



Check Sheets

for Accreditation Visiting Teams (Public and Non-Public Institutions)

**Standard Criteria
from the
Handbook of Accreditation**

~ 2017 Edition ~

(Updated: 1-24-2018)

INSTRUCTIONS

General:

The conditions and criteria in the following check sheets are found in the *Handbook of Accreditation*.

There are some items on the check sheet, however, that are informational or procedural in nature and are to be completed only by members of accreditation visiting teams. These items specify that they are to be used only by visiting team members and will be either highlighted or will include special instructions for visiting teams.

The numbering system used in this document corresponds with both *the Handbook of Accreditation* (blue column on the left, when necessary), and the Council's software for accreditation visiting teams (in the main body of the check sheets).

Throughout the check sheets, marking a YES response indicates the institution IS in compliance with a criterion. Marking a NO response indicates the institution IS NOT in compliance with a criterion and requires that finding(s) of non-compliance be written by the visiting team.

Multiple-Part Criteria: Sample Finding of Non-Compliance

Below is an example of a multi-part criterion. When visiting teams check NO to the contingent criterion, related criteria are automatically filled in by the software. The finding written by the team must follow the format described below.

Even if only one program fails to have an occupational advisory committee appointed, the Standard 2 Composite folder in the software reflects this...

Standard 2 Composite Criteria		YES	NO	N/A
Instruction (continued)				
8.	The institution has appointed an occupational advisory committee for each program taught by the institution. VISITING TEAMS: If NO is checked, resume with criterion 16. Write one finding of non-compliance that specifies BOTH the requirement to appoint a committee for each program AND each criterion 9-15. (See instructions page.)		✓	
9.	Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.			✓
Each occupational advisory committee:				✓
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); and,			✓
13.	Meets at least twice annually; and,			✓
14.	Keeps typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.			✓
15.	Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.			✓
16.	Job-related health, safety, and fire-prevention are an integral part of instruction.	✓		

MULTI-PART CRITERIA

A finding of non-compliance must be provided in the Standard Two – Composite folder as follows:

*The team finds that the institution failed to appoint an occupational advisory committee for the **Practical Nursing** program. The institution must appoint an advisory committee for the Practical Nursing program at the main campus of the institution to ensure that desirable, relevant, and current practices of the occupation are being taught. Furthermore, the advisory committee appointed for this program must:*

- Ensure desirable, relevant, and current practices of each occupation are being taught;
- Consist of a minimum of three members external to the institution who have expertise in the occupational program;
- Represent each geographical service area covered by the program at each meeting (main campus and each branch campus);
- 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); and,
- *Meet at least twice annually;*
- Keeps typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

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

Notice that in the sample finding provided above, the program that fails to comply with the advisory committee criteria is specified. If more than one program fails to comply, the finding must list each of those programs. Also, the finding includes all criteria related to occupational advisory committees that must be met (criteria 9 through 15 on the previous page).

STANDARDS WHERE MULTI-PART CRITERIA APPEAR

This version of the check sheets contains 12 multi-part criteria in the following standards:

- Standard One – Institutional Mission
- Standard Two – Educational Programs/Programs and Instruction
- Standard Three – Program and Institutional Outcomes
- Standard Four – Strategic Planning
- Standard Five – Learning Resources/Media Services
- Standard Six – Physical Resources and Technical Infrastructure
- Standard Seven – Financial Resources
- Standard Ten – Student Services and Activities

**Council on Occupational Education
CONDITIONS CHECK SHEET
Generic Version – 2017 Edition**

CONDITIONS	YES	NO	N/A
1. The institution demonstrates that it satisfies each of the eligibility requirements to become a Candidate for Accreditation. (See <i>Handbook of Accreditation</i>)			
2. The institution conducts its affairs with acceptable standards of honesty and integrity.			
3. The institution meets all lawful obligations imposed by state and federal agencies.			
4. The institution has notified the Commission of any individual affiliated with the institution who has been debarred by a government agency or another accrediting agency or was an owner, an administrator, or a governing-board member of a COE-affiliated institution that was denied accreditation, was dropped from accreditation, or closed without providing a teach-out or refunds to currently enrolled students.			
5. The institution occupies its own physical facilities and is not co-located with another institution.			
6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See <i>Handbook of Accreditation</i>)			
Non-Public Institutions Only			
7. (If required to operate) The institution has an original current license for the main campus and each branch and/or extension.			
Item 8: This item is to be completed by Visiting Teams during accreditation visits.			
Non-Public Institutions Only			
8. List ID numbers and expiration dates of licenses for all campuses:			
9. The on-site administrator or other full-time employee at the main campus attended required workshop(s) within six to eighteen months prior to hosting the accreditation visiting team. (See <i>Handbook of Accreditation</i>)			
10. For initial accreditation or reaffirmation of accreditation, the institution has placed a notice in the appropriate newspaper(s) and/or media services <i>no more than sixty (60) days prior to hosting the accreditation visit stating</i> that it is applying for initial accreditation or reaffirmation of accreditation with the Commission of COE in compliance with Commission criteria.			
Item 11: This item is to be completed by Visiting Teams during accreditation visits.			
11. Date notice was published, broadcast, or televised:			
12. The institution has submitted an evaluation of standards form from one of its occupational advisory committees prior to hosting an accreditation visiting team.			
13. The institution has informed the Commission of all planned and unplanned substantive changes.			
14. Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation.			
15. Documents the institution has filed with the Commission accurately represent the status of the institution. (NOTE: If this statement is checked "NO", documentation which demonstrates the institution's misrepresentation must be submitted with the team report.)			
Accredited Institutions Only			
16. The institution's use of the accreditation seal is in compliance with Commission conditions. (See <i>Handbook of Accreditation</i>)			
17. The institution adheres to the Commission's condition on the monitoring of institutional growth and has notified the Commission of increases in total Full-Time Equivalent (FTE) that equal or exceed 25% of the established baseline, and for non-public institutions, increases in gross revenue of 100% or more from the previous year have been reported to the Commission.			
18. All student recruitment activities used by the institution are truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See <i>Handbook of Accreditation</i>)			
19. All media used by the institution for advertising purposes are truthful and presented with dignity to avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See <i>Handbook of Accreditation</i>)			

Highlighted areas indicated changes from the previous edition.

CONDITIONS CHECK SHEET: Generic Version - 2017 Edition

Page 2

CONDITIONS (continued)		YES	NO	N/A
20.	A catalog and/or other official publications, which are published in hard copy or provided online, provide information specified in the <i>Handbook of Accreditation</i> , and are readily available to students, prospective students, and other members of the interested public.			
21.	If the institution employed a consultant for the purpose of assisting in the accreditation process, it submitted a copy of the consultant's resume within 7 days after employment was secured, and can demonstrate that the terms of the consultant's contract meet Commission conditions stated in the <i>Handbook of Accreditation</i> .			
22.	The role of contractors hired by the institution (if any) excludes the authority to make official decisions for the institution or to serve in the role of accreditation liaison officer for the institution.			
23.	If the institution participates in Title IV Financial Aid programs, it does not contract more than 25 percent of the instruction of one or more of its programs with an external agency, corporation, institution, or individual.			
24.	There is a clear indication that the faculty and staff were primarily responsible for the preparation, editing, and revision of documents required in the accreditation process.			
25.	The institution's accreditation liaison officer is a permanent staff member located at the main campus.			
Status with Other Agencies: A "YES" response for statements #1-8 signifies that the institution is in compliance with the Commission's Conditions.				
1.	The institution is not the subject of an interim action by a state or federal agency potentially leading to the suspension, revocation, withdrawal, or termination of the institution's legal authority to provide postsecondary education in any state in which it operates.			
2.	The institution has not had its state license suspended, revoked, withdrawn, or terminated, even if the required due process procedures have not been completed within any state in which it operates.			
3.	The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency.			
4.	The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency.			
5.	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.			
6.	The institution has not been notified of the loss of any agency's accreditation even if the due process procedures have not been completed.			
7.	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 to all federal, state, and other agencies, including accrediting agencies.			
8.	If the institution is seeking dual accreditation, the reasons for wanting dual accreditation have been submitted to each accrediting agency and to the Secretary of the U.S. Department of Education, and the institution has also designated which agency's accreditation is to be utilized in determining the institution's eligibility for program participation under the Higher Education Act.			
Campuses other than the Main Campus: General		YES	NO	N/A
1.	Branch or extension ownership is the same (same entity, proprietorship or partnership, or the same corporation) as the main campus.			
2.	Branch or extension names that have been expanded from the name of the main campus to clearly identify different locations or specific programs have been approved by the Commission.			
3.	Non-main campus locations that operate under the supervision of a full-time, on-site, local administrator who reports to the chief administrative officer of the main campus are properly identified as branch campuses with the Council.			

