



ACTION ITEMS

for the **2022** Business Session

CONTENTS

| | |
|--|-----------|
| Council Leadership | 1 |
| Handbooks of Accreditation Proposed Changes | 4 |
| Information Items | 32 |

★ PART I ★
Council Leadership

***A. Commission Member Nominees**

The names listed below will be placed in nomination for election to three-year terms (2023-2025) at the Council’s Business Session on November 10, 2022.

1. ELECT: DeAnna Thomas, Executive Director, Lake Technical College, Eustis,FL *(Three-year term on the Commission as a School Administrator)*
2. ELECT: James Sullivan, Apprenticeship Director (Retired), Central Florida Electrical JATC, Winter Park, FL *(Three-year term on the Commission as a Public Member)*
3. ELECT: Stephanie Houston, Assistant Superintendent, San Bernardino County Superintendent of Schools, San Bernardino, CA *(Three-year term on the Commission as a Member at Large)*
4. RE-ELECT: Darline Glaus, Chief Education & Training, Defense Medical Activity, Fort Meade, MD *(Three-year term on the Commission as a Member at Large)*
5. RE-ELECT: Julie Ha, President, Mayfield College, Cathedral City, CA *(Three-year term on the Commission as a School Administrator)*
6. RE-ELECT: Melinda Isaacs, Assistant Professor/Teacher Educator, Marshall University, Maysel, WV *(Three-year term on the Commission as a Public Member)*
7. ELECT: Gwen Sutton, Vice President, Tennessee College of Applied Technology Memphis, Memphis, TN *(Three-year term on the Commission as an Occupational Teacher-Supervisor)*

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

The names listed below will be placed in nomination for election to three-year terms (2023-2025) at the Council’s Business Session on November 10, 2022.

- RE-ELECT: Darline Glaus, Chief Education & Training, Defense Medical Activity, Fort Meade, MD
ELECT: Lois Gackenheimer Richards, Director/President, Academy for Nursing and Health Occupations, West Palm Beach, FL

***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 10, 2022.

Three-Year Terms (2023-2025)

Christopher W. Ayers, Vice President, Tennessee College of Applied Technology at Harriman, Harriman, TN (Academic)
Kelly Darney, Director, Columbiana Career and Technical Center, Lisbon, OH (Administrative)
Barbara Dawson, Principal, Akron School of Practical Nursing, Akron, OH (Academic)
Radiah Dent-Palmer, Manager of Career Enhancement, Wilton Simpson Technical College, Brooksville, FL (Academic)
Joel English, Vice President, Tidewater Tech, Virginia Beach, VA (Academic)
Carrie Fife, Director of Adult Education, Pickaway-Ross Career and Technology Center, Chillicothe, OH (Academic)
Steven B. Livtak, President, Jersey College, Hackensack, NJ (Administrative)
Krishna Maddipatla, President, Royal Learning Institute, New York, NY (Administrative)
Michael Moye, President (Retired), Central Technical College, Moultrie, GA (**Public Member**)
David Osborne, President, Kenco Associates, Inc., Ashland, KY (**Public Member**)
Judith Pelletier, Director-Division of Nurse Education, Upper Cape Cod Regional Technical Institute, Bourne, MA (Academic)
Holly Peterson, Vice President, Mountainland Applied Technology College, Lehi, UT (Academic)
Aritta Summers, President, Tennessee College of Applied Technology at Dickson, Dickson, TN (Academic)
Lisa Tripney, Assistant Superintendent, Portage Lakes Career Center, North Canton, OH (Academic)
Ramon Valenti, President, Florida Education Institute, Miami, FL (Administrative)

***D. Council Committee on Nominations**

The names listed below will be placed in nomination for election at the Council's Business Session on November 10, 2022.

Three persons to be nominated by the Commission Executive Committee:

Name: Fred Albrecht

Name: Michael Gannon

Name: Lois Gackenheimer Richards

**** Denotes Delegates' Action Item***

★ 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 yellow.

Revisions to the Handbooks, if approved, become effective November 10, 2022.

