasonable accommodations to meet their needs. (Objective 10-1-f)
	16. The institution has policies and procedures that: help assure the effectiveness of student 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 services. (Objectives 10-1 a through f)

SECTION VII. Definitions

Revise the following definitions as indicated and apply to all versions of the Handbook <u>as applicable</u>.

Page 79	**Contractor (Vendor)**—A company or individual who provides goods and/or services to an institution for an agreed upon price. ==*Contractors are not considered full-time employees for the purpose of meeting workshop attendance required by the Council's accreditation processes.*==
	Course—~~Specific subject matter comprising part of a program for which instruction is offered within a specified time period.~~ ==*A series of lectures, laboratory and/or work-based activities that pertain to a particular subject and that are typically required as part of a broader curriculum (a program, for example).*==
Page 82	**Laboratory Instruction**—An instructional setting ==*under the supervision of institutional faculty*== 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.
Page 83	**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. ==*Internships and externships, either paid or unpaid, do not qualify as placement.*==
Page 84	**Publication –** A catalog and/or other official ~~publications~~ *documents* which are ~~published~~ ==*made available*== ~~in~~ ==*through various media*== (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~~ ==*constituents*==.
Federal Version Page 67	**Publication ==*(Federal)*== –** A catalog and/or other official ~~publications~~ *documents* which are ~~published~~ ==*made available*== ~~in~~ ==*through various media*== (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~~ ==*constituents*==. ==*(Federal institutions are required to take appropriate measures to ensure personally identifiable information [PII] is not released to unauthorized entities.)*==

	CLEP (College-Level Examination Program) – a set of standardized tests in various subjects, qualifying scores on which can be used to earn college credits.
	Community – group or groups comprised of institutional constituents/ stakeholders (i.e., students, staff, faculty, potential employers, governmental and other entities) who are served by or have an interest in the educational programs offered by an institution.
	Main Campus – The lead (or parent) institutional campus is the location where the offices of the chief administrator and accreditation liaison officer are maintained and to which all non-main campus sites are subordinate and accountable. The main campus must offer at least one approved occupational program and must maintain duplicates of all student records for non-main campus sites.
	Official Meeting – a meeting is considered 'official' if it: a) is planned or called by the institution; b) requires attendance of members; c) follows an agenda, and, d) is recorded in official minutes.

Other Revisions

Replace the term 'institutional representative' with 'full-time employee' throughout all versions of the Handbook of Accreditation (Generic, Federal, Job Corps, and Registered Apprenticeships/ERISA Training Institutes).

~ Part III ~
Information Items

1. **Officers of the Council Committee on Nominations for 2018**

   Chair: Russell Shelton   Vice Chair: James King

2. **Commission Chair – 2018**

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

3. **Commission Vice Chair – 2018**

   ELECT: Fred Albrecht, Director/Owner, CALC Institute of Technology, Alton, IL

4. **Commission Secretary–Treasurer – 2018**

   ELECT: Howard Moore, Retired Director, Ashland Vocational-Technical School,
          Ashland, KY

5. **Commission Executive Committee Members – 2018**

   ELECT: Robert L. Carrigan, Director of Curriculum and Instruction, Defense Equal
          Opportunity Management Institute, Patrick AFB, FL
   ELECT: Sandy Elliott, Adult Education Manager, Wayne County Schools Career Center,
          Smithville, OH

6. **Commission Committee on Finance**

   ELECT: Fred Albrecht, Director/Owner, CALC Institute of Technology, Alton, IL
   ELECT: Howard Moore, Retired Director, Ashland Vocational-Technical School,
          Ashland, KY

7. **Commission Committee on Policies and Rules (2018-2020)**

   ELECT: Russell Shelton, Executive Director (Retired), Community & Corporate Relations,
          Southwest Tennessee Community College, Bolivar, TN
   ELECT: Julie Ha, President, Mayfield College, Cathedral City, CA