CONDITIONS CHECK SHEET: Generic Version - 2017 Edition
Page 3

Campuses other than the Main Campus: Branch Campuses	YES	NO	N/A
1. The complete name of the main campus is identified in all publications and advertisements when referring to a branch campus, extension campus, or instructional service center.			
2. Duplicate records on personnel, financial matters, student attendance, and educational progress for branches, extensions, extended classrooms, instructional service centers, and/or auxiliary instructional sites are kept at the main campus. (NOTE: Institutions capable of maintaining and accessing records electronically may keep all records previously mentioned at the main campus.)			
3. The on-site branch administrator reports to the on-site chief administrator at the main campus.			
4. Programs offered at branches are described in the main campus catalog or branch supplement.			
5. Programs offered at the branch that are not offered at the main campus are described in the main campus catalog.			
Campuses other than the Main Campus: Extension Campuses	YES	NO	N/A
1. All extensions are located within a 50-mile radius of the main campus.			
2. All extension programs are included in the main campus catalog.			
Campuses other than the Main Campus: Extended Classrooms	YES	NO	N/A
1. All extended classrooms are located within two miles of a main or branch campus.			
2. All extended classrooms are supervised by the administration of the main or branch campus.			
Campuses other than the Main Campus: Instructional Service Centers	YES	NO	N/A
1. Program instruction at all instructional service centers is under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution.			
2. All instructional service center offerings are approved by the Commission.			
3. Appropriate student services are available on-site at the instructional service center and the full range of services is made accessible to participating students at the main campus.			
4. All instructional service centers are a joint venture between the institution and an employer or another educational agency.			
5. The complete name of the main campus is identified in all publications and advertisements when referring to an instructional service center.			
Campuses other than the Main Campus: Additional Space	YES	NO	N/A
1. Additional space acquired for instructional or administrative purposes is located within one quarter of a mile from a main campus or branch campus.			

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

Institutions that are required to convert their programs to Federal Credit Hours for the processing of Federal Financial Aid programs must undergo a review of a sampling of the course prep hours included in a sampling of the total number of programs covered under the conversion. Indication of compliance with this requirement is made by visiting teams under Standard 2 – Educational Programs for each program chosen as part of the sample.

STANDARD 1

Institutional Mission

Generic Version – 2017 Edition

Standard 1 Criteria		YES	NO
1.	The primary mission of the institution is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement.		
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 present its mission statement and the educational programs offered to achieve its mission.		
4.	The current mission statement is publicly available and is used consistently in publications.		
5.	The institution has an organized and functional institutional advisory committee. VISITING TEAMS: If NO is checked, resume with criterion 10. Write one finding of non-compliance that specifies BOTH the requirement to appoint an institutional advisory committee AND each criterion 6-9. (See instructions page.)		
The institution advisory committee meets the following requirements:			
6.	Is composed of at least three persons with a majority being external to the institution;		
7.	Meets at least once annually, if serving only in an institutional advisory capacity; OR twice annually, if serving in an occupational advisory capacity;		
8.	Keeps minutes to document their activities, recommendations, and meeting attendance; and,		
9.	Is used to provide community involvement in maintaining a relevant mission for the institution.		
10.	A program of public information and community relations is maintained to promote the institution's mission in its community.		

MULTI-PART CRITERION

STANDARD 2

Educational Programs (Composite)

Generic Version – 2017 Edition

This check sheet is a composite of all educational programs reviewed. Any program reviewed that does not meet any one of the following criteria should have a “No” response checked, and should be included in the summary of findings written for this standard.

Standard 2 Composite Criteria	YES	NO	N/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.			
6. 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.			
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.			
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.			
9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.			
10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.			
An institution that admits students by exception to its standard admissions policies must:			
11. Have written admissions policies and procedures for these exceptions;			
12. Apply them uniformly;			
13. Provide documented evidence on how they are used;			
14. Maintain records on student progress; and,			
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.			
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.			
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.			
18. Orientation to technology is provided and technical support is available to students.			
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 program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).			

Standard 2 - Educational Programs (Composite)
Generic Version - 2017 Edition, Page 2

Standard 2 Composite Criteria		YES	NO	N/A
Programs				
Occupational education programs are congruent with:				
1.	The governing organization;			
2.	The mission of the institution; and,			
3.	The occupational needs of the people served by the institution.			
Occupational education program policies are:				
4.	Publicly accessible;			
5.	Non-discriminatory; and,			
6.	Consistently applied.			
Differences, if any, in occupational education program policies are justified by:				
7.	Student learning outcomes; and/or,			
8.	Program outcomes.			
Each occupational education program has:				
9.	Clearly stated objectives;			
10.	Defined content relevant to these objectives and the current needs of business and industry, and,			
11.	Assessment of student achievement based on the program objectives and content.			
12.	Annual evaluation of its objectives.			
A systematic process has been implemented to document:				
13.	That the objectives and content of programs are current; and,			
14.	That coursework is qualitatively and quantitatively relevant.			
15.	Three bona fide potential employers review each educational program annually and recommend: VISITING TEAMS: If NO is checked, resume with criterion 27. Write one finding of non-compliance that specifies BOTH the requirement for annual review by potential employers AND each criterion 16-26. (See instructions page.)			MULTI-PART CRITERION
16.	Admission requirements;			
17.	Program content that is consistent with desired student learning outcomes;			
18.	Program length;			
19.	Program objectives;			
20.	Competency tests;			
21.	Learning activities;			
22.	Instructional materials;			
23.	Equipment;			
24.	Methods of program evaluation;			
25.	Level of skills and/or proficiency required for completion; and,			
26.	Appropriate delivery formats for the subject matter being taught.			
NOTE: The Employer Program Verification Form must be completed by potential employers of the institution's graduates as evidence of compliance with criteria 15-26 above.				
27.	The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.			
28.	Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.			

Standard 2 - Educational Programs (Composite)
Generic Version - 2017 Edition, Page 3

Standard 2 Composite Criteria (continued)	YES	NO	N/A
Programs (continued)			
Associate Degree programs offered must meet the following requirements:			
29. The program is designed to lead graduates directly to employment in a specific career.			
30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).			
31. The program has a minimum of 60 semester hours or 90 quarter hours.			
32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.			
33. For all coursework delivered via distance education: The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.			
Each program offered by the institution:			
34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;			
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;			
36. Has varied evaluation methodologies that reflect established professional and practice competencies;			
37. Is qualitatively and quantitatively consistent at each campus where it is offered;			
38. Has measures of achievement of the student learning objectives;			
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;			
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,			
41. Provides for timely and meaningful interaction among faculty and students.			
42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.			
43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.			
REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID			
If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).			

Standard 2 - Educational Programs (Composite)
Generic Version - 2017 Edition, Page 4

Standard 2 Composite Criteria (continued)		YES	NO	N/A	
Instruction					
1.	Academic competencies and occupational skills are integrated into the instructional program for each occupational area.				
2.	The instructional programs provide instruction 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 program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.				
The sequence of instruction required for program completion is used to:					
4.	Organize the curriculum;				
5.	Guide the delivery of instruction;				
6.	Direct learning activities; and,				
7.	Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.				
8.	The institution has appointed an occupational advisory committee for each program taught by the institution. VISITING TEAMS: If NO is checked, resume with criterion 16. Write one finding of non-compliance that specifies BOTH the requirement to appoint a committee for each program AND each criterion 9-15. (See instructions page.)			MULTI-PART CRITERIA	
9.	Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.				
Each occupational advisory committee:					
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); and,				
13.	Meets at least twice annually; and,				
14.	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.				
15.	Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.				