SECTION III. Affiliation with COE

A. Candidate for Accreditation

2. Eligibility Requirements

ALL VERSIONS

Page 7

Revise as follows:

Generic Version

To be eligible for consideration by the Commission for candidacy for accreditation (pre-accreditation status), an institution must comply with each of the following eligibility requirements:

- a. Meet the Council's definition of 'institution' as described in the Handbook of Accreditation
- b. Offer postsecondary instruction exclusively in career and technical education at all campuses on a continuous basis
- c. Offer credentials no higher than an applied associate degree
- d. Demonstrate the institutional capacity to ensure the following: staffing for administrative and faculty needs, responsible financial and facilities management, and support for the institution's programs and services
- e. Have produced a graduate from the longest program offered by the institution where the graduate has completed 100% of the program's required hours at the institution (no hours transferred in and no CLEP hours awarded)
- f. Utilize a campus-based instructional delivery system with at least 25% of the institution's total Full-Time Equivalency (FTE) being derived from enrollments in traditional (bricks and mortar) **programs instruction at all campuses**
- *g. Maintain at least 50% FTE enrollment at each campus in non-VESL programs
- h. Have an institutional enrollment of no fewer than 10 FTE
- i. Be legally authorized to operate within the jurisdiction in which it is located for a minimum of one year
- j. Have been in possession of current and applicable licensure/authorization for a minimum of one year

RAP Version

To be eligible for consideration by the Commission for candidacy for accreditation (pre-accreditation status), an institution must comply with each of the following eligibility requirements:

- a. Meet the Council's definition of 'institution' as described in the Handbook of Accreditation
- b. Offer postsecondary instruction exclusively in career and technical education at all campuses on a continuous basis
- c. Offer credentials no higher than an applied associate degree
- d. Demonstrate the institutional capacity to ensure the following: staffing for administrative and faculty needs, responsible financial and facilities management, and support for the institution's programs and services
- e. Have produced a graduate from the longest program offered by the institution where the graduate has completed 100% of the program's required hours at the institution (no hours transferred in and no CLEP hours awarded)
- f. Utilize a campus-based instructional delivery system with at least 25% of the institution's total Full-Time Equivalency (FTE) being derived from enrollments in traditional (bricks and mortar) and non-VESL **programs instruction at all campuses**
- *g. Maintain at least 50% FTE enrollment at each campus in non-VESL programs

- h. Have an institutional enrollment of no fewer than 10 FTE
- i. Be legally authorized to operate by the US Department of Labor by having registered apprenticeship standards within the jurisdiction in which it is located for a minimum of one year

Federal Version

To be eligible for consideration by the Commission for candidacy for accreditation (pre-accreditation status), an institution must comply with each of the following eligibility requirements:

- a. Meet the Council's definition of 'institution' as described in the Handbook of Accreditation
- b. Offer postsecondary instruction exclusively in career and technical education at all campuses on a continuous basis
- c. Offer credentials no higher than an applied associate degree
- d. Demonstrate the institutional capacity to ensure the following: staffing for administrative and faculty needs, responsible financial and facilities management, and support for the institution's programs and services
- e. Utilize a campus-based instructional delivery system with at least 25% of the institution's total Full-Time Equivalency (FTE) being derived from enrollments in traditional (bricks and mortar) ~~programs~~ **instruction at all campuses**
- f. Be legally authorized to operate within the jurisdiction in which it is located for a minimum of one year
- g. Have been in continuous operation and providing instruction at the main campus and under the same governance for a minimum of one year
- h. Have the on-site administrator or other full-time employee at the main campus attend the Candidate Academy within 12 months prior to submitting an application for candidate status

2. Eligibility Requirements (cont'd)

ALL VERSIONS

Page 8

Revise as follows:

Generic and RAP Version

The Council does not accredit institutions that demonstrate the following activities:

- a. Offer instruction via correspondence education [See Section VII. Definitions - Correspondence Education.].
- b. Operate virtual campuses. That is, all campuses accredited by the Council must offer at least one traditional program **or hybrid program that includes at least 50% traditional instruction** – which demonstrates continuous enrollment - along with any others offered via distance education.
- c. Offer degree credentials of any type other than the applied associate degree.

