ACTION ITEMS

for the 2021 Business Session

CONTENTS

⭐ PART I ⭐

A. Commission Member Nominees

The names listed below will be placed in nomination for election to three-year terms (2022-2024) at the Council's Business Session on November 19, 2021.

1. RE-ELECT: Josh Cotter, Assistant Director, South Central Career Center, West Plains, MO *(Three-year term on the Commission as an Occupational Teacher/Supervisor)*

2. ELECT – Holly McClanan, Assistant Superintendent, Southeastern Regional Vocational Technical School District, South Easton, MA *(Three-year term on the Commission as a Member at Large)*

3. RE-ELECT: Patrick Rome, Director (Retired), Finishing Trades Institute of the U[[er Midwest, Little Canada, MN *(Three-year term on the Commission as a Member at Large)*

4. RE-ELECT: Kim Ziebarth, Associate Commissioner, Salt Lake City, UT *(Three-year term on the Commission as a Member at Large)*

B. Council Committee on Accreditation Standards and Conditions

The names listed below will be placed in nomination for election to three-year terms (2022-2024) at the Council's Business Session on November 19, 2021.

RE-ELECT: Rob Aguis, Director, Marchman Technical College, New Port Richey, FL
RE-ELECT: Josh Cotter, Assistant Director, South Central Career Center, West Plains, MO

C.   Council Appeal Panel

The names listed below will be placed in nomination for election to varying terms at the Council's Business Session on November 19, 2021.

<u>Three-Year Terms (2022-2024)</u>

James Brosnan, Superintendent, Northern Berkshire Vocational Regional School District, North Adams, MA (Administrator)
Robert Crawford, Director, Atlantic Technical College, Coconut Creek, FL (Administrative)
Diane W. Culpepper, School Director (Retired), Lake Technical College, Eustis, FL **(Public Member)**
Sherica Davis, President, Infinity College, Lafayette, LA (Administrative)
Paul Hacking, President, Tooele Technical College, Tooele, UT (Administrative)
Brian Harris, Vice President, Tennessee College of Applied Technology at Crump, Crump, TN (Academic)
John B. Hodgson, Vice President, Tennessee College of Applied Technology at Jackson, Jackson, TN (Academic)
Jim Laughary, Director, South Central Career Center, West Plains, MO (Administrative)
Alicia Leary, Assistant Director, Fred K. Marchman Technical College, New Port Richey, FL (Academic)
Tina Mathieu, CEO/Administrator, Cloyd's Beauty School, West Monroe, LA (Administrative)
Mark Milton, Academy Director, Good Careers Academy, San Antonio, TX (Administrative)
Ralph Robbins, Director (Retired), Tennessee College of Applied Technology – Livingston, Livingston, TN **(Public Member)**
Frank Sullivan, Director, Pro Way Hair School, Stone Mountain, GA (Administrative)
Laura Travis, Health Careers Coordinator, Tennessee College of Applied Technology, Dickson, TN (Academic)
Elnora Wade, Director, PJ's College of Cosmetology, Bowling Green, KY (Academic)

<u>Two-Year Terms (2022-2023)</u>

Yokesha Greene, Campus President, Learning Bridge Career Institute, Houma, LA (Administrator)
Stuart Savin, Director, Lancaster County Career and Technology Center, Lancaster, PA (Administrator)

<u>One-Year Term (2022)</u>

Judith Pelletier, Director – Division of Nurse Education, Upper Cape Cod Regional Technical Institute, Bourne, MA (Academic)

D.   Council Committee on Nominations

The names listed below will be placed in nomination for election at the Council's Business Session on November 19, 2021.

Three persons to be nominated by the Commission Executive Committee:

Name: Robert Clark   Name: James Brosnan   Name: Jody Hawk

⭐ PART II ⭐
Handbooks of Accreditation
Proposed Changes

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

- Deletions appear in ~~red strikethrough~~.
- Additions appear in <mark>yellow</mark>.

Revisions to the Handbooks, if approved, become effective November 19, 2021.

SECTION II. Development of COE Accreditation

C. Mission, Goals, and Objectives of the Council

| ALL VERSIONS
Page 5 | **Revise as follows:**

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

Generic Version

4. To ensure that the standards, policies, and procedures developed are enforced and demonstrate recognition of and respect for the stated mission of the institution, the diversity of institutional missions, including religious missions, and ensure that the courses or programs of instruction, training, or study offered by the institution, including distance education courses or programs, are of sufficient quality to achieve their stated objective.

RAP Version

4. To ensure that the standards, policies, and procedures developed are enforced and demonstrate recognition of and respect for the stated mission of the institution, the diversity of institutional missions, including religious missions, and ensure that the courses or programs of instruction, training, or study offered by the institution, including distance education courses or programs, are of sufficient quality to achieve their stated objective.; to ensure that the standards, policies, and procedures developed demonstrate recognition of and respect for the diversity of institutional missions

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Federal Version

4. To ensure that the standards, policies, and procedures developed are enforced and demonstrate recognition of and respect for the stated mission of the institution, the diversity of institutional missions, including religious missions, and ensure that the courses or programs of instruction, training, or study offered by the institution, including distance education courses or programs, are of sufficient quality to achieve their stated objective. |

SECTION III. Affiliation with COE	

A. Candidate for Accreditation
2. Eligibility Requirements

RAP Version **Page 8** **FEDERAL Version** **Page 8**	**Revise as follows:** **RAP Version** Institutions with non-main campus sites (branches, extensions, extended classrooms, instructional service centers) must meet additional eligibility requirements applicable to those locations. Institutions seeking candidate status with the Commission that have non-main campus sites **must** comply with the following requirements: a. Demonstrate that the ownership of all ~~non-main campus sites~~ (branches~~,~~ and extensions~~, instructional service centers, etc.)~~ is identical to that of the main campus b. Demonstrate that the local administrators of all non-main campus sites report to the chief administrator of the main campus c. Demonstrate that duplicate records on personnel, financial matters, student attendance, and educational progress for all non-main campus 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.) d. Demonstrate that names of non-main campus sites are identical to that of the main campus. (Names of non-main campus sites may be expanded, with Commission approval, to identify different locations or specific programs.) e. Demonstrate that all non-main campus sites, and their respective program offerings, are described in the main campus catalog and that this description cites the campus' relationship to the main campus --- **Federal Version** Institutions with non-main campus sites (branches or extensions) **must** meet additional eligibility requirements applicable to those locations. Institutions seeking candidate status with the Commission that have non-main campus sites **must** comply with the following additional eligibility requirements: a. Demonstrate that the governance of ~~non-main campus sites (~~all branches ~~or~~ and extensions~~)~~ is identical to that of the main campus b. Demonstrate that local commanders or chief administrators of non-main campus sites report to the commander or Chief Administrative Official of the main campus c. Demonstrate that duplicate records on personnel, financial matters, student attendance, and educational progress for non-main campus sites are kept at the main campus. (NOTE: Institutions capable of maintaining and accessing records electronically may keep records previously mentioned at the main campus.) d. Demonstrate that names of non-main campus sites are identical to that of the main campus. (Names of non-main campus sites may be expanded, with Commission approval, to identify different locations or specific programs.)