Standard 2 - Educational Programs (Composite)
Generic Version - 2017 Edition, Page 5

Standard 2 Composite Criteria (continued)		YES	NO	N/A
Instruction (continued)				
16.	Job-related health, safety, and fire-prevention are an integral part of instruction.			
17.	To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.			
18.	All instruction is effectively organized as evidenced by syllabi , lessons, competency tests, and other instructional materials.			
19.	The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.			
20.	For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.			
21.	For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.			
22.	For all coursework delivered via distance education: The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.			
Written agreements with work-based activity partners, if any:				
23.	Are current;			
24.	Specify expectations for all parties; and,			
25.	Ensure the protection of students.			
26.	Each work-based activity has a written instructional plan for students. VISITING TEAMS: If NO is checked, resume with criterion 29. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 27-28. (See instructions page.)			
27.	The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.			
28.	The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.			
29.	All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.			

MULTI-PART CRITERION

STANDARD 2

Postsecondary Educational Programs (Individual) Generic Version – 2017 Edition

Name of Postsecondary Program: _____

This check sheet applies to each program that enrolls postsecondary students or a combination of postsecondary and secondary students for the purpose of job entry or career advancement.

Standard 2 Composite Criteria	YES	NO	N/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.			
6. 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.			
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.			
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.			
9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.			
10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.			
An institution that admits students by exception to its standard admissions policies must:			
11. Have written admissions policies and procedures for these exceptions;			
12. Apply them uniformly;			
13. Provide documented evidence on how they are used;			
14. Maintain records on student progress; and,			
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.			
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.			
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.			
18. Orientation to technology is provided and technical support is available to students.			
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 program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).			

Standard 2 - Educational Programs (Individual Program: _____)
Generic Version - 2017 Edition, Page 2

Standard 2 Composite Criteria		YES	NO	N/A
Programs				
Occupational education programs are congruent with:				
1.	The governing organization;			
2.	The mission of the institution; and,			
3.	The occupational needs of the people served by the institution.			
Occupational education program policies are:				
4.	Publicly accessible;			
5.	Non-discriminatory; and,			
6.	Consistently applied.			
Differences, if any, in occupational education program policies are justified by:				
7.	Student learning outcomes; and/or,			
8.	Program outcomes.			
Each occupational education program has:				
9.	Clearly stated objectives;			
10.	Defined content relevant to these objectives and the current needs of business and industry, and,			
11.	Assessment of student achievement based on the program objectives and content.			
12.	Annual evaluation of its objectives.			
A systematic process has been implemented to document:				
13.	That the objectives and content of programs are current; and,			
14.	That coursework is qualitatively and quantitatively relevant.			
15.	Three bona fide potential employers review each educational program annually and recommend: VISITING TEAMS: If NO is checked, resume with criterion 27. Write one finding of non-compliance that specifies BOTH the requirement for annual review by potential employers AND each criterion 16-26. (See instructions page.)			MULTI-PART CRITERION
16.	Admission requirements;			
17.	Program content that is consistent with desired student learning outcomes;			
18.	Program length;			
19.	Program objectives;			
20.	Competency tests;			
21.	Learning activities;			
22.	Instructional materials;			
23.	Equipment;			
24.	Methods of program evaluation;			
25.	Level of skills and/or proficiency required for completion; and,			
26.	Appropriate delivery formats for the subject matter being taught.			
NOTE: The Employer Program Verification Form must be completed by potential employers of the institution's graduates as evidence of compliance with criteria 15-26 above.				
27.	The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.			
28.	Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.			

Standard 2 - Educational Programs (Individual Program: _____)
Generic Version - 2017 Edition, Page 3

Standard 2 Composite Criteria (continued)	YES	NO	N/A
Programs (continued)			
Associate Degree programs offered must meet the following requirements:			
29. The program is designed to lead graduates directly to employment in a specific career.			
30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).			
31. The program has a minimum of 60 semester hours or 90 quarter hours.			
32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.			
33. For all coursework delivered via distance education: The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.			
Each program offered by the institution:			
34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;			
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;			
36. Has varied evaluation methodologies that reflect established professional and practice competencies;			
37. Is qualitatively and quantitatively consistent at each campus where it is offered;			
38. Has measures of achievement of the student learning objectives;			
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;			
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,			
41. Provides for timely and meaningful interaction among faculty and students.			
42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.			
43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.			
REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID			
If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).			

Standard 2 - Educational Programs (Individual Program: _____)
Generic Version - 2017 Edition, Page 4

Standard 2 Composite Criteria (continued)		YES	NO	N/A	
Instruction					
1.	Academic competencies and occupational skills are integrated into the instructional program for each occupational area.				
2.	The instructional programs provide instruction 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 program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.				
The sequence of instruction required for program completion is used to:					
4.	Organize the curriculum;				
5.	Guide the delivery of instruction;				
6.	Direct learning activities; and,				
7.	Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.				
8.	The institution has appointed an occupational advisory committee for each program taught by the institution. VISITING TEAMS: If NO is checked, resume with criterion 16. Write one finding of non-compliance that specifies BOTH the requirement to appoint a committee for each program AND each criterion 9-15. (See instructions page.)			MULTI-PART CRITERIA	
9.	Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.				
Each occupational advisory committee:					
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); and,				
13.	Meets at least twice annually; and,				
14.	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.				
15.	Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.				

Standard 2 - Educational Programs (Individual Program: _____)
Generic Version - 2017 Edition, Page 5

Standard 2 Composite Criteria (continued)		YES	NO	N/A
Instruction (continued)				
16.	Job-related health, safety, and fire-prevention are an integral part of instruction.			
17.	To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.			
18.	All instruction is effectively organized as evidenced by syllabi , lessons, competency tests, and other instructional materials.			
19.	The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.			
20.	For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.			
21.	For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.			
22.	For all coursework delivered via distance education: The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.			
Written agreements with work-based activity partners, if any:				
23.	Are current;			
24.	Specify expectations for all parties; and,			
25.	Ensure the protection of students.			
26.	Each work-based activity has a written instructional plan for students. VISITING TEAMS: If NO is checked, resume with criterion 29. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 27-28. (See instructions page.)			
27.	The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.			
28.	The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.			
29.	All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.			

MULTI-PART CRITERION

STANDARD 2

Secondary Educational Programs (Individual)

Generic Version – 2017 Edition

Name of Secondary Program: _____

Use this check sheet for programs that enroll secondary students exclusively, and only **IF** the institution has chosen to have the Council evaluate its secondary occupational program offerings.

Standard 2 Composite Criteria		YES	NO	N/A
Admissions/Recruiting				
The institution's admissions policies and procedures are:				
1.	1. Published;			
2.	2. Clearly stated;			
3.	3. Consistently communicated to students;			
4.	4. Made available to students prior to enrollment; and,			
5.	5. Communicated to prospective students within a time frame that is sensitive to enrollment and completion of programs should changes to the information occur.			
7.	6. 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.			
8.	7. 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.			
9.	8. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.			
18.	9. Orientation to technology is provided and technical support is available to students.			
19.	10. 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 program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).			
Programs				
Occupational education programs are congruent with:				
1.	1. The governing organization;			
2.	2. The mission of the institution; and,			
3.	3. The occupational needs of the people served by the institution.			
Occupational education program policies are:				
4.	4. Publicly accessible;			
5.	5. Non-discriminatory; and,			
6.	6. Consistently applied.			
Differences, if any, in occupational education program policies are justified by:				
7.	7. Student learning outcomes; and/or,			
8.	8. Program outcomes.			
Each occupational education program has:				
9.	9. Clearly stated objectives;			
10.	10. Defined content relevant to these objectives and the current needs of business and industry, and,			
11.	11. Assessment of student achievement based on the program objectives and content.			
12.	12. Annual evaluation of its objectives.			

Standard 2 – SECONDARY Educational Programs (Program Name: _____)
Generic Version - 2017 Edition, Page 2

Standard 2 Composite Criteria		YES	NO	N/A
Programs (continued)				
13.	A systematic process has been implemented to document: 1. That the objectives and content of programs are current; and,			
14.	2. That coursework is qualitatively and quantitatively relevant.			
33.	3. For all coursework delivered via distance education: The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.			
34.	Each program offered by the institution: 4. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;			
35.	5. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;			
36.	6. Has varied evaluation methodologies that reflect established professional and practice competencies;			
37.	7. Is qualitatively and quantitatively consistent at each campus where it is offered;			
38.	8. Has measures of achievement of the student learning objectives;			
39.	9. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;			
40.	10. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,			
41.	11. Provides for timely and meaningful interaction among faculty and students.			
Instruction				
1.	1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.			
2.	2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.			
3.	3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.			
4.	The sequence of instruction required for program completion is used to: 4. Organize the curriculum;			
5.	5. Guide the delivery of instruction;			
6.	6. Direct learning activities; and,			
7.	7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.			