Federal Version

The Council does not accredit institutions that demonstrate the following activities:

- a. Offer instruction via correspondence education. [See Section VII. Definitions - Correspondence Education.]
- b. Operate virtual campuses. That is, campuses accredited by the Council must offer at least one traditional program **or hybrid program that includes at least 50% traditional instruction** - which demonstrates continuous enrollment - along with any others offered via distance education.
- c. Offer degree credentials of any type other than the applied associate degree.

3. Award of Candidate Status

ALL VERSIONS

Page 9

Revise as follows:

Institutions accepted as candidates for accreditation must host a team visit for initial accreditation no earlier than six months, and no later than 24 months, after candidate status is granted. ~~A valid certificate~~ **An official confirmation of attendance** for required workshop attendance must be on file at the time of the accreditation visit.

B. Accreditation

1. Eligibility Requirements

| | |
|--------------------------------------|--|
| GENERIC VERSION Page 10-11 | Revise as follows: |
| RAP Version Page 10-11 | <u>Generic and RAP Version</u> |
| FEDERAL VERSION Page 10 | 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 an official confirmation of attendance 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.) |
| | ----- <u>Federal Version</u> d. 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 an official confirmation of attendance 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.) |

C. Workshop Attendance Requirements

GENERIC VERSION

Page 12-14

Revise as follows:

RAP Version

Page 12-14

Generic and RAP Version

FEDERAL VERSION

Page 12-13

Attendance at Commission-sponsored workshops is a requirement before Commission review and approval of certain accreditation statuses.

1. Eligible Representatives

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

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

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

- a. Institutional corporate owners/employees or public institution district office staff whose offices are not located at a main campus of an institution
- b. Consultants who are contracted to assist institutions with the accreditation process
- c. Contractors hired to provide products or services to candidate and accredited institutions

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

When workshop attendance is required for a topic that is offered in multiple parts (i.e., Self-Study Part 1 and Self-Study Part 2), all parts of the workshop must be attended by the same individual in order for that individual to earn ~~a certificate~~ **an official confirmation** of attendance.

2. Candidate for Accreditation and Initial Accreditation

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

Institutions accepted as candidates for accreditation must host a team visit for initial accreditation no earlier than six months, and no later than 24 months, after candidate status is granted. ~~A valid certificate~~ **An official confirmation of attendance** for required attendance at Commission-sponsored workshops for the preparation of the Self-Study Report and workshops for submitting the Annual Report must be on file at the time of the accreditation visit.

Institutions that fail to submit their applications for candidacy within 12 months of attending the Candidate Academy must repeat their attendance at this workshop before submitting an application for candidacy. Institutions that fail to host their initial accreditation visit within 18 months of attending the Commission-sponsored workshops

for the preparation of the Self-Study Report and workshops for submitting the Annual Report must attend the above-mentioned Self-Study workshops and Annual Report workshops at either the COE Summer Conference or COE Annual Meeting within six to 18 months of hosting their initial accreditation visit.

3. Reaffirmation of Accreditation

Institutions currently accredited by the Council that are preparing to host a visiting team for reaffirmation of accreditation must attend the Self-Study Workshop and workshops for submitting the Annual Report required by the Council. These ~~attendance certifications~~ **official confirmations of attendance** must be earned no less than six months before – and no more than 18 months before – the institution hosts its team visit. Failure to attend these workshops within this time period may be grounds for an institution to be placed on Probation, and will result in the postponement of the accreditation team visit, the levy of a financial penalty, and a reduction in the number of years between accreditation visits. [See Section V. 9. e. Fees and f. Penalties.]

4. Annual Reporting

Attendance at workshops for submitting the institutional Annual Report (and for reporting student achievement data) is required of all candidates for accreditation and accredited institutions. Earning these ~~certificates~~ **official confirmations of attendance** is required as part of the application process for candidate status and the accreditation visit cycle for accredited institutions, as established by the Commission. Institutions must provide documentation (workshop ~~attendance certifications~~ **official confirmations of attendance**) that this requirement is met no less than six months, and no more than 18 months, before an institution hosts a team visit for initial accreditation or reaffirmation of accreditation.