4. Annual Renewal of Candidate Status	
GENERIC Version Page 9 **RAP Version Page 10**	**Revise as follows:** **Generic Version** Continuation of candidate status is determined annually by Commission approval of institutional annual reports indicating that candidate institutions are making progress toward meeting the Council's Standards and Criteria. Non-public institutions **must** also submit financial information on an annual basis as described in Section IV. D. 2. Please note that, according to *Section VI - Standard Seven,* for initial accreditation, non-public institutions must submit audited financial statements for the two most recent fiscal years that include composite score worksheets prepared by an independent CPA (*Criterion 15*), and both of these financial statements must reflect a minimum, unrounded composite score of 1.5 (*Criterion 16*). As stated above in *Section III. Affiliation with COE, A. Candidate for Accreditation, 3. Award of Candidate Status*, a candidate institution must host a team visit for initial accreditation no later than 24 months from the date candidate status is granted. Therefore, if a candidate institution fails to present an audited financial report that includes a composite score of at least 1.5 for the fiscal year following the year of the audit report that qualified the institution for candidacy with the Commission, the institution may either: 1) withdraw from candidate status and re-apply at a later date when compliance for 2 consecutive years can be demonstrated, or 2) be dropped from candidate status. -- **RAP Version** Continuation of candidate status is determined annually by Commission approval of institutional annual reports indicating that candidate institutions are making progress toward meeting the Council's Standards and Criteria. Registered Apprenticeship Schools (RASs) and National ERISA Training Institutes (NETIs) **must** also submit financial information on an annual basis as described in Section IV. D. 2. Please note that, according to *Section VI - Standard Seven,* for initial accreditation, RASs and NETIs must submit audited financial statements for the two most recent fiscal years that include composite score worksheets prepared by an independent CPA (*Criterion 15*), and both of these financial statements must reflect a minimum, unrounded composite score of 1.5 (*Criterion 16*). As stated above in *Section III. Affiliation with COE, A. Candidate for Accreditation, 3. Award of Candidate Status*, a candidate institution must host a team visit for initial accreditation no later than 24 months from the date candidate status is granted. Therefore, if a candidate institution fails to present an audited financial report that includes a composite score of at least 1.5 for the fiscal year following the year of the audit report that qualified the institution for candidacy with the Commission, the institution may either: 1) withdraw from candidate status and re-apply at a later date when compliance for 2 consecutive years can be demonstrated, or 2) be dropped from candidate status.

B. Accreditation	
1. Eligibility Requirements	

GENERIC Version
Pages 10-11
RAP Version
Pages 10-11
	Revise as follows:
	
	Generic Version
	
	After an institution has been accepted as a candidate for accreditation and becomes an active participant with the Council, the earliest that the institution can host a visiting team for the purpose of initial accreditation is six months after a full-time employee has attended the Commission-sponsored workshops for the preparation of the Self-Study Report and workshops for submitting the Annual Report. To be eligible for accreditation, an institution **must** comply with the following eligibility requirements:
	
	    a. Continue to meet the eligibility requirements to be a candidate for accreditation
	    b. Demonstrate that the majority of its programs meet all minimum required benchmarks for completion, placement, and licensure exam pass rates for the most recent 12-month period possible
	    c. Occupy its own physical facilities and not be co-located with another institution. (Co-location may include, but is not limited to, the sharing of faculty, staff, websites, links to websites, telephone numbers, and/or physical facilities. See definition for a complete description.)
	    d. Have students continuously in attendance for a minimum of two years except for regularly scheduled breaks, holidays, and vacation periods
	    e. For initial accreditation, **non-public institutions** submit audited financial statements for the two most recent fiscal years at least 60 days prior to hosting an initial accreditation visiting team. The first of those two years may be the audited financial statement submitted with the institution's candidate application and the second audited financial statement **must** represent activity while the institution is in candidate status. Both audited financial statements **must** demonstrate compliance with the Commission's financial stability requirements as stated in Standard 7 - Financial Resources (See Note 1 below for more information)
	    f. Host an initial accreditation team visit no earlier than six months after attending the above-mentioned Self-Study workshops and Annual Report workshops. (The institution **must** have a valid certificate for having attended the Candidate Academy and the above-mentioned Self-Study workshops and Annual Report Workshops on file at the time of the team visit. See next requirement and Note 2 below.)
	    g. Have the on-site administrator or other full-time employee at the main campus attend the above-mentioned Self-Study workshops and Annual Report workshops within six to 18 months prior to hosting the accreditation visiting team
	    h. Have undergone a self-study based on the mission of the institution and the Standards and Criteria approved by the Council and have filed the required documents with the Commission
	    i. Have undergone a visiting team review
	    j. Have written a letter requesting accreditation and submitted an institutional response to the team report by the chief administrator of the institution. (The response **must** be received in the Council office within 30 days of the date that the letter requesting a response was transmitted from the Council office. The Commission reserves the right to limit the length of institutional responses to official team reports or other requests for documentation and to require workshop attendance.)
	    k. Be accepted by a majority vote of the Commission as meeting the Standards and Criteria of the Council

I.   Meet the Council's definition of "institution" [See Section VII. Definitions - Institution.]

Visiting teams for initial accreditation or reaffirmation, once scheduled, **will not** be rescheduled without good cause (such as major interruption in leadership or operations). Reaffirmation visiting teams **must** be conducted in the year specified by the Commission. If an accreditation team visit is rescheduled for any reason, the next accreditation cycle **will** be reduced accordingly, a restrictive status (such as Probation) may be assigned, and a financial penalty may be assessed.

Institutions bBeing cConsidered for iInitial aAccreditation:

NOTE 1: Candidate institutions **must** obtain accredited status within 12 months after the first review for initial accreditation by the Commission. If initial accreditation has not been granted within the twelve-month period immediately following the first deferral of action, the institution **shall** be denied initial accreditation (effectively terminating candidate status with the Council).