Standard 2 – SECONDARY Educational Programs (Program Name: _____)
 Generic Version - 2017 Edition, Page 3

Standard 2 Composite Criteria		YES	NO	N/A	
Instruction (continued)					
8.	8. The institution has appointed an occupational advisory committee for each program taught by the institution. VISITING TEAMS: If NO is checked, resume with criterion 16. Write one finding of non-compliance that specifies BOTH the requirement to appoint a committee for each program AND each criterion 9-15. (See instructions page.)			MULTI-PART CRITERIA	
9.	9. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.				
10.	Each occupational advisory committee: 10. Consists of a minimum of three members external to the institution who have expertise in the occupational program;				
11.	11. Represents each geographical service area covered by the program at each meeting (main campus and each branch campus);				
12.	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); and,				
13.	13. Meets at least twice annually; and,				
14.	14. Keeps typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member. <i>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.)</i> <i>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.</i>				
15.	15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.				
16.	16. Job-related health, safety, and fire-prevention are an integral part of instruction.				
17.	17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.				
18.	18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.				
19.	19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.				
20.	20. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.				
21.	21. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.				
22.	22. For all coursework delivered via distance education: The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.				

**Standard 2 – SECONDARY Educational Programs (Program Name: _____)
Generic Version - 2017 Edition, Page 4**

Standard 2 Composite Criteria		YES	NO	N/A
Instruction (continued)				
	Written agreements with work-based activity partners, if any:			
23.	23. Are current;			
24.	24. Specify expectations for all parties; and,			
25.	25. Ensure the protection of students.			
26.	26. Each work-based activity has a written instructional plan for students. VISITING TEAMS: If NO is checked, resume with criterion 29. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 27-28. (See instructions page.)			
27.	27. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.			
28.	28. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.			
29.	29. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.			

MULTI-PART CRITERION

STANDARD 2
Educational Programs
Generic Version – 2017 Edition

PART D: Criteria Applicable to Associate Degree Nursing Programs

Standard 2 Associate Degree Nursing Criteria		YES	NO	N/A
1.	The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.			
2.	Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.			
3.	The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.			
4.	The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.			
5.	When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.			
6.	The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.			
7.	The nurse administrator has the authority to prepare and administer the program budget with faculty input.			
8.	Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.			
9.	Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses. (Full and part-time faculty include those individuals teaching and/or evaluating students in classroom, clinical or laboratory settings.)			
10.	Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses. (Full and part-time faculty include those individuals teaching and/or evaluating students in classroom, clinical or laboratory settings.)			
11.	Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.			
12.	The number, and qualifications of staff within the nursing education unit are sufficient to support the nursing program.			
13.	Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.			
14.	The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.			
15.	The curriculum and instruction processes reflect educational theory, inter-professional collaboration, research, and current standards of practice.			
16.	Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.			
17.	Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.			

STANDARD 2 – Educational Programs (Part D: Criteria for Associate Degree Nursing Programs)

Standard 2 Associate Degree Nursing Criteria (continued)		YES	NO	MULTI-PART CRITERION
18.	The nursing program has a current systematic plan of evaluation.			
The systematic plan of evaluation contains:				
19.	Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.			
20.	Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.			
21.	Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.			
22.	Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.			
23.	Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.			
24.	Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.			
25.	The evaluation of Associate Degree Nursing Programs demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.			
26.	The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.			
27.	There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.			
28.	There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.			
29.	The program demonstrates evidence of graduates' achievement on the licensure examination. The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.			
30.	There is ongoing assessment of the extent to which graduates succeed on the licensure examination.			
31.	There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.			
32.	There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.			
33.	The program demonstrates evidence of students' achievement in completing the nursing program.			
34.	The expected level of achievement for program completion is determined by the faculty and reflects student demographics.			
35.	There is ongoing assessment of the extent to which students complete the nursing program.			
36.	There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.			
37.	There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.			
38.	The program demonstrates evidence of graduates' achievement in job placement.			

STANDARD 2 – Educational Programs (Part D: Criteria for Applied Associate Degree Nursing Programs)
Page 3

Standard 2 Associate Degree Nursing Criteria (continued)		YES	NO	N/A
39.	The expected level of achievement for job placement is determined by the faculty and reflects program demographics.			
40.	There is ongoing assessment of the extent to which graduates are employed.			
41.	There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.			
42.	There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.			

STANDARD 3
Program and Institutional Outcomes
Generic Version – 2017 Edition

HB	Standard 3 Criteria	YES	NO	N/A
1.	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.			
2.	2. The institution submits accurate and verifiable program <u>completion</u> data each year to the Commission for comparison with required benchmarks.			
Item 3: This item is to be completed by Visiting Teams during accreditation visits.				
	*3. The data submitted on the most recent COE Annual Report or COE excel spreadsheet is confirmed to be accurate on a random basis. <u>Completion</u> data for graduate completers has been verified for five students.			
3.	4. FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for <u>completion</u> for the most recent 12-month period possible.			
4.	5. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for <u>completion</u> OR the institution has taken any actions required by the Commission due to program <u>completion rates</u> failing to meet the required benchmark.			
5.	6. The institution submits accurate and verifiable program <u>placement</u> data each year to the Commission for comparison with required benchmarks.			
Item 7: This item is to be completed by Visiting Teams during accreditation visits.				
	*7. The data submitted on the most recent COE Annual Report or COE excel spreadsheet is confirmed to be accurate on a random basis. <u>Placement</u> data for five graduate completers and five non-graduate completers has been verified.			
6.	8. FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for <u>placement</u> for the most recent 12-month period possible.			
7.	9. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for <u>placement</u> OR the institution has taken any actions required by the Commission due to program <u>placement rates</u> failing to meet the required benchmark.			
8.	10. If applicable, the institution submits accurate and verifiable <u>licensure exam pass rate</u> data each year to the Commission for comparison with required benchmarks.			
Item 11: This item is to be completed by Visiting Teams during accreditation visits.				
	*11. The data submitted on the most recent COE Annual Report or COE excel spreadsheet is confirmed to be accurate on a random basis. <u>Licensure</u> performance data has been verified for five students.			
9.	12. FOR INITIAL ACCREDITATION ONLY: If applicable, the majority of programs meet the required benchmark for <u>licensure exam pass rates</u> for the most recent 12-month period possible.			
10.	13. FOR ACCREDITED INSTITUTIONS ONLY: All applicable programs meet the required benchmark for <u>licensure exam pass rate</u> OR the institution has taken any actions required by the Commission due to <u>licensure exam pass rates</u> failing to meet the required benchmark.			
11.	14. The institution has a written plan to ensure that follow-up is systematic and continuous. VISITING TEAMS: If NO is checked, leave criteria 15-19 blank. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 15-19. (See instructions page.)			MULTI-PART CRITERION
12.	The institution's written plan for follow-up includes the following elements: 15. Identification of responsibility for coordination of all follow-up activities.			
13.	16. Collection of information from completers and employers of completers.			
14.	17. Information collected from completers and employers of completers focused on program effectiveness for various modes of delivery and relevance to job requirements.			
15.	18. Placement and follow-up information used to evaluate and improve the quality of program outcomes.			
16.	19. Placement and follow-up information made available at least on an annual basis to all instructional personnel and administrative staff.			

**These items are in place only for data verification purposes.*

STANDARD 4
Strategic Planning
Generic Version – 2017 Edition

Standard 4 Criteria	YES	NO
1. The institution has a written strategic plan. VISITING TEAMS: If NO is checked, leave criteria 2-9 blank. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 2-9. (See instructions page.)		
The strategic plan includes, as a minimum, the following components:		
2. Mission of the institution;		
3. Vision of the institution;		
4. Objectives for a minimum period of three years;		
5. Strategies for achieving the objectives; and,		
6. Current and projected financial resources that provide a basis for initiatives specified in the strategic plan;		
7. Strategies for evaluating progress toward achieving the objectives.		
8. The strategic plan is reviewed by the faculty, administration, and institutional advisory committee and revised as necessary at least annually.		
9. The results of the evaluation of progress toward achieving the objectives are documented annually.		