5. Team Member/Team Leader Certification

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

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

Federal Version

C. Guidelines and Requirements for Workshop Attendance

Attendance at Commission-sponsored workshops is a requirement before Commission review and approval of certain accreditation statuses.

1. Eligible Representatives

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

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

1. Institutional employees whose offices are not located at a main campus of an institution

2. Consultants who are contracted to assist institutions with the accreditation process
3. Contractors hired to provide products or services to candidate and accredited institutions

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

When workshop attendance is required for a topic that is offered in multiple parts (i.e., Self-Study Part 1 and Self-Study Part 2), all parts of the workshop must be attended by the same individual in order for that individual to earn ~~a certificate of attendance~~ **an official confirmation of attendance**.

2. Candidate for Accreditation

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

Institutions accepted as candidates for accreditation must host a team visit for initial accreditation no earlier than six months, and no later than 24 months, after candidate status is granted. ~~A valid certificate~~ **An official confirmation of attendance** for required attendance at Commission-sponsored workshops for the preparation of the Self-Study Report and workshops for submitting the Annual Report must be on file at the time of the accreditation visit.

Institutions that fail to submit their applications for candidacy within 12 months of attending the Candidate Academy must repeat their attendance at this workshop before submitting an application for candidacy. Institutions that fail to host their initial accreditation visit within 18 months of attending the Commission-sponsored workshops for the preparation of the Self-Study Report and workshops for submitting the Annual Report must attend the above-mentioned Self-Study workshops and Annual Report workshops at either the COE Summer Conference or COE Annual Meeting within six to 18 months of hosting their initial accreditation visit.

3. Reaffirmation of Accreditation

Institutions currently accredited by the Council that are preparing to host a visiting team for reaffirmation of accreditation must attend the Self-Study Workshop and workshops for submitting the Annual Report required by the Council. These attendance certifications must be earned no less than six months before – and no more than 18 months before – the institution hosts its team visit. Failure to attend these workshops within this time period may be grounds for an institution to be placed on Probation, and will result in the postponement of the accreditation team visit, the levy of a financial penalty, and a reduction in the number of years between accreditation visits. [See Section V. 9. e. Fees and f. Penalties.]

4. Annual Reporting

Attendance at workshops for submitting the institutional Annual Report (and for reporting student achievement data) is required of candidates for accreditation and accredited institutions. Earning these ~~certificates~~ **official confirmations of attendance** is required as part of the application process for candidate status and the accreditation visit cycle for accredited institutions, as established by the Commission. Institutions must provide

documentation (workshop ~~attendance-certificates~~ official confirmations of attendance) that this requirement is met no less than six months, and no more than 18 months, before an institution hosts a team visit for initial accreditation or reaffirmation of accreditation.

5. Team Member/Team Leader Certification

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

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

SECTION IV. The Accreditation Process

D. Annual Documentation Required for Renewal of Candidacy or Accreditation

2. Required Submission of Audited Financial Information

RAP Version
Page 17

Revise as follows:

Registered Apprenticeship Schools (RASs) and National ERISA Training Institutes (NETIs) are required to submit audited financial information to the Council which must include specific information detailed in Section VII. Definitions - Audited Financial Statements of this Handbook. The due date for submission of this information occurs annually no later than ~~six~~ twelve months following the end date of the institution's fiscal year. A penalty for late submission of requested documentation will apply to submissions received after the due date.