NOTE 2: Candidate institutions that fail to demonstrate compliance with financial stability requirements prior to hosting an initial accreditation visiting team may either: 1) withdraw from candidate status and re-apply at a later date when compliance for 2 consecutive years can be demonstrated, or 2) be dropped from candidate status.

RAP Version

After an institution has been accepted as a candidate for accreditation and becomes an active participant in the program of the Council, the earliest that the institution can host a visiting team for the purpose of initial accreditation is six months after a full-time employee has attended the Commission-sponsored workshops for the preparation of the Self-Study Report and workshops for submitting the Annual Report. To be eligible for accreditation, Registered Apprenticeship Schools (RASs) and National ERISA Training Institutes (NETIs) **must** comply with the following eligibility requirements:

a.   Continue to meet the eligibility requirements to be a candidate for accreditation

b.   Demonstrate that the majority of its programs meet all minimum required benchmarks for completion, placement, and licensure exam pass rates for the most recent 12-month period possible

c.   Occupy its own physical facilities and not be co-located with another institution. (Co-location may include, but is not limited to, the sharing of faculty, staff, websites, links to websites, telephone numbers, and/or physical facilities. See definition for a complete description.)

d.   Have students continuously in attendance for a minimum of two years except for regularly scheduled breaks, holidays, and vacation periods

e.   For initial accreditation, RASs and NETIs must submit audited financial statements for the two most recent fiscal years at least 60 days prior to hosting an initial accreditation visiting team. Both audited financial statements **must** demonstrate compliance with the Commission's financial stability requirements as stated in Standard 7 - Financial Resources (See Note 1 below for more information)

f.   Host an initial accreditation team visit no earlier than six months after attending the above-mentioned Self-Study workshops and Annual Report workshops. (The institution **must** have a valid certificate for having attended the Candidate Academy and the above-mentioned Self-Study workshops and Annual Report Workshops on file at the time of the team visit. See next requirement and Note 2 below.)

g.   Have the on-site administrator or other full-time employee at the main

campus attend the above-mentioned Self-Study workshops and Annual Report workshops within six to 18 months prior to hosting the accreditation visiting team

    h.   Have undergone a self-study based on the mission of the institution and the Standards and Criteria approved by the Council and have filed the required documents with the Commission

    i.   Have undergone a visiting team review

    j.   Have written a letter requesting accreditation and submitted an institutional response to the team report by the chief administrator of the institution. (The response must be received in the Council office within 30 days of the date that the letter requesting a response was transmitted from the Council office. The Commission reserves the right to limit the length of institutional responses to official team reports or other requests for documentation and to require workshop attendance.)

    k.   Be accepted by a majority vote of the Commission as meeting the Standards and Criteria of the Council

    l.   Meet the Council's definition of "institution" [See Section VII. Definitions - Institution.]

Visiting teams for initial accreditation or reaffirmation, once scheduled, **will not** be rescheduled without good cause (such as major interruption in leadership or operations). Reaffirmation visiting teams must be conducted in the year specified by the Commission. If an accreditation team visit is rescheduled for any reason, the next accreditation cycle **will** be reduced accordingly, a restrictive status (such as Probation) may be assigned, and a financial penalty may be assessed.

Institutions ~~b~~Being ~~c~~Considered for ~~i~~Initial ~~a~~Accreditation:

NOTE 1: Candidate institutions **must** obtain accredited status within 12 months after the first review for initial accreditation by the Commission. If initial accreditation has not been granted within the twelve-month period immediately following the first deferral of action, the institution **shall** be denied initial accreditation (effectively terminating candidate status with the Council).

NOTE 2: Candidate institutions that fail to demonstrate compliance with financial stability requirements prior to hosting an initial accreditation visiting team may either: 1) withdraw from candidate status and re-apply at a later date when compliance for 2 consecutive years can be demonstrated, or 2) be dropped from candidate status.

SECTION IV. The Accreditation Process	
E. Commission Action	
1. Possible Commission Decisions	

ALL VERSIONS
Page 17
	Revise as follows:
	
	The Commission has a variety of options for action when making decisions regarding the award, maintenance, or termination of status with the Council for candidate and accredited institutions. The following options are available:
	
	a. Grant candidate status
	b. Deny candidate status
	c. Renew candidate status (based on submission and approval of an institutional annual report)
	d. Drop from candidacy
	e. Grant initial accreditation
	f. Deny initial accreditation
	g. Renew accreditation (based on submission and approval of an institutional annual report)
	h. Reaffirm accreditation
	i. Deny reaffirmation of accreditation
	j. Impose statuses:
	    (1) Notification of Apparent Deficiency
	    (2) Warning
	    (3) Probation
	    (4) Show Cause Order
	k. Defer decisions
	l. Drop from accreditation
	m. Grant approval of substantive changes
	n. Deny approval of substantive changes

SECTION V. Obligations of Affiliation	
A. Administrative Obligations	
GENERIC Version **Page 23** **RAP Version** **Page 23**	**Revise as follows:** 1. Chief Administrator The chief administrator is the administrative head of ~~an~~ a postsecondary institution with whom primary responsibility for postsecondary institutional operation rests. The chief administrator is the first contact of record for the Council and is the person to whom all official correspondence regarding accreditation will be addressed. The chief administrator holds the authority to commit institutional resources and direct activities toward the achievement and maintenance of all obligations of affiliation with the Council. The chief administrator **must** be a full-time employee of the institution and **must** maintain his/her office onsite at the main campus. (Chief administrators often carry titles such as: President, Administrator, Director, Principal, etc.)
B. Substantive Obligations	
1. Institution's Relationship with the Council	
f. Substantive and Other Changes	

GENERIC Version
Pages 31-32
 	
RAP Version
Pages 31-32
 	
FEDERAL Version
Page 32
	Revise as follows:
	
	Generic and RAP Version
	
	    (1) Planned and Unplanned Substantive Changes
	
	A substantive change is one which significantly alters an institution's scope, programs, location, standing with another nationally recognized accrediting agency or state or federal agency, financial stability, ownership, or control. A substantive change may be planned or unplanned.
	
	Planned substantive changes within an accredited institution **must** be approved by the Commission or the Executive Director before the changes take place. Institutions in candidate status are not permitted to apply for approval of substantive changes of any kind.
	
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	Federal Version
	
	    (1) Planned and Unplanned Substantive Changes
	
	A substantive change is one which significantly alters an institution's scope, programs, location, standing with another nationally recognized accrediting agency, federal agency, financial stability, governance, or control. A substantive change may be planned or unplanned.
	
	A planned substantive change within an accredited institution **must** be approved by the Commission or the Executive Director before the change takes place.