MULTI-PART CRITERIA

STANDARD 5
Learning Resources
Generic Version – 2017 Edition

Standard 5 Criteria	YES	NO
Media Services		
1. The institution has a written plan for its media services. VISITING TEAMS: If NO is checked, resume with criterion 10. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 2-9. (See instructions page.)		
The written plan for media services is appropriate, is inclusive of all methods of program delivery the institution, and includes the following:		
2. The scope and availability of the services.		
3. 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 to sites with educational and reference materials appropriate to program offerings; and other materials to help fulfill the institution's purposes and support its educational programs.		
4. The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services.		
5. Roles and responsibilities of designated staff member(s).		
6. Orientation for user groups (i.e., instructors, students, and others).		
7. Facilities and technical infrastructure essential for using media materials.		
8. Annual budgetary support for the services.		
9. Annual evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.		
10. Media services (instructional supplies, physical resources, technology, and fiscal resources) are available to support the instructional programs offered by the institution.		
11. Media services are available to ensure the achievement of desired student learning and program objectives.		
12. A current inventory of media resources is maintained.		
13. Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies.		
14. 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).		
15. This criterion applies to ALL campuses: All elements of the institution's learning resources (media services, technology, facilities, and materials) are comprehensive, current, selected with faculty input, and accessible to the faculty and students.		
Instructional Equipment		
1. The institution has a system of instructional equipment inventory.		
2. 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.		
3. This criterion applies to ALL campuses: Relevant and up-to-date equipment is available to support the instructional programs offered by the institution.		
4. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment.		
5. This criterion applies to ALL campuses: All instructional equipment meets appropriate and required safety standards.		

MULTI-PART CRITERIA

Standard 5 – Learning Resources

Generic Version - 2017 Edition

Page 2

Standard 5 Criteria		YES	NO
Instructional Supplies			
1.	This criterion applies to ALL campuses: 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 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.	This criterion applies to ALL campuses: First aid supplies are readily available.		
6.	This criterion applies to ALL campuses: All instructional supplies meet appropriate and required safety standards.		

STANDARD 6
Physical Resources and Technical Infrastructure
Generic Version – 2017 Edition

Standard 6 Criteria	YES	NO	
1. A plan that addresses the adequacy and improvement of all physical facilities and technical infrastructure has been developed and is maintained that includes, if applicable, distance education infrastructure.			
2. The technology used by the institution to deliver services and, if applicable, program content to students meets the needs of the students without creating barriers to student support or learning.			
3. An appropriate plan for ongoing operation and maintenance of all physical facilities, technical infrastructure and if applicable, distance education infrastructure, has been developed and is in use. VISITING TEAMS: If NO is checked, resume with criterion 10. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 4-9. (See instructions page.)			MULTI-PART CRITERIA
The operation and maintenance plan addresses the following elements:			
4. Personnel;			
5. Equipment and supplies;			
6. Relevant state law; and,			
7. Applicable federal codes and procedures			
The operation and maintenance plan is:			
8. Available to employees and students; and,			
9. Regularly evaluated/revised.			
10. This criterion applies to ALL campuses: Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, rest rooms, lounges, meeting rooms, parking, etc.			
11. An appropriate plan for assuring the health and safety of the institution's employees, students, and guests has been developed and is in use. VISITING TEAMS: If NO is checked, resume with criterion 16. Write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 12-15. (See instructions page.)			MULTI-PART CRITERION
The health and safety plan:			
12. Includes a system for reporting and investigating accidents;			
13. Has been distributed to employees;			
14. Is available to students; and,			
15. Is regularly evaluated/revised with appropriate input from employees and students.			
16. An appropriate plan to ensure the privacy, safety, and security of data contained within the technical infrastructure of the institution networks, whether provided directly by the institution or through contractual arrangements, has been developed and is in use.			
17. The institution ensures computer system and network reliability and emergency backup for all technical services whether provided directly by the institution or through contractual arrangements.			

STANDARD 7
Financial Resources
Generic Version – 2017 Edition

Standard 7 Criteria	YES	NO	N/A
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 considers its financial resources as a basis for strategic planning.			
5. The institution uses adequate auditing and budgetary controls and procedures consistent with local, state, and federal requirements.			
6. The institution exercises proper management, financial controls, and business practices.			
7. All persons handling institutional funds or revenues from any source are bonded or covered under an employee-dishonesty insurance policy.			
8. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented.			
9. Qualified personnel are responsible for proper record-keeping, reporting, and auditing.			
10. The institution has reported all contingent liabilities in a timely manner. (See the definition for 'contingent liability'.)			
11. To satisfy Commission reporting requirements, the institution has submitted notices and copies of all lawsuits filed against the institution within 5 days of being served.			
12. Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including compliance with default management and audit benchmarks.			
13. A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with available lenders is utilized.			
14. Students are informed of their ethical responsibilities regarding financial assistance.			
Special Financial Stability Requirement for Public Institutions (Item 15)			
15. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability.			
Special Financial Stability Requirements for Non-Public Institutions (Items 16 through 18)			
16. To document financial stability, the institution submits annual audited financial statements prepared by an independent certified public accountant and completed COE financial forms. Financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The audit is performed in accordance with Generally Accepted Government Auditing Standards (GAGAS). A separate income statement must be provided for the main campus and each branch campus. (See definition of audited financial statements in Section VII. Definitions, Standard Seven.) For initial accreditation, non-public institutions must submit audited financial statements for the two most recent fiscal years, the first of those two years may be the audited financial statements submitted with the institution's candidacy application and the second audited financial statements must represent activity while the institution is in candidate status. Restated (or revised) audited financial statements will not be accepted without third-party certification.			

HB	Standard 7 Criteria (continued)	YES	NO	N/A	
17.	The institution demonstrates its financial stability through submission of the most recent audited financial statement that reflects: 17. A minimum, unrounded composite score of 1.5 or greater; and,				
18.	18. No condition or event which could potentially affect the institution's ability to continue operation, including but not limited to, contingent liabilities, on-going litigation, or the financial stability of a parent corporation.				
	<p>Refund Policy (See "Refund Policy" in the current edition of the <i>Policies and Rules of the Commission</i>.)</p> <p>19. The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which the student has been charged.</p> <p>VISITING TEAMS: If NO is checked, resume with criterion 24. Write one finding of non-compliance that specifies BOTH the requirement for a fair and equitable policy AND each criterion 20-23. (See instructions page.)</p>			MULTI-PART CRITERION	
20.	<p>All of the following are elements of a fair and equitable plan:</p> <p>20. The institution's refund policy is published in the catalog and uniformly administered.</p>				
21.	21. Refunds, when due, are made without requiring a request from the student.				
22.	22. Refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.				
23.	23. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed \$100.				
	Item 24: This item is to be completed by Visiting Teams during accreditation visits.				
	24. Number of student files reviewed (minimum of 25)				
24.	<p>Complete the Refund Policy Worksheet before responding to this item.</p> <p>25. The institution complies with the refund policies adopted by the Commission unless a different policy is mandated by a non-public institution's licensing agency or a public institution's governing board.</p>				

STANDARD 8
Human Resources
Generic Version – 2017 Edition

Standard 8 Criteria		YES	NO	N/A
General				
1.	Duties and responsibilities of each position are specified in written job descriptions made available to administrators, faculty, and staff 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.			
Faculty				
1.	This criterion applies to ALL campuses: The institution has a sufficient number of faculty members to fulfill its mission and operate its programs.			
Each faculty member possesses:				
2.	At least a high school diploma (or its equivalent);			
3.	Expertise in the area of responsibility that is actively maintained; and,			
4.	A record of performance that reflects work-based standards as interpreted by the institution.			
5.	Additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies are met.			
6.	Faculty members who teach general education courses in Associate Degree programs hold a minimum of a Bachelor's degree with 15 semester hours or 23 quarter hours in the teaching discipline with a grade of at least a 'C' in these courses . (In exceptional cases, evidence of outstanding professional experience or creative achievement in the field may be considered in lieu of formal academic preparation.)			
7.	Faculty members who teach in technical areas of 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.)			
8.	For all coursework delivered via distance education: The institution provides appropriate training for faculty who use technology in distance education courses and programs.			
9.	The institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.			
10.	Documentation is available to demonstrate that each faculty member in a technical field maintains liaison with employers in the technical field through annual visitations and personal contact.			