SECTION VI. Accreditation Standards, Objectives, and Criteria

Standard Two: Educational Programs

GENERIC VERSION

Page 59

RAP Version

Page 57

Revise as follows:

A. Program Alignment and Administration

The institution has implemented a systematic process to document that each program

1. aligns with the mission of the institution,
2. has clearly stated objectives,
3. has content relative to its objectives and aligned with the needs of the people and industries served by the program,
4. is evaluated annually to ensure currency of its objectives and content,
5. has varied ~~evaluation~~ **assessment** methodologies that reflect established ~~professional and practice-based~~ **occupational** competencies, and
6. includes coursework that is qualitatively and quantitatively consistent at each campus where it is offered. (Objectives 2-A-1 through 2-A-3)

GENERIC VERSION

Page 60

RAP Version

Page 58

Revise as follows:

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. 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)
7. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and **demographic contact** 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 Two: Educational Programs (cont'd)

GENERIC VERSION

Page 60-61

RAP Version

Page 58-59

Revise as follows:

C. Instructional Activities

1. **Applicable A**cademic competencies are integrated into ~~the curriculum or instructional plan for~~ each occupational program. ~~[See Section VII. Definitions—Plan.]~~ (Objective 2-C-1)
2. Each program provides instruction in the occupational skills essential to success in the occupation, including job knowledge, work habits, and attitudes. (Objectives 2-C-2 and 2-C-4)
3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes. (Objective 2-C-3)
4. **Each course/program has in place course descriptions, learning objectives, course requirements (e.g., standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.** (Objective 2-C-3)

The organization of syllabi, lesson plans, competency tests, and other instructional materials is used to

- ~~45~~. define a sequence for the achievement of objectives,
 - ~~56~~. guide the delivery of instruction,
 - ~~67~~. direct learning activities, and
 - ~~78~~. indicate benchmarks for student progress that are indicated in the student's permanent record. (Objective 2-C-3)
- ~~89~~. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objectives 2-C-4, 2-C-6, and 2-C-8)
 - ~~910~~. Job-related health, safety, and fire prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation. (Objective 2-C-5)
 - ~~1011~~. Orientation to technology is provided and technical support is available to students. (Objective 2-C-6)
 - ~~1112~~. A systematic, objective, and equitable method of evaluating student achievement based on learning objectives and required competencies has been implemented. (Objective 2-C-7)

Standard Two: Educational Programs (cont'd)

GENERIC VERSION

Page 60

RAP Version

Page 59

Revise as follows:

D. Coursework Delivered via Distance Education or Hybrid

1. 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 credentials awarded.
2. Faculty teaching distance education or hybrid 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 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).
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 (e.g., standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.~~
65. 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)

Standard Two: Educational Programs (cont'd)

GENERIC VERSION

Page 62

Revise as follows:

E. Work-Based Activities

Written agreements with ~~work-based activity partners, if any~~ partners external to the program,

1. are current,
2. specify expectations for all parties, and
3. ensure the protection and safety of students.

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

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

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

7. Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications. (Objective 2-E)

Standard Five: Learning Resources

GENERIC VERSION

Page 69-70

RAP Version

Page 66-67

FEDERAL VERSION

Page 54-55

Revise as follows:

Generic and RAP Version

A. Media Services

1. The institution has a written plan for its media services, which is appropriate for and inclusive of all methods of program delivery. [See Section VII. Definitions - Plan.] (Objectives 5-1 and 5-2)

The institution's written plan for media services includes the following components:

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 **are available** ; ~~and other materials to support its educational programs~~
4. The administrative, supervisory, or instructional staff person responsible for the implementation and coordination of media services
5. Roles and responsibilities of designated staff member(s)
6. Orientation for user groups (i.e., faculty, students, and others, if needed)
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 (Objectives 5-1 and 5-2)
10. Media services, including instructional supplies, physical resources, technology, and fiscal resources, are available to support the programs offered by the institution. (Objective 5-2)
11. Media services are available to ensure the achievement of desired student learning and program objectives. (Objectives 5-1 and 5-2)
12. A current inventory of media resources is maintained. (Objective 5-1)
13. Provisions made for the repair, maintenance, and replacement of media equipment and supplies are in place. (Objective 5-1)
- ~~14. The institution provides print and non-print instructional media resources to support students and faculty in meeting program objectives. (Objective 5-2)~~
- 14**. The institution's learning resources, including media services, technology, facilities, and materials, are comprehensive, current, selected with faculty input, and accessible to the faculty and students. (Objective 5-2)