Substantive Change Chart

GENERIC Version Pages 35-36

Revise as follows:

RAP Version Pages 35-36

(Additions noted in <mark>yellow</mark> on this chart will be included within both the Generic and RAP versions of the Handbooks of Accreditation.)

Planned substantive changes include, but are not limited to, the following:

SUBSTANTIVE CHANGE	Documentation Required		Commission Review/ Approval Required	*Site Visit Required	Fee Required
	Public Institutions	Non-Public Institutions			
GOVERNANCE/CONTROL					
Change of Governance	L				
Change of Ownership or Control		A	•	•	$3,000
Change of Stock, not Control		L			
Change of 50% or More in the Voting Membership of a Non-Profit Institution's Board		A	•	•	$3,000
INSTITUTIONAL					
Converting a Branch to a Main Campus	A	A	•	•	$3,000
Main Campus/Branch Campus Relationship Change	A	A	•	•	$3,000 Per Change
Significant Reduction in Funding Level	L	L			
Merger of Two or More Institutions (See Section VII for definition.)	A		•	•	$3,000
Change of Name	A	A			$500
Change of Location (A change of location is defined as a physical relocation of an existing main, branch, instructional service center, or extension campus)	A	A	•	•	$1,000
Withdrawal from Accreditation/Candidacy	L	L			
Monitoring Institutional Growth (See Monitoring)	L	L			
Contractual Agreements for Consulting or Recruiting (Third-party review fee may apply)	L	L	•		
ADDITIONAL NON-MAIN CAMPUS SITES *(Only one application for the establishment of a new non-main campus shall be accepted at a time. An application for a second non-main campus site will not be accepted until after the on-site visit of the first application and final approval is granted by the Commission.)* <mark>[See Section V. B. 1. g. Non-Main Campus Sites.]</mark>					
Branch Campus	A	A	•	•	$1,500 (Plus Dues)
Extension Campus	A	A	•	•	$1,500 (Plus Dues)
Instructional Service Center	A	A	•	•	$1,500 (Plus Dues)
Extended Classroom	A	A	•	•	$1,500
Permanent Closing of a Non-Main Campus Site	A	A			$500 Per Location

(CONTINUED NEXT PAGE)

SUBSTANTIVE CHANGE	Documentation Required		Commission Review/ Approval Required [1]	*Site Visit Required	Fee Required
	Public Institutions	Non-Public Institutions			
PROGRAMMATIC					
New Non-Degree Program-Within Current Scope	M	A			$500
New Non-Degree Program-Outside Current Scope (Change of Scope)	L	A	• [1]	•	$1,000
Initial Associate Degree Program - Outside Current Scope (Change of Scope)	A	A	• [1]	•	$1,500
Initial/New Associate Degree Program - Within Current Scope	A	A			$750
Program Relocation/Replication (Non-Public Institutions)	M	A			$500 Per Location
Program Modification (Course Prep Hour Calculation to Supplement Title IV) - Initial Approval and Updates to Course Prep Calculation	A	A			$500
Change in Existing Program - Increase/Decrease in Length of Less Than 25% (Only one such change per program can be processed within a 12-month period.)	L	A			$500
Change in Existing Program-Mode of Delivery	M	A			$500
Change in Existing Program - Increase in Length of 25% or More (Only one such change per program can be processed within a 12-month period.)	M	A	• [1]		$500
Change of Program Name	L	L			
Institutional Distance Education Delivery (See Section VII for definition.)	A	A	•	•	$1,000
Contractual Agreements for Instruction (with entities that are/are not Title IV, HEA certified)	A	A	•		$1,500
Clock Hour/Credit Hour Conversion	A	A	• [1]		$500 Per Program
Deleting an Educational Program (Programs with no students currently enrolled)	L	L			
Teach-Out of a Program (Conducted within the institution)	A	A			
Teach-Out Plans/Agreements (Conducted with an outside entity)	A	A	• [1]		

IMPORTANT: A moratorium will be placed on the acceptance, processing, and approval (both initial and final) of ALL substantive changes beginning six months prior to the original scheduled dates of accreditation team visits through the date the Commission grants initial accreditation or reaffirmation of accreditation. **EXCEPTION:** Program additions and changes may be approved after the last day of an accreditation visit for initial or reaffirmation of accreditation only for the purpose of compliance with findings stated in the official team report.

Institutions in candidate status are not permitted to apply for approval of substantive changes of any kind.

[1]   Indicates changes that may be approved by the Executive Director if certain conditions are met.

*   Required site visits must be conducted within 180 days of the effective date of initial approval by the Commission and may require a deposit.

A - Application
L - Letter of request that includes program details, location(s) affected, and appropriate approvals
M - Mini Form

g. Non-Main Campus Sites	
GENERIC Version Page 38	**Revise as follows:** A candidate or accredited institution may offer programs at multiple sites to achieve its mission. If an institution conducts educational activities at one or more sites in addition to its main campus, it **must** comply with the definitions and requirements below in designating the type for each site. Procedures for obtaining approval of additional sites are specified by the Commission and presented in the *Policies and Rules of the Commission*. Institutions in candidate status are not permitted to apply for approval of additional sites once candidate status is granted. The Commission does not approve sites where work-based activities such as internships, externships, clinicals or apprenticeships occur. [See Section VII. Definitions - Work-Based Activities.] All non-main campus sites approved by the Commission **must** offer instruction on a continuous basis and **must** demonstrate that at least 25% of the FTE at each site is derived from enrollment in traditional, non-VESL programs. If any site fails to have students in continuous attendance, except for regularly scheduled holidays and breaks, the institution **must** notify the Commission of the status of the site (i.e., closure, suspension, or other). Public Institutions Only: Public institutions adding a third or more non-main campus sites may be granted a waiver of the site visit requirement if certain conditions are met. A **branch** of a main campus is a subordinate site, not a main campus. The following requirements describe the characteristics of a branch campus (as opposed to any other type of non-main campus site).