Standard 8 – Human Resources
Generic Version - 2017 Edition, Page 2

Standard 8 Criteria		YES	NO	N/A
Administrative and Supervisory Personnel				
1.	This criterion applies to ALL campuses: 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.			
Instructional Support Staff				
1.	This criterion applies to ALL campuses: 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 financial records; 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.			
Non-Instructional Support Services				
1.	This criterion applies to ALL campuses: Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution.			
2.	This criterion applies to ALL campuses: Preventative maintenance services are provided to ensure continued operation of the facilities.			

STANDARD 9
Organizational Structure
Generic Version – 2017 Edition

Standard 9 Criteria	YES	NO	N/A
1. The institution has a properly constituted governing body or board that has the legal authority and responsibility for the institution's operation and control.			
2. If applicable, the non-public institution has in custody the currently valid original document(s), typically a license, required to operate as an occupational education institution within the state where it is located.			
3. The authority for implementation of the governing body's policies is delegated to a chief administrative officer, who is responsible for the institution's operation.			
4. The chief administrative officer is the 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.			
5. An organizational chart is available that shows the functional relationships among the personnel of the institution.			
6. The organizational structure is designed to promote the effective operation of educational programs and institutional services for students.			

STANDARD 10

Student Services and Activities

Generic Version – 2017 Edition

HB	Standard 10 Criteria	YES	NO	N/A
1.	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.			
2.	2. This criterion applies to ALL campuses: There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.			
3.	3. This criterion applies to ALL campuses: A designated staff member is responsible for maintaining official files and records of students.			
4.	4. Written procedures for access to student coursework, testing, and records are established to protect their confidentiality, limiting access to authorized personnel only.			
5.	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.	6. All period of enrollment, financial, academic, and current educational progress records are available at the institution.			
	Item 7: This item is to be completed by Visiting Teams during accreditation visits.			
	7. Number of student files reviewed (minimum of 25)			
7.	8. This criterion applies to ALL campuses: 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.			
8.	9. The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution's catalog and/or the student handbook. The Commission's mailing address, telephone number, and website are included to provide for cases where the grievance is not settled at the institutional level.			
9.	10. The Commission's mailing address, telephone number, and website are included within the grievance policy for cases where the grievance is not settled at the institutional level.			
10.	11. Institutional records reflect that program complaints and grievances receive due process and include evidence of resolution.			
11.	12. 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.			
	Item 13: This item is to be completed by Visiting Teams during accreditation visits.			
	13. Number of complaints in file since last accreditation site visit. (All student complaints on file must be reviewed for compliance with the institution's grievance policy.)			
12.	14. This criterion applies to ALL campuses: The institution provides academic advisement services to assist students in planning and completing the occupational education programs that they pursue.			
13.	15. 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.			
14.	16. 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.			
15.	17. This criterion applies to ALL campuses: A system is in effect for reporting and investigating all incidents affecting health and safety.			
16.	18. This criterion applies to ALL campuses: The institution is responsible for any reasonable accommodation of students who are identified to have special needs.			
17.	19. The institution has a written plan for determining the effectiveness of student personnel 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 personnel services.			
18.	20. This criterion applies to ALL campuses: The institution provides placement services for all program completers.			

Standard 10 – Student Services and Activities
Generic Version - 2017 Edition, Page 2

HB	Standard 10 Criteria	YES	NO	N/A	
19.	21. The institution demonstrates that it is following a written plan for placement services. VISITING TEAMS: If NO is checked, leave items 22-26 blank and write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 22-26. (See instructions page.)			MULTI-PART CRITERION	
20.	The written plan for placement services includes the following elements: 22. Identification of responsibility for coordination of services.				
21.	23. 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).				
22.	24. File/listing of employers and employment opportunities.				
23.	25. Counseling of students.				
24.	26. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.				

COE GRADUATE-COMPLETER VERIFICATION FORM

Institution Name: _____ Date of Verification: _____

Team Member Verifying Data: _____

Reporting Period of Data Being Verified: _____

This form is to be completed by Visiting Teams during accreditation visits.

Instructions: Please examine the institution’s most current COE Annual Report and locate the Annual Completion, Placement, and Licensure Form. This information will likely be located in the exhibits for Standard 3. Select one or two programs reporting a high percentage of completers and request the documents for graduate completers only. Student files should include the name of the graduate, the program completed, the date of graduation, a contact telephone number, and an address. Please verify the graduation by telephone and enter the confirmation information in the spaces provided below. If the individual contacted states that he or she is not a graduate, request an explanation from institution officials. Write as a finding the explanation. If the graduate cannot be contacted, continue until you are able to contact five graduates. Use and attach extra pages when necessary. When finished, check the appropriate boxes on the check sheet for Standard 3 and state findings, if any. **IMPORTANT: Upload this completed form – in PDF format – into the COE team report software using the ‘Upload’ feature.**

1.

Name of Graduate:	Program:	Date Graduated:
Graduate’s Address:		
Graduate’s Telephone No:	Confirmation: ___ YES ___ NO	
Findings:		

2.

Name of Graduate:	Program:	Date Graduated:
Graduate’s Address:		
Graduate’s Telephone No:	Confirmation: ___ YES ___ NO	
Findings:		

3.

Name of Graduate:	Program:	Date Graduated:
Graduate’s Address:		
Graduate’s Telephone No:	Confirmation: ___ YES ___ NO	
Findings:		

4.

Name of Graduate:	Program:	Date Graduated:
Graduate’s Address:		
Graduate’s Telephone No:	Confirmation: ___ YES ___ NO	
Findings:		

5.

Name of Graduate:	Program:	Date Graduated:
Graduate’s Address:		
Graduate’s Telephone No:	Confirmation: ___ YES ___ NO	
Findings:		

COE PLACEMENT VERIFICATION FORM

For Non-Graduate Completers

Institution Name: _____ Date of Verification: _____

Team Member Verifying Data: _____

Reporting Period of Data Being Verified: _____

This form is to be completed by Visiting Teams during accreditation visits.

Instructions: Please examine the institution’s most current COE Annual Report and locate the Annual Completion, Placement, and Licensure Form. This information will likely be located in the exhibits for Standard 3. Select one or two programs reporting a high percentage of placements and request the documents supporting these placements for five NON-GRADUATE completers. Student files should include the name of the completer, a contact telephone number, the name of the employer, the address of the employer, the name of the completer’s supervisor, and a company contact number. Please verify the placement by telephone and enter the confirmation information in the spaces provided below. If the completer is unknown to the contacted official, request an explanation from institution officials. Write as a finding the explanation. Use and attach extra pages when necessary. When finished, check the appropriate boxes on the check sheets for Standard 3 and state findings, if any. **IMPORTANT: Upload this completed form – in PDF format – into the COE team report software using the ‘Upload’ feature.**

—

Name of Completer:	Program:	Date Graduated (if applicable):
Employer (Company):		
Employer’s Address (Town, State):		
Contact’s Name:	Title:	
Telephone No:	Date Completer was Hired:	
Length of Employment:	Finding:	

—

Name of Completer:	Program:	Date Graduated (if applicable):
Employer (Company):		
Employer’s Address (Town, State):		
Contact’s Name:	Title:	
Telephone No:	Date Completer was Hired:	
Length of Employment:	Finding:	

—

Name of Completer:	Program:	Date Graduated (if applicable):
Employer (Company):		
Employer’s Address (Town, State):		
Contact’s Name:	Title:	
Telephone No:	Date Completer was Hired:	
Length of Employment:	Finding:	

—

Name of Completer:	Program:	Date Graduated (if applicable):
Employer (Company):		
Employer’s Address (Town, State):		
Contact’s Name:	Title:	
Telephone No:	Date Completer was Hired:	
Length of Employment:	Finding:	

—

Name of Completer:	Program:	Date Graduated (if applicable):
Employer (Company):		
Employer’s Address (Town, State):		
Contact’s Name:	Title:	
Telephone No:	Date Completer was Hired:	
Length of Employment:	Finding:	

COE PLACEMENT VERIFICATION FORM

For Graduate Completers

Institution Name: _____ Date of Verification: _____

Team Member Verifying Data: _____

Reporting Period of Data Being Verified: _____

This form is to be completed by Visiting Teams during accreditation visits.