Federal Version

A. Media Services

1. The institution has media services that are appropriate for and inclusive of all methods of program delivery. Faculty, staff, and students are made aware of:
 - the scope and availability of the services;
 - current and relevant educational ~~materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access to sites with educational~~ and reference materials appropriate to program

offerings are available; and other materials to support its educational programs;

- the administrative, supervisory, or instructional staff person responsible for the implementation and coordination of each component of media services; and
 - roles and responsibilities of designated staff member(s).
- (Objectives 5-1 and 5-2)

2. The institution provides orientation for instructors, staff, and students on the use of media services. (Objective 5-2)

3. Facilities and technical infrastructure are sufficient for faculty and students to access and use media services. (Objective 5-2)

4. The institution budgets annually for media services. (Objective 5-1)

5. The institution annually evaluates the effectiveness of media services and uses the results to modify and improve media services. (Objective 5-2)

6. A current inventory of media resources is maintained. (Objective 5-1)

7. Provisions made for the repair, maintenance, and replacement of media equipment and supplies are in place. (Objective 5-1)

~~8. The institution provides print and non-print instructional media to support students and faculty in meeting program objectives. (Objective 5-2)~~

98. The institution's learning resources, including media services, technology, facilities, and materials, are comprehensive, current, selected with faculty input, and are accessible to the faculty and students. (Objective 5-2)

409. Media services, including instructional supplies, physical resources, and fiscal resources, are available to support the programs offered by the institution. (Objective 5-2)

4410. Media services are available to ensure the achievement of student learning and program objectives. (Objectives 5-1 and 5-2)

Standard Six: **Physical Resources and Technical Institutional Infrastructure**

GENERIC VERSION

Page 71-72

RAP Version

Page 68-69

FEDERAL VERSION

Page 56-57

Revise as follows:

Generic and RAP Version

A. Physical Resources

1. A plan ~~that addresses the adequacy and improvement~~ for the ongoing operation and maintenance of physical facilities and technical infrastructure has been developed and is in use, ~~is maintained, and includes, if applicable, distance education infrastructure.~~ [See Section VII. Definitions - Plan.] (Objectives 6-1 and 6-2)
- ~~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. (Objective 6-1)~~
- ~~3. A plan for the ongoing operation and maintenance of physical facilities, technical infrastructure, and, if applicable, distance education infrastructure, has been developed and is in use. [See Section VII. Definitions - Plan.] (Objectives 6-1 and 6-2)~~

The operation and maintenance plan addresses the following elements:

- ~~4~~2. Personnel Adequacy of and improvements to physical facilities
 3. Budget available for facility maintenance and improvement
 - ~~5~~4. Equipment and supplies Personnel
 - ~~6~~5. Relevant state law Non-instructional E equipment and supplies
 - ~~7~~6. Applicable federal codes and procedures Compliance with relevant state law, federal codes and procedures
 - ~~8~~. Availability of the plan to employees and students
 - ~~9~~7. Annual evaluation of the plan (and revised as necessary) (Objectives 6-1 and 6-2)
- ~~10~~8. 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. (Objective 6-2)

B. Health and Safety

- ~~11~~9. A written plan for assuring the health and safety of the institution's employees, students, and guests to maintain readiness is in use and includes procedures for reporting and investigating incidents affecting the health and safety of the institution's constituents. [See Section VII. Definitions - Plan and Real, Threatened, or Impending Danger.] (Objective 6-2)

The health and safety plan

- ~~12~~10. has been distributed to employees,
 - ~~13~~11. is evaluated annually with input from employees (and revised as necessary), and
 - ~~14~~12. ensures basic information about the plan is available to students. (Objective 6-2)
- ~~15~~13. First aid supplies are readily available. (Objective 6-2)

C. Technical Infrastructure

- ~~16~~14. A plan for the protection of the institution's technical infrastructure has been developed and is in use and