3. Institutional Relationships to Federal Requirements Applicable to Accreditation	
b. Requirements Applicable to the Commission	

GENERIC Version Pages 51-52
 	
RAP Version Page 51
 	
FEDERAL Version Pages 43-44
	Revise as follows:
	
	Generic and RAP Version
	
	(8) The Executive Director shall notify, at the same time, the Secretary of the U.S. Department of Education, the appropriate state licensing or authorizing agency, the appropriate accrediting agencies, and the public within 24 hours, but no later than 30 days, after the following actions have occurred:
	  (a) Accepting an institution as a candidate for accreditation, accrediting an institution, or reaffirming accreditation of an institution
	  (b) Making a final decision to place a candidate or accredited institution on ~~Warning,~~ Probation~~,~~ or Show Cause
	  (c) Making a final accrediting decision involving denial, termination or suspension of candidacy or accreditation~~,~~ ==(to be== provided as a summary of the review that resulted in this action, including comments from the affected institution or notification that the institution was given the opportunity to provide comments==)==
	  (d) Having been informed by an institution that it is voluntarily withdrawing from candidacy or accreditation
	  (e) Ascertaining that an institution has allowed its candidacy or accreditation to lapse
	
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	Federal Version
	
	(5) The Executive Director shall notify, at the same time, the Secretary of the U.S. Department of Education, the appropriate state licensing or authorizing agency, the appropriate accrediting agencies, and the public within 24 hours, but no later than 30 days, after the following actions have occurred:
	  (a) Accepting an institution as a candidate for accreditation, accrediting an institution, or reaffirming accreditation of an institution
	  (b) Making a final decision to place a candidate or accredited institution on ~~Warning,~~ Probation~~,~~ or Show Cause
	  (c) Making a final accrediting decision involving denial, termination or suspension of candidacy or accreditation~~,~~ ==(to be== provided as a summary of the review that resulted in this action, including comments from the affected institution or notification that the institution was given the opportunity to provide comments==)==
	  (d) Having been informed by an institution that it is voluntarily withdrawing from candidacy or accreditation
	  (e) Ascertaining that an institution has allowed its candidacy or accreditation to lapse

SECTION VI. Accreditation Standards, Objectives, and Criteria	
Standard One: Institutional Mission	

GENERIC Version
Page 56
 	
RAP Version
Page 54
	Revise as follows:
	
	6. The institution has an organized and functional institutional advisory committee that meets the following requirements:
	
	  7. Is composed of no less than three persons, all of whom are external to the institution. (Committees larger than three members **must** maintain a majority of external members.)
	
	  8. 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).
	
	  9. Meets at least once annually~~., if serving only in an institutional advisory capacity, or twice annually, if serving in an occupational advisory capacity.~~
	
	  10. Keeps typed minutes to document its activities, recommendations, and meeting attendance.
	
	  11. Is used to seek input and provide community involvement in maintaining a relevant mission for the institution.
	
	The criteria above represent the minimum requirements for an institutional advisory committee. The institutional advisory committee can also serve as the occupational advisory committee if only one occupational advisory committee is required for the institution. In those cases, the requirements of both committees (institutional and occupational) must be met. (See *Policies and Rules of the Commission* for more information regarding "Requirements for Institutional Advisory Committees".)
	(Objective 1-3)

	Standard Two: Educational Programs
GENERIC Version **Pages 57; 60** **RAP Version** **Pages 55; 58**	**Revise as follows:** **Objectives of Accreditation Related to "Educational Programs"** **B. Occupational Advisory Committee Activities** 1. To ensure that each program incorporates current job market requirements in its instruction through involvement of the constituencies served 2. To ensure that advisory committees represent industry interests of communities served and that official meetings are conducted with appropriate frequency and in appropriate formats 3. To ensure that occupational advisory committees are involved in the review of programs on a regular basis and provide recommendations on a variety of critical program design and implementation elements that include, but are not limited to: objectives, length, admissions, evaluation, delivery methods, competency-based instructional content, equipment and instructional materials, and the knowledge, skills, and work ethics relevant to the occupations for which the programs prepare students 3. To ensure that occupational advisory committees provide the institution with state-of-the-industry updates/information and projections of changes that may occur within the industry that committee members represent 4. To ensure that occupational advisory committees assess program graduation requirements as an indicator of the level of completer preparedness **Criteria of Accreditation Related to "Educational Programs"** 10. Occupational advisory committees review each educational program annually and make recommendations for the following: provide the institution with state-of-the-industry updates/information and projections of changes that may occur within the industry that committee members represent (See *Policies and Rules of the Commission* for more information regarding "Requirements for Occupational Advisory Committees".) 11. Admission requirements 12. Program content that is consistent with current industry practices and desired student learning outcomes 13. Program length 14. Program objectives 15. Competency tests 16. Learning activities 17. Instructional materials 18. Equipment 19. Methods of program evaluation 20. Level of skills and/or proficiency required for completion 21. Workplace ethics 22. Appropriate delivery methods for the subject matter being taught 11. Occupational advisory committees assess program graduation requirements as an indicator of the level of completer preparedness *NOTE 2: The Employer Program Verification Form may be completed by members of the occupational advisory committee. Only three signatures per program are required.* (Objective 2-B-3)

GENERIC Version **Page 58**	**Revise as follows:**
RAP Version **Page 56**	**Generic and RAP Version**
FEDERAL Version **Page 49**	**Objectives of Accreditation Related to "Educational Programs"**
	C. Instructional Activities
	7. To ensure that methods of evaluating individual student achievement indicate a focus on student achievement, ~~and~~ learning objectives <mark>and competencies</mark> and that the results are made part of the student's permanent record
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	Federal Version
	Objectives of Accreditation Related to "Educational Programs"
	B. Instruction
	4. To require that methods of evaluating individual student achievement <mark>indicate a focus on student achievement and competencies and</mark> are used to document student progress
GENERIC Version **Pages 58; 61-62**	**Revise as follows:**
RAP Version **Pages 56; 59-60**	**Generic and RAP Version**
FEDERAL Version **Pages 50-51**	**Objectives of Accreditation Related to "Educational Programs"**
	D. Coursework Delivered via Distance Education <mark>or Hybrid</mark>
	To ensure that the institution is compliant with relevant elements regarding the delivery of instruction via distance education <mark>or hybrid</mark> methods and can document, at a minimum, that academic rigor, faculty interaction with students, currency and quality of courseware and templates used for instructional delivery, student identity confirmation, and measurement of student progress are addressed
	Criteria of Accreditation Related to "Educational Programs"
	D. Coursework Delivered via Distance Education <mark>or Hybrid</mark>
	1. Distance education <mark>or hybrid</mark> courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.
	2. Faculty teaching distance <mark>or hybrid</mark> education courses ensure timeliness of their responses (synchronously or asynchronously) to students' requests by following institutional requirements on response times of no more than 24 hours within the published operational schedule of the program/course.
	3. The institution has processes in place to determine that the student who registers for a distance education <mark>or hybrid</mark> course or program is the same student who participates in and completes the course or program and receives the academic

credit (with methods such as secure logins, pass codes or proctored examinations).