8. **Officers of the Council Committee on Accreditation Standards and Conditions – 2018**

   Chair: Jody Hawk   Vice Chair: Robert Aguis

9. **Officers of the Commission Committee on Policies and Rules – 2018**

   Chair: Mike Bouwhuis   Vice Chair: Al Salazar

10. **Commission Review Committee – 2018**

Erika Boardman, Instructor (Retired), St. Petersburg Junior College, Largo, FL

Michael Bouwhuis, President, Davis Applied Technology College, Kaysville, UT

Wendy Brog, Vice President for Instruction, Bridgerland Applied Technology College, Logan, UT

Ellen Lange-Christenson, Vice-President, Tooele Applied Technology College, Tooele, UT

Dianne Clark, Interim Mansfield Campus Administrator, Northwest Louisiana Technical College, 814 Constable Street, Minden, LA

Robert Clark, Director (Retired), Orange Technical Education Center-Mid-Florida Tech, Orlando, FL

Christine Cothron, President (Retired), First Coast Technical College, St. Augustine, FL

Nyce Daniel, Principal, Lindsey Hopkins Technical College, Miami, FL

Noward E. C. Dean, Principal (Retired), Miami Lakes Educational Center, Miami, FL

Dan Dull, Retired, Deputy Director of Training, Navy Personnel Development Command, Pensacola, FL

Michael Gannon, Provost, Defense Information School, 6500 Mapes Road, Fort George G. Meade, MD

Gregory Garrett, Regional Director (Retired), South Central Louisiana Technical College, Oscar, LA

Julie Ha, President, Mayfield College, Cathedral City, CA

Paul Hacking, Executive Director, Uintah Impact Mitigation Special Service District, Vernal, UT

Warren Laux, Director, Tennessee College of Applied Technology – McMinnville, McMinnville, TN

Michael Moye, President, West Central Technical College, Macon, GA

Richard T. Oliver, Retired, Vice President of Instruction, Okefenokee Technical College, Waycross, GA

David Osborne, President, Kenco Associates, Inc., Ashland, KY

Ronald E. Pentiuk, Director (Retired), Lee County High Tech Center Central, Ft. Myers, FL

Mae W. Perry, Director, Tennessee Technology Center at Hartsville, Hartsville, TN

Myra West, Director, Tennessee Technology Center at Livingston, Livingston, TN

Johnny Williams, Director (Retired), Tennessee College of Applied Technology – Nashville, Nashville, TN

Kim Ziebarth, Instructional Systems Designer, Davis Applied Technology College, Kaysville, UT

*** ADDENDUM ***

to the

Proposed Revisions to the

Handbook of Accreditation for Federal Institutions

*Revisions cited in this section are specific to the
Federal version of the Handbook of Accreditation.*

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

Revisions to the Federal *Handbook* become effective November 10, 2017.

SECTION III. Affiliation with COE

Page 10	Revise C. Workshop Attendance Requirements as follows:
	C. *Guidelines and Requirements for* **Workshop Attendance** ~~Requirements~~
	As stated at the beginning of this Handbook:
	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.
	Self-Study activities conducted by institutions, to include annual reporting, and team visits to evaluate compliance with standards fulfill the first part of that statement. The second part – improvement – is completely dependent upon the Council providing opportunities for improvement <u>and</u> the active participation and depth of involvement of commands and individuals seeking improvement.
	Membership of institutions with the Council is voluntary. So, too, is attendance at Council conferences and training activities beyond the minimum requirements described in this section. However, the Council strongly encourages <u>frequent</u> participation of command representatives in annual conferences and training activities, as well as a deeper level of involvement in specific accreditation activities in order to more fully benefit from the opportunities the Council provides - benefits that cannot be attained by compliance with minimum requirements.
	Council conferences and meetings provide members up-to-date information on changes to Council bylaws, policies, rules, and academic standards. Staying abreast of these changes will help member institutions obtain the academic quality and rigor expected of federal training organizations, as well as meet the academic criteria and exhibits required to reaffirm accreditation annually.
	Serving as team members and leaders on accreditation site visits, involvement on committees for standards and policies development, engagement in critical topic discussions at the Summer and Annual Conferences, and being present at the Annual Business Session to vote on accreditation standards changes are but a few of the opportunities offered by Council to its membership to fulfill the second purpose as stated above, 'to assist in the improvement of the institution or program'. The rest depends on the commitment of the command and its representatives who seek to improve and maintain the highest educational standards possible.
	C. Workshop Attendance Requirements
	Attendance at Commission-sponsored workshops is a requirement before Commission review and approval of certain accreditation statuses.