- ~~17~~15. ensures the privacy, safety, and security of data contained within ~~institutional networks~~; addresses adequacy, improvements and protection of the technical infrastructure, including distance education infrastructure if applicable;
 - ~~18~~16. ensures computer system and network reliability whether provided directly by the institution or through contractual arrangements; addresses the ongoing operation and maintenance of technical infrastructure, including distance education infrastructure if applicable;
 - 17. ensures the privacy, safety, and security of data contained within institutional networks;
 - 18. ensures computer system and network reliability whether provided directly by the institution or through contractual arrangements;
 - ~~19.~~ ensures emergency backups for all technical services whether provided directly by the institution or through contractual arrangements;
 - ~~20~~19. is evaluated annually (and revised as necessary); and
 - ~~21~~20. ensures basic information about the plan is available to the administration, faculty, and staff.
- [See Section VII. Definitions - Plan.] (Objectives 6-3 and 6-4)

- 21. 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. (Objective 6-1)
- 22. Procedures for Ppreserving and protecting student coursework, testing, and records are provided by measures that ensure their preservation and protection. ~~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.~~ (Objectives 6-3 and 6-4)

Federal Version

- 1. The institution plans for and/or participates in broader long-range planning related to its facilities improvement and technical infrastructure efforts. This planning addresses the following elements:
 - Adequacy of and improvements to physical facilities
 - Budget available for facility maintenance and improvement
 - Personnel
 - Non-instructional Eequipment and supplies
 - Applicable Compliance with relevant federal codes and procedures
 - Availability of the plan to employees
 - Distance learning infrastructure, if applicable
 - Annual evaluation of the plan (and revised as necessary)
 (Objective 6-1)
- 2. The technology used by the institution to deliver services and, if applicable, program/course content to students meets the needs of the students without creating barriers to student support or learning. (Objective 6-1)
- 3. Existing pPhysical 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. (Objective 6-2)
- 4. The institution plans for and/or participates in broader planning decisions relative to the health and safety of its faculty, staff, students, and guests to maintain readiness in cases of sickness, accidents, or emergency health care needs on campus. (Objective 6-2)
- 5. First aid supplies are readily available. (Objective 6-2)

| | |
|--|---|
| | <p>6. A 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. (Objectives 6-3 and 6-4)</p> <p>7. 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. (Objective 6-4)</p> <p>8. Procedures for Preserving and protecting student coursework, testing, and records are provided by measures that ensure their preservation and protection 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. (Objectives 6-3 and 6-4)</p> |
|--|---|

Standard Seven: Financial Resources

| | |
|---|---|
| <p>GENERIC VERSION Page 73-74</p> <p>RAP Version Page 70-71</p> | <p>Revise as follows:</p> <p><u>Generic and RAP Version</u></p> <p>7. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented. (Objective 7-3)</p> <p>87. Qualified personnel are responsible for proper financial record-keeping, reporting, and auditing. (Objective 7-4)</p> <p>98. The institution has reported all contingent liabilities in a timely manner. [See Section VII. Definitions - Contingent Liability.] (Objective 7-3)</p> <p>109. The institution has submitted notices and copies of all lawsuits filed against the institution within five (5) days of being served. (Objective 7-3)</p> <p>10. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented. (Objective 7-3)</p> <p>11. The institution maintains compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements, including compliance with default management and audit benchmarks. (Objective 7-3)</p> <p>12. The institution utilizes a written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with available lenders. (Objective 7-3)</p> <p>13. The institution informs students of their ethical responsibilities regarding financial assistance. (Objective 7-3)</p> |
| <p>RAP Version Page 70-71</p> | <p>Revise as follows:</p> <p><u>Objectives of Accreditation Related to “Financial Resources”</u></p> <p>4. To verify that the institution complies with applicable refund policies for tuition, fees, and other institutional charges</p> <p><u>Criteria of Accreditation Related to “Financial Resources”</u></p> <p><u>Refund Policy</u></p> <p>18. 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 they have been charged. (Objective 7-4)</p> <p>The following elements are present and indicative of a fair and equitable refund policy:</p> <p>19. The institution’s refund policy is included in official publications and uniformly administered.</p> <p>20. Refunds, when due, are made without requiring a request from the student.</p> <p>21. 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.</p> |

| | |
|--|--|
| | <p>22. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed \$100.</p> <p>23. The institution complies with the refund policies adopted by the Commission unless a different policy is mandated by an institution's state/federal approval agency. (Objective 7.4) (See Policies and Rules of the Commission, Refund Policy.)</p> |
|--|--|