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

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

6. The institution monitors student progress in distance education ==or hybrid== activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.
    (Objective 2-D)

Federal Version

Criteria of Accreditation Related to "Educational Programs"

A. Programs

10. **For coursework delivered via distance education ==or hybrid==:** Distance education ==or hybrid== 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.

B. Instruction

9. **For coursework delivered via distance education ==or hybrid==:** The institution annually reviews the quality and currency of its distance education ==or hybrid== courseware. [See Section VII. Definitions - Courseware and Course Work.] (Objective 2-B-1)

10. **For coursework delivered via distance education ==or hybrid==:** The institution has processes in place to determine that the student who registers for a distance education ==or hybrid== course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations). (Objective 2-B-4)

11. **For coursework delivered via distance education ==or hybrid==:** The institution employs a standardized approach to create course templates, course descriptions, learning objectives, course requirements (i.e., standard syllabus, grading, resources, etc.), and learning outcomes associated with its courses and/or programs in order to facilitate quality assurance and the assessment of student learning. (Objectives 2-B-3 and 2-B-4)

12. **For coursework delivered via distance education ==or hybrid==:** The institution monitors student progress in distance education ==or hybrid== activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed. (Objective 2-B-4)

GENERIC Version Page 60	**Revise as follows:**
RAP Version **Page 58**	**Criteria of Accreditation Related to "Educational Programs"**
	B. Occupational Advisory Committee Activities
	1. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught. (Objective 2-B-1)
	Each occupational advisory committee complies with the following requirements:
	2. Consists of a minimum of three members external to the institution
	3. Represents expertise in the occupational field(s) for which the program prepares students
	4. Represents each service area covered by the program at each meeting (all locations)
	5. Has at least three external members who meet these criteria present at each meeting
	6. ~~Meets at least twice annually~~
	7. Conducts at least one face-to-face meeting annually with at least two of the three required external members physically present (one or more external members may be virtually present)
	8. ~~Ensures that no fewer than three months separate each official committee meeting~~
	9. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member
	NOTE: Additional guidance regarding occupational advisory committees is provided in the Policies and Rules of the Commission. (Objective 2-B-2)

Standard Three: Program Outcomes	
GENERIC Version **Page 66** **RAP Version** **Page 64** **FEDERAL Version** **Page 52**	Revise as follows: **Objectives of Accreditation Related to "Program Outcomes"** 1. ~~To ensure that the institution has developed and utilizes effective means of evaluating the appropriate competencies of students in each occupational program~~ **Criteria of Accreditation Related to "Program Outcomes"** 1. ~~Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupations studied and (b) notations of completion of, or withdrawal from, programs are maintained and made a part of his/her record. (Objective 3-1)~~

Standard Four: Strategic Planning	

GENERIC Version
Page 68
RAP Version
Page 66
FEDERAL Version
Page 53
	Revise as follows:
	
	Generic and RAP Version
	
	1. The institution has a written strategic plan. [See Section VII. Definitions - Plan.] (Objectives 4-1 through 4-4)
	
	The institution's written strategic plan includes, at a minimum, the following components:
	
	    2. The mission of the institution
	    3. The vision of the institution
	    4. Objectives for a minimum period of three years <mark>(updated annually)</mark>
	    5. Strategies for achieving the objectives
	    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 (Objectives 4-1 through 4-3)
	
	8. The faculty, administration, and institutional advisory committee annually review the strategic plan <mark>and the institution's progress toward meeting its stated objectives</mark> (and revise as necessary). (Objective 4-4)
	
	9. ~~The institution annually evaluates and documents the results of the evaluation of progress toward achieving the objectives defined in the strategic plan. (Objective 4-4)~~
	
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	Federal Version
	
	The institution has or aligns to a written strategic plan that includes, at a minimum, the following components:
	
	    1. The mission of the institution
	    2. The vision of the institution
	    3. Objectives for a minimum period of three years <mark>(updated annually)</mark>
	    4. Strategies for achieving the objectives
	    5. Strategies for evaluating progress toward achieving the objectives (Objectives 4-1 and 4-2)
	
	6. The strategic plan <mark>and the institution's progress toward meeting its stated objectives</mark> is shared with faculty, staff, and constituents (e.g., higher headquarters or governing body) (and revised as necessary) at least annually. (Objective 4-3)
	
	7. ~~The results of the evaluation of progress toward achieving the objectives defined in the strategic plan are documented annually. (Objective 4-3)~~

Standard Five: Learning Resources	
GENERIC Version **Page 70**	**Revise as follows:**
RAP Version **Page 68**	**B. Instructional Equipment**
FEDERAL Version **Page 55**	1. The institution has an inventory procedure to account for instructional equipment. [See Section VII. Definitions - Equipment Inventory.] (Objective 5-1)
	2. The institution has a procedure for emergency purchases to ensure the acquisition and repair of equipment within a reasonable period of time to support continuous instruction. (Objective 5-1)
	3. Relevant and up-to-date equipment is available to support the programs offered by the institution. (Objectives 5-1 and 5-2)
	4. The institution has a written ~~plan~~ procedure for maintaining equipment and for replacing or disposing of obsolete equipment. (Objectives 5-1 and 5-2)
	5. Instructional equipment meets appropriate and required safety standards. (Objective 5-3)

24

Standard Eight: Human Resources	
B. Faculty	

GENERIC Version
Page 77
 	
RAP Version
Page 74
	Revise as follows:
	
	Generic Version
	
	    1. The institution has a sufficient number of faculty members to fulfill its mission and operate its programs. (Objective 8-B-1)
	
	Each faculty member possesses
	
	    2. at least a high school diploma (or equivalent),
	    3. expertise in the area of responsibility that is actively maintained,
	    4. ~~a record of performance that reflects work-based standards as interpreted by the institution, and~~
	    5. additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies.
	    (Objective 8-B-2)
	
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	RAP Version
	
	    1. The institution has a sufficient number of faculty members to fulfill its mission and operate its programs. (Objective 8-B-1)
	
	Each faculty member possesses
	
	    2. at least a high school diploma (or equivalent) for faculty hired after 2019,
	    3. expertise in the area of responsibility that is actively maintained,
	    4. ~~a record of performance that reflects work-based standards as interpreted by the institution, and~~
	    5. additional requirements established for faculty members by the institution's Governing board and/or state regulatory agencies.
	    (Objective 8-B-2)