Instructions: Please examine the institution's most current COE Annual Report and locate the Annual Completion, Placement, and Licensure Form. This information will likely be located in the exhibits for Standard 3. Select one or two programs reporting a high percentage of placements and request the documents supporting these placements for five GRADUATE completers. Student files should include the name of the completer, a contact telephone number, the name of the employer, the address of the employer, the name of the completer's supervisor, and a company contact number. Please verify the placement by telephone and enter the confirmation information in the spaces provided below. If the completer is unknown to the contacted official, request an explanation from institution officials. Write as a finding the explanation. Use and attach extra pages when necessary. When finished, check the appropriate boxes on the check sheets for Standard 3 and state findings, if any. **IMPORTANT: Upload this completed form – in PDF format – into the COE team report software using the 'Upload' feature.**

—

Name of Completer:	Program:	Date Graduated (if applicable):
Employer (Company):		
Employer's Address (Town, State):		
Contact's Name:	Title:	
Telephone No:	Date Completer was Hired:	
Length of Employment:	Finding:	

—

Name of Completer:	Program:	Date Graduated (if applicable):
Employer (Company):		
Employer's Address (Town, State):		
Contact's Name:	Title:	
Telephone No:	Date Completer was Hired:	
Length of Employment:	Finding:	

—

Name of Completer:	Program:	Date Graduated (if applicable):
Employer (Company):		
Employer's Address (Town, State):		
Contact's Name:	Title:	
Telephone No:	Date Completer was Hired:	
Length of Employment:	Finding:	

—

Name of Completer:	Program:	Date Graduated (if applicable):
Employer (Company):		
Employer's Address (Town, State):		
Contact's Name:	Title:	
Telephone No:	Date Completer was Hired:	
Length of Employment:	Finding:	

—

Name of Completer:	Program:	Date Graduated (if applicable):
Employer (Company):		
Employer's Address (Town, State):		
Contact's Name:	Title:	
Telephone No:	Date Completer was Hired:	
Length of Employment:	Finding:	

COE LICENSURE EXAMINATION VERIFICATION FORM

Institution Name: _____ Date of Verification: _____

Team Member Verifying Data: _____

Reporting Period of Data Being Verified: _____

This form is to be completed by Visiting Teams during accreditation visits.

Instructions: Please examine the institution’s most current COE Annual Report and locate the Annual Completion, Placement, and Licensure Form. This information will likely be located in the exhibits for Standard 3. Select one or two programs reporting a high percentage of pass rates on licensure examinations required for employment in the field. Request the documents supporting these licensure examination pass rates for graduates only. Student files should include the name of the graduate, the date and passing score of the examination, the name of the agency issuing the license, the address of the agency, and an agency contact number. Please verify the examination pass score either by viewing official agency documentation in the student’s file or by telephone contact with the agency. Enter the confirmation information in the spaces provided below. If the graduate is unknown to the contacted official, request an explanation from institution officials. Write as a finding the explanation. Use and attach extra pages when necessary. When finished, check the appropriate boxes on the check sheets for Standard 3 and state findings, if any. **IMPORTANT: Upload this completed form – in PDF format – into the COE team report software using the ‘Upload’ feature.**

1.

Name of Graduate:	Program:	Date Graduated:
Date of Licensure Issuance:	Issuing Agency:	
Official Documents Confirming License Issuance in File: <input type="checkbox"/> YES <input type="checkbox"/> NO (If no, confirm directly.)		
Address of Licensing Agency:		
Telephone No:	Contact Person:	Title:
Findings:		

2.

Name of Graduate:	Program:	Date Graduated:
Date of Licensure Issuance:	Issuing Agency:	
Official Documents Confirming License Issuance in File: <input type="checkbox"/> YES <input type="checkbox"/> NO (If no, confirm directly.)		
Address of Licensing Agency:		
Telephone No:	Contact Person:	Title:
Findings:		

3.

Name of Graduate:	Program:	Date Graduated:
Date of Licensure Issuance:	Issuing Agency:	
Official Documents Confirming License Issuance in File: <input type="checkbox"/> YES <input type="checkbox"/> NO (If no, confirm directly.)		
Address of Licensing Agency:		
Telephone No:	Contact Person:	Title:
Findings:		

4.

Name of Graduate:	Program:	Date Graduated:
Date of Licensure Issuance:	Issuing Agency:	
Official Documents Confirming License Issuance in File: <input type="checkbox"/> YES <input type="checkbox"/> NO (If no, confirm directly.)		
Address of Licensing Agency:		
Telephone No:	Contact Person:	Title:
Findings:		

5.

Name of Graduate:	Program:	Date Graduated:
Date of Licensure Issuance:	Issuing Agency:	
Official Documents Confirming License Issuance in File: <input type="checkbox"/> YES <input type="checkbox"/> NO (If no, confirm directly.)		
Address of Licensing Agency:		
Telephone No:	Contact Person:	Title:
Findings:		

Council on Occupational Education
REFUND POLICY WORKSHEET
Generic Version – 2017 Edition

This form is to be completed by Visiting Teams during accreditation visits.

The following items are published in the *Policies and Rules of the Commission: 2017 Edition*, p. 63. If any item is checked 'NO', also check 'NO' on the Standard 7 check sheet, Criterion 25.

	YES	NO	N/A
1. Refunds for Classes Canceled by the Institution			
a. If tuition and fees are collected in advance of the start date of a program and the institution cancels the class, the institution refunds 100% of the tuition and fees collected.			
b. The institution makes these refunds within 45 days of the planned start date.			
2. Refunds for Students Who Withdraw On or Before the First Day of Class			
a. If tuition and fees are collected in advance of the start date of classes and the student does not begin classes or withdraws on the first day of classes, the institution retains no more than \$100 of the tuition and fees.			
b. Appropriate refunds for a student who does not begin classes are made within 45 days of the class start date.			
3. Refunds for Students Enrolled Prior to Visiting the Institution Students who have not visited the school facility prior to enrollment have the opportunity to withdraw without penalty within three days following either attendance at a regularly-scheduled orientation or following a tour of the facilities and inspection of the equipment.			
4. Refunds for Students Enrolled in Professional Development, Continuing Education, or Limited Contract Instruction Institutions engaging in programs which are short-term have a written policy or contract statement regarding whether or not fees and instructional charges are refundable.			
5. Refunds for Withdrawal After Class Commences			
(a) Public Institutions The refund policy for students attending public institutions is consistent with the policy established by the institution's governing board.			
(b) Non-Public Institutions			
(1) Refund Policy for Programs Obligating Students for Periods of 12 Months or Less The refund policy for students attending non-public institutions who incur a financial obligation for a period of 12 months or less is as follows:			
(i) During the first 10% of the period of financial obligation, the institution refunds at least 90% of the tuition;			
(ii) After the first 10% of the period of financial obligation and until the end of the first 25% of the period of obligation, the institution refunds at least 50% of the tuition;			
(iii) After the first 25% of the period of financial obligation and until the end of the first 50% of the period of obligation, the institution refunds at least 25% of the tuition; and,			
(iv) After the first 50% of the period of financial obligation, the institution may retain all of the tuition.			
(2) Refund Policy for Programs Obligating Students for Periods Beyond Twelve Months			
(i) Institutions with programs longer than 12 months that financially obligate the student for any period of time beyond 12 months release the student of the obligation to pay beyond the 12 months if the student withdraws during the first 12 months.			
(ii) The calculation of the refund for the unused portion of the first 12 months is based on section (b)(1) Non-Public Institutions above.			
(iii) If the student withdraws during any subsequent period following the first 12 months, the student's refund for the unused portion of the tuition applicable to the period of withdrawal is based on section (b)(1) Non-Public Institutions above.			
If the institution deviates from the requirements of this policy as stated above, it has documentation that these deviations are (1) mandated by a non-public institution's licensing agency or a public institution's governing board, and (2) are accepted by the Commission.			

Worksheet for Non-Main Campus Sites

This form is to be completed by Visiting Teams during accreditation visits.

A 'NO' response on this worksheet must be carried over to the appropriate standard(s) in the Team Report Software and a Finding of Non-Compliance must be written which specifies the campus to which the finding applies.