Eligible Representatives

Persons who serve as administrators, liaisons, faculty, and staff of institutions seeking candidate status or accreditation with the Council are institutional representatives eligible to attend required workshops and earn certificates that enable the submission of candidate applications and the scheduling of accreditation team visits. (See specific time lines described in the subsections below.)

Also, persons who are owners or part owners of more than one main campus are considered eligible representatives and may receive certificates of attendance only for the main campus where their office is located.

The following persons are not eligible to meet these attendance requirements:

1.   Institutional corporate owners/employees whose offices are not located at a main campus of an institution;
2.   Consultants who are contracted to assist institutions with the accreditation process; and,
3.   Contractors hired to provide products or services to candidate and accredited institutions

Certificates of attendance that were earned by former administrators, liaisons, faculty, or staff, are null and void upon their departure from or termination by the institution. Because of this possibility, it may be in the institution's best interest to involve more than one eligible representative in workshop attendance required by the Council.

Candidate for Accreditation

Institutions interested in membership with the Council attend a series of workshops (the Candidate Academy) before an application for approval of candidate status can be submitted. Once an attendance certificate for the Candidate Academy is earned, an institution interested in membership with the Council must submit the application for candidacy within 12 months after attendance.

The Candidate Academy attendance certificate also serves as certification of the Self-Study process and the Annual Reporting process that is required before initial accreditation can be considered. Institutions that gain candidate status with the Council must host their initial accreditation team visit no later than 18 months after earning the Candidate Academy certificate.

Institutions that fail to submit their applications for candidacy within 12 months of attending a Candidate Academy must repeat their attendance at another Candidate Academy before submitting an application for candidacy. Institutions that fail to host their initial accreditation visit within 18 months of Candidate Academy attendance must attend a Self-Study Workshop and an Annual Report Workshops at either the COE Summer Conference or COE Annual Meeting within 6 to 18 months of hosting their initial accreditation visit.

Reaffirmation of Accreditation

Institutions currently accredited by the Council that are preparing to host a visiting team for reaffirmation of accreditation must attend the Self-Study workshop and workshops for submitting the Annual Report required by the Council. These attendance certifications must be earned no less than 6 months before – and no more than 18 months before – the institution hosts its team visit.

Failure to attend these workshops within this time period will delay the accreditation team visit and will result in a penalty for failure to attend a required workshop. (See Fees and Penalties.)

Annual Reporting

Attendance at workshops for submitting the institutional Annual Report (and for reporting student achievement data) is required of all candidates for accreditation and accredited institutions. Earning these certificates is required as part of the application process for candidate status and the accreditation visit cycle for accredited institutions that is established by the Commission.

No less than 6 months before, and no more than 18 months before an institution hosts a team visit for initial accreditation or reaffirmation of accreditation, the institution must provide evidence (workshop attendance certificates) that it met this requirement.

Team Member/Team Leader Certification

Those who volunteer to serve as the leaders and members of team visits conducted by the Council for candidate status, accreditation, substantive changes, and other circumstances, are required to be certified in the team reporting processes of the Council every three (3) years. Attendance at workshops for team member/team leader certification will fulfill this requirement.

Those who wish to serve as team leaders must maintain team member certification as well as team leader certification.