GENERIC Version **Page 78** **RAP Version** **Page 75** **FEDERAL Version** **Page 60**	**Revise as follows:** **Generic and RAP Version** 8. **For all coursework delivered via distance education <mark>or hybrid</mark>:** Faculty delivering instruction in a distance education <mark>or hybrid</mark> format are ~~full-time, part-time, or adjunct~~ employees of the institution. (Objective 8-B-2) 9. **For all coursework delivered via distance education <mark>or hybrid</mark>:** The institution provides training for faculty who use technology in distance education <mark>or hybrid</mark> courses and programs. (Objective 8-B-2) --- **Federal Version** 6. **For coursework delivered via distance education <mark>or hybrid</mark>:** Instructors delivering instruction in a distance education <mark>or hybrid</mark> format are employees of the institution (full-time, part-time, or contractors). (Objective 8-B-2) 7. **For coursework delivered via distance education <mark>or hybrid</mark>:** The institution provides training for faculty who use technology in distance education <mark>or hybrid</mark> courses and programs. (Objective 8-B-2)
GENERIC Version **Page 78** **RAP Version** **Page 75** **FEDERAL Version** **Page 60**	**Generic and RAP Version** 11. Each full-time and part-time faculty member responsible for delivering instruction on a regular and ongoing basis in a technical field maintains ~~external~~ contact with employers in the technical field <mark>to stay current with industry trends</mark> in addition to any occupational advisory committee involvement. (Objective 8-B-3) --- **Federal Version** 9. Each full-time and part-time faculty member responsible for delivering instruction on a regular and ongoing basis in a technical field maintains ~~external~~ contact with the organizations and/or units they serve and their technical disciplines through any number of means to include, but not limited to: assignments, rotations, conferences, education and training, and/or periodicals. (Objective 8-B-3)

Standard Nine: Organizational Structure	
GENERIC Version **Page 79**	**Revise as follows:** **Generic Version** **Objectives of Accreditation Related to "Organizational Structure"** 1. To ensure that the institution has a ~~properly~~ <mark>legally</mark> constituted governing body with ~~legal~~ authority and responsibility for the institution's operations **Criteria of Accreditation Related to "Organizational Structure"** 1. The institution has a ~~properly~~ <mark>legally</mark> constituted governing body or board ~~that has the~~ <mark>with</mark> ~~legal~~ authority and responsibility for the institution's operation and control. (Objective 9-1) 2. If applicable, the non-public institution has ~~in custody~~ <mark>possession of</mark> the current~~ly~~ valid original document(s), typically a license, required to operate as an occupational education institution within the state where it is located. (Objective 9-1) 3. The chief administrator is responsible for the institution's <mark>postsecondary</mark> operations and has the authority to implement the governing body's <mark>postsecondary</mark> policies. (Objective 9-2) 4. The <mark>institution has designated a</mark> chief administrator <mark>responsible for accreditation who</mark> is the ~~official~~ <mark>person</mark> 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 for all locations of the institution. (Objective 9-2) 5. An organizational chart is available to show the functional relationships among the personnel of the institution <mark>that promote the effective operation of educational programs and institutional services for students</mark>. (Objective 9-3) 6. ~~The organizational structure promotes the effective operation of educational programs and institutional services for students. (Objective 9-3)~~ -- **RAP Version** **Objectives of Accreditation Related to "Organizational Structure"** 1. To ensure that the institution has a ~~properly~~ <mark>legally</mark> constituted governing body with ~~legal~~ authority and responsibility for the institution's operations **Criteria of Accreditation Related to "Organizational Structure"** 1. The institution has a ~~properly~~ <mark>legally</mark> constituted governing body or board ~~that has the~~ <mark>with</mark> ~~legal~~ authority and responsibility for the institution's operation and control. (Objective 9-1) 2. If applicable, the institution has ~~in custody~~ <mark>possession of</mark> the current~~ly~~ valid original document(s), typically a state/federal agency approval, required to operate as an occupational education institution within the state or federal jurisdiction where it is located. (Objective 9-1)
RAP Version **Page 76**	
FEDERAL Version **Page 62**	

3. The chief administrator is responsible for the institution's <mark>postsecondary</mark> operations and has the authority to implement the governing body's <mark>postsecondary</mark> policies. (Objective 9-2)

4. The <mark>institution has designated a</mark> chief administrator <mark>responsible for accreditation who</mark> is the ~~official~~ <mark>person</mark> 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 for all locations of the institution. (Objective 9-2)

5. An organizational chart is available to show the functional relationships among the personnel of the institution <mark>that promote the effective operation of educational programs and institutional services for students</mark>. (Objective 9-3)

6. ~~The organizational structure promotes the effective operation of educational programs and institutional services for students. (Objective 9-3)~~

Federal Version

Objectives of Accreditation Related to "Organizational Structure"

1. To ensure that the institution has a properly constituted governing body with ~~legal~~ authority and responsibility for the institution's operations

Criteria of Accreditation Related to "Organizational Structure"

1. The institution has a properly constituted governing body (either external or internal) ~~that has the~~ with authority and responsibility for the institution's operation and control. (Objective 9-1)

2. The institution's Chief Administrative Official or commander is responsible for the institution's daily operations. (Objective 9-2)

3. The Chief Administrative Official or commander is the designated ~~official~~ <mark>person</mark> of record for 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 for all locations of the institution. (Objective 9-2)

4. An organizational chart is available to show the functional relationships among the personnel of the institution <mark>that promote the effective operation of educational programs and institutional services for students</mark>. (Objective 9-3)

5. ~~The organizational structure promotes the effective operation of educational programs and institutional services for students. (Objective 9-3)~~

Standard Ten: Student Services and Activities	
GENERIC Version **Page 81** **RAP Version** **Page 78** **FEDERAL Version** **Page 64**	**Generic and RAP Version** 15. Student records, including enrollment, financial, academic, and current educational progress, <mark>as well as program completion, program placement and if applicable licensure exam pass rate status</mark>, are available at the institution. (Objective 10-1-g) --- **Federal Version** 11. Student records, including period-of-enrollment, academic, and current educational progress records, <mark>as well as program completion status,</mark> are available at the institution. (Objective 10-1-d)

GENERIC Version
Page 81
 	
RAP Version
Page 78
	Revise as follows:
	
	19. **If applicable**: Institutions that admit students by exception to standard admission policies and procedures
	    a. have written admissions policies and procedures for these exceptions,
	    b. apply them uniformly,
	    c. provide documented evidence on how they are used,
	    ~~d. maintain records on student progress, and~~
	    e. evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

GENERIC Version
Page 82
 	
RAP Version
Page 79
	Revise as follows:
	
	24. The institution demonstrates that it is following a written plan for placement services that includes the following elements:
	