Name of Campus: _____ Address: _____

Type of Campus:	<input type="checkbox"/>	Branch Campus	<input type="checkbox"/>	Extension Campus (Distance from Main or Branch: _____)
	<input type="checkbox"/>	Instructional Service Center	<input type="checkbox"/>	Extended Classroom (Distance from Main Campus: _____)

The following criteria apply to ALL non-main campus sites:

	Yes	No
1. All elements of the institution's learning resources (media services, technology, facilities, and materials) are comprehensive, current, selected with faculty input, and accessible to the faculty and students. (Standard 5/Criterion A.15)		
2. Relevant and up-to-date equipment is available to support the instructional programs offered by the institution. (Standard 5/Criterion B.3)		
3. All instructional equipment meets appropriate and required safety standards. (Standard 5/Criterion B.5)		
4. Instructional supplies are available to support the instructional programs offered by the institution. (Standard 5/Criterion C.1)		
5. First aid supplies are readily available. (Standard 5/Criterion C.5)		
6. All instructional supplies meet appropriate and required safety standards. (Standard 5/Criterion C.6)		
7. Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, restrooms, lounges, meeting rooms, parking, etc. (Standard 6/Criterion 10)		
8. The institution has a sufficient number of faculty members to fulfill its mission and operate its programs. (Standard 8/Criterion B.1)		
9. The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and operate its programs. (Standard 8/Criterion C.1)		
10. The institution has a sufficient number of instructional support staff members to fulfill its mission and enable its programs. (Standard 8/Criterion D.1)		
11. Personnel are employed to maintain student records and financial records; to assist in producing instructional materials; and to prepare correspondence, reports, and other records as needed. (Standard 8/Criterion D.2)		
12. Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution. (Standard 8/Criterion E.1)		
13. Preventative maintenance services are provided to ensure continued operation of the facilities. (Standard 8/Criterion E.2)		
14. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution. (Standard 10/Criterion 2)		
15. A designated staff member is responsible for maintaining official files and records of students. (Standard 10/Criterion 3)		
16. 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. (Standard 10/Criterion 7)		
17. The institution provides academic advisement services to assist students in planning and completing the occupational education programs that they pursue. (Standard 10/Criterion 12)		
18. A system is in effect for reporting and investigating all incidents affecting health and safety. (Standard 10/Criterion 15)		
19. The institution is responsible for any reasonable accommodation of students who are identified to have special needs. (Standard 10/Criterion 16)		
20. The institution provides placement services for all program completers. (Standard 10/Criterion 18)		

Additional criteria applicable only to BRANCH campuses appear on the following page.

The following criteria apply to BRANCH campuses only.

Standard 10 Criteria	YES	NO	N/A
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.			
2. Written procedures for access to student coursework, testing, and records are established to protect their confidentiality, limiting access to authorized personnel only.			
3. 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.			
4. All period of enrollment, financial, academic, and current educational progress records are available at the institution.			
Item 5: This item is to be completed by Visiting Teams during accreditation visits.			
5. Number of student files reviewed (minimum of 25)			
6. The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution's catalog and/or the student handbook. The Commission's mailing address and telephone number are included to provide for cases where the grievance is not settled at the institutional level.			
7. The Commission's mailing address and telephone number are included within the grievance policy for cases where the grievance is not settled at the institutional level.			
8. Institutional records reflect that program complaints and grievances receive due process and include evidence of resolution.			
9. 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.			
Item 10: This item is to be completed by Visiting Teams during accreditation visits.			
10. Number of complaints in file since last accreditation site visit. (All student complaints on file must be reviewed for compliance with the institution's grievance policy.)			
11. 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.			
12. 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.			
13. The institution has a written plan for determining the effectiveness of student personnel 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 personnel services.			
14. The institution demonstrates that it is following a written plan for placement services. VISITING TEAMS: If NO is checked, leave items 15-19 blank and write one finding of non-compliance that specifies BOTH the requirement for a plan AND each criterion 15-19. (See instructions page.)			MULTI-PART CRITERION
The written plan for placement services includes the following elements:			
15. Identification of responsibility for coordination of services.			
16. 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).			
17. File/listing of employers and employment opportunities.			
18. Counseling of students.			
19. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.			

WORKSHEET

For Course Prep Review

This form is to be completed by Visiting Teams during accreditation visits.

During team visits, a minimum of 25% of all programs offered must be chosen to sample. Within each sampled program, 25% of the courses required for completion must be reviewed using the requirements below. (See the following information page regarding conversions for Federal financial aid.)

PROGRAM NAME:	
COURSES SAMPLED:	

REQUIREMENTS

YES indicates the presence of documentation for compliance. NO indicates lack of documentation for compliance. If any one course fails to comply with the requirements below, indicate NO here and in the team report software.	YES	NO
1. Course prep sampled is appropriate for the occupation.		
2. Course prep activities are evaluated annually as part of the program's overall evaluation.		
3. Course prep activities are graded.		
4. Course prep activities are weighted appropriately in the making of a determination of the student's final grade.		

Comments:

Federal Credit Hour Conversion for Determining Federal Student Financial Aid

On October 29, 2010, the U.S. Department of Education published in the Federal Register regulations on program integrity pertaining to clock hour-to-credit hour conversion of academic credits to federal credit hours for determining Federal Student Financial Aid.

1. Academic and Federal Credit Hours

Institutions may use credit hours to define an amount of work represented by verifiable student achievement of institutionally established learning outcomes. Based on the Carnegie Unit, one academic semester credit hour is based on 15 clock hours of lecture, 30 clock hours of lab work, or 45 clock hours of work-based learning. One academic quarter credit hour is based on 10 clock hours of lecture, 20 clock hours of lab work, and 30 clock hours of work-based learning. Academic credit hours specify “school time” only and do not indicate time students spend doing homework, research or other unsupervised learning activities. The federal regulations do not change these academic credit hour conversions, and an institution’s academic credit hours will not be affected by the regulations.

Credit hours are also used to determine the eligibility of an educational program for participation in federal financial aid programs. The Department of Education uses a different formula for calculating program eligibility to qualify for federal student financial aid. The Department’s formula is used to determine what may be called “federal” or “financial aid” credit hours, as opposed to the academic credit hours described above. Federal credit hours do account for time students spend doing homework, research or other unsupervised learning activities (herein referred to as “course prep” time). The Department requires 37.5 clock hours of school time and course prep time for each semester credit hour and 25 clock hours of school time and course prep time for each quarter credit hour. Previously these conversion rates were set at 30 clock hours per federal semester credit hour, and 20 clock hours per federal quarter credit hour. The additional 7.5 clock hours for each semester credit, and 5 clock hours for each quarter credit are specifically intended to account for the addition of student course prep time. Only programs that are at least 900 clock hours in length, accounting for both school time and course prep time, may be eligible for the maximum allowable federal student financial aid.

2. Documenting Course Prep Time for Federal Credit Hours

Since course prep time is included in the calculation of federal or financial aid credit hours, institutions must have written policies and procedures for determining the amount of student work to be done outside of class. Assignments for homework or course prep work must identify specific learning objectives for each course as well as an approximate time required for completion. Furthermore, the work must be evaluated, graded and weighted appropriately in the determination of the final grade for each course. Institutions will be required to maintain documentation that course prep work assignments are completed and considered in determining the final course grade.

If current academic credit hours already include at least 7.5 clock hours of course prep work for each academic semester credit hour, or at least 5 clock hours of course prep work for each academic quarter credit hour, institutions must nonetheless document the nature, objectives, and time requirements for the homework, research or other unsupervised learning activities required for each course.

3. Clock Hour Programs

Certain programs are required to be measured in clock hours, often by a federal or state regulatory board or agency. These programs may be required to measure student progress in clock hours in order to receive federal or state approval or professional licensure. In these cases, institutions do not have the option to convert clock hours to credit hours.

Institutions are responsible for securing information from the Department of Education and complying with regulations affecting eligibility for Federal Title IV, HEA student financial aid programs. COE instructions and guidelines are subject to change as the Council considers further implementation advisories from the U.S. Department of Education.

4. Responsibilities of Candidate and Accredited Institutions

Institutions where programs are subject to the federal clock-to-credit hour conversion regulation must prepare and submit to the Council a Program Modification application for each affected program (available in the Documents/Applications section on the COE web site at www.council.org). Submitting a Program Modification application is not considered a substantive change when total lecture, lab or work-based learning clock or credit hours increase by less than 25%. The Program Modification application must indicate the nature and estimated time requirements of the homework, research, or other unsupervised learning objectives assigned for each course in an approved program of study.

Institutions that choose to increase lecture, lab or work-based activities in an approved program of study by 25% or more must submit a Change in Existing Program application, which constitutes a substantive change. The application must include documentation of compelling market demand for the proposed increase.

All institutions with programs affected by the clock to federal credit hour conversion regulation must submit to the Council their institutional policies and procedures for determining federal credit hours. Additionally, Program Modification applications or Change in Existing Program applications must be provided for each affected program.