	    25. Identification of responsibilities for coordination of placement services
	    26. A communications network that exists between the person responsible for placement coordination, the staff, the faculty, and various businesses and industries of the service area
	    27. A list of employers and employment opportunities
	    28. Counseling of students
	    29. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission
	    30. Evaluation on an annual basis (and revised as necessary)
	    31. A description of how evaluation results are shared with faculty and staff <mark>and used for continuous improvement</mark>
	    [See Section VII. Definitions - Plan.] (Objective 10-2)
	
	32. The institution has a written plan for determining the effectiveness of student services, and ensures that the plan
	
	    33. identifies responsibilities for coordination of student services,
	    34. provides for the counseling of students,
	    35. is evaluated on an annual basis, and
	    36. addresses how evaluation results are shared with faculty and staff <mark>and used for continuous improvement.</mark>
	    [See Section VII. Definitions - Plan.] (Objective 10-2)

SECTION VII. Definitions	
GENERIC Version **Page 83** **RAP Version** **Page 81** **FEDERAL Version** **Page 65**	**Revise as follows:** ==**Annual / Annually** – Occurring once per calendar year (January through December).==
GENERIC Version **Page 85** **RAP Version** **Page 84** **FEDERAL Version** **Page 67**	**Revise as follows:** **Correspondence Education** – Instruction delivered via email or traditional mail service and that employs print-based media, which may or may not be supplemented with video tape, CDRom, audio tape instruction/demonstrations, as well as online learning resources. Correspondence education requires minimal interaction between ~~instructor~~ ==faculty== and student. (The Council does not accredit correspondence education programs.)
GENERIC Version **Page 86** **RAP Version** **Page 85** **FEDERAL Version** **Page 68**	**Revise as follows:** **Distance Education** – An educational delivery method that uses one or more technologies to provide instruction to students who are separated from ~~the instructor~~ ==faculty== and support regular and substantive instruction between students and ~~the instructor~~ ==faculty==, synchronously or asynchronously. Technologies used may include the internet, print-based media, email, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs, if the cassettes, DVD's, or CD-ROMs are used in a course in conjunction with any of the technologies listed. Limitations specified under 'Contractual Agreements/ Contracts for Instruction' apply to distance education delivery of instruction.
GENERIC Version **Page 86** **RAP Version** **Page 85** **FEDERAL Version** **Page 68**	**Revise as follows:** **Distance Education Program** – A program that makes available ~~50% or more~~ ==100%== of its required instructional hours via distance education. ~~**Distance Education Student** – A student who completes 50% or more of his/her required instructional hours in a program via distance education.~~
GENERIC Version **Page 88** **RAP Version** **Page 87** **FEDERAL Version** **Page 69**	**Revise as follows:** **Hybrid Program** – A program that makes available less than ~~50%~~ ==100%== of its required instructional hours via distance education. ~~(Criteria that address distance education infrastructure and coursework requirements throughout the Conditions and Standards are applicable to hybrid programs.)~~

GENERIC Version **Page 89** **RAP Version** **Page 88** **FEDERAL Version** **Page 70**	**Revise as follows:** **Instruction** – Planned activities directed by ~~an instructor~~ <mark>faculty</mark> for the purpose of enabling students to acquire specific knowledge, skills, and/or attitudes. Instruction may be provided through lectures, laboratory or clinical exercises, distance education, or planned work-based activities.
GENERIC Version **Page 93** **RAP Version** **Page 93** **FEDERAL Version** **Page 74**	**Revise as follows:** **Scope (change of)** – Any instance in which an institution departs significantly from its mission with regard to the occupational areas for which it offers preparation~~, or when it seeks to offer its first applied associate degree program~~.
GENERIC Version **Pages 93-94** **RAP Version** **Pages 93-94**	**Revise as follows:** **Self-Paced Instruction** – An approach to instructional delivery where the student sets the pace of learning under the guidance and objectives set by ~~an instructor~~ <mark>faculty</mark>. Criteria for admissions/recruiting, program design, learning objectives, and instruction provided in any self-paced program must be consistent for every student enrolled. (See Criteria of Standard Two – Educational Programs.) In a self-paced program, it is a requirement that the student be given a maximum time parameter for completion of requirements for a specific course, series of courses, and/or the entire program, as established by the institution. Qualified faculty must be present as facilitators/resources for students as they proceed through mastering the various subject matters in courses required for program completion. (See Criteria of Standard Eight – Human Resources.) Additionally, learning resources and student services and activities must be available to self-paced students as detailed in Standards Five and Ten. The length of self-paced programs as listed by the Commission must be shown in terms of average length of time expected for completion of program requirements, unless a state or federal authorizing agency mandates otherwise. (The Commission does not use the terms 'self-paced instruction' and 'open-entry/open-exit scheduling' interchangeably.)
GENERIC Version **Page 94** **RAP Version** **Page 94** **FEDERAL Version** **Page 74**	**Revise as follows:** **Strategic Planning** – A formalized, systematic process ~~that the~~ institution~~s~~ use~~s~~ to <mark>develop forecasts or projections so as to identify future goals and create objectives for achieving those goals</mark>. ~~anticipate and respond to major decisions facing it in the future.~~
GENERIC Version **Page 95** **RAP Version** **Page 95**	**Revise as follows:** <mark>**Workplace Ethics** – commonly-accepted values, moral principles, and standards of a workplace, industry, or occupation.</mark>

⭐ PART III ⭐
Information Items

E. **Officers of the Council Committee on Nominations for 2022**

Name: Fred Albrecht, Chair   Name: James King, Vice Chair

F. **Commission Chair – 2022**

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

G. **Commission Vice Chair – 2022**

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

H. **Commission Secretary–Treasurer – 2022**

ELECT: Karen Wade, Instructor, PJ's College of Cosmetology, Bowling Green, KY

I. **Commission Executive Committee Members – 2022**

ELECT: Michael Gannon, Provost (Retired), Defense Information School, Ashland, VA
ELECT: Julie Ha, Director, Mayfield College, Cathedral City, CA

J. **Commission Committee on Finance**

ELECT: James King, President (Retired), Northeast State Community College, Blountville, TN

K. **Commission Committee on Policies and Rules (2022-2024)**

ELECT: Michael Gannon, Provost (Retired), Defense Information School, Ashland, VA
ELECT: James Brosnan, Superintendent, Northern Berkshire Vocational Regional School District, North Adams, MA

L. **Officers of the Council Committee on Accreditation Standards and Conditions – 2022**

Chair: Darline Glaus   Vice Chair: Carol Puryear

M. **Officers of the Commission Committee on Policies and Rules – 2022**

Chair: Myra West   Vice Chair: Sandy Elliott

N.   Commission Review Committee – 2022

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