Standard Eight: Human Resources

| | |
|---|---|
| <p>GENERIC VERSION Page 76</p> | <p>Revise as follows:</p> |
| <p>RAP Version Page 72</p> | <p><u>Objectives of Accreditation Related to “Human Resources”</u></p> |
| <p>FEDERAL VERSION Page 59</p> | <p>B. Faculty</p> |
| | <p>1. To ensure that the number of faculty is sufficient to fulfill the mission and operate the programs of the institution</p> <p>2. To verify that the faculty, including adjuncts, are and remain well prepared by virtue of education and experience to perform the duties assigned to them including teaching at a distance where applicable</p> <p>3. To verify that, in addition to teaching, faculty are involved in curriculum development, student advisement, work with business and industry, and planned programs of professional development to remain current in their teaching fields</p> |
| <p>GENERIC VERSION Page 76</p> | <p>Revise as follows:</p> |
| <p>RAP Version Page 72</p> | <p><u>Objectives of Accreditation Related to “Human Resources”</u></p> |
| <p>FEDERAL VERSION Page 59</p> | <p>C. Administrative and Supervisory Personnel</p> |
| | <p>1. To ensure that the number of administrative and supervisory personnel is sufficient to fulfill the mission and operate the programs of the institution</p> <p>2. To verify that administrative and supervisory personnel are and remain well prepared by virtue of education and/or experience to perform the duties assigned to them</p> <p>D. Instructional Support Staff</p> <p>1. To ensure that the number of instructional support staff is sufficient to fulfill the mission and operate the programs of the institution</p> <p>2. To verify that instructional support staff are and remain well prepared by virtue of education and/or experience to perform the duties assigned to them</p> |
| <p>FEDERAL VERSION Page 60</p> | <p>Revise as follows:</p> |
| | <p><u>Criteria of Accreditation Related to “Human Resources”</u></p> <p>B. Faculty</p> <p>6. For coursework delivered via distance education or hybrid (including blended/hybrid instruction): Instructors have a labor relationship appropriate for delivering distance education instruction in a distance education or hybrid format are employees of the institution (full-time, part-time employment, and/or contractors contract support). (Objective 8-B-2)</p> <p>7. For coursework delivered via distance education or hybrid (including blended/hybrid instruction): The institution provides training for faculty who use technology in distance education or hybrid courses and programs. (Objective 8-B-2)</p> |

Standard Ten: Student Services and Activities

GENERIC VERSION

Page 80

RAP Version

Page 76

FEDERAL VERSION

Page 63

Revise as follows:

Generic and RAP Version

Objectives of Accreditation Related to “Student Services and Activities”

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

Criteria of Accreditation Related to “Student Services and Activities”

1. The institution provides academic advisement services to assist students in planning for the occupational education programs they seek to pursue. (Objective 10-1-a)
2. Tests or other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized ~~counseling~~ career guidance and program admissions services to students. (Objective 10-1-b)

Federal Version

Criteria of Accreditation Related to “Student Services and Activities”

2. Tests or other means of assessing the achievement and aptitudes of students for various occupations are used to provide personalized ~~counseling~~ career guidance to students. (Objective 10-1-a)

Standard Ten: Student Services and Activities (cont'd)

GENERIC VERSION

Page 80

RAP Version

Page 76

FEDERAL VERSION

Page 63

Revise as follows:

Generic and RAP Version

Criteria of Accreditation Related to "Student Services and Activities"

1. The institution provides academic advisement services to assist students in planning for the occupational education programs they seek to pursue. (Objective 10-1-a)
2. 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 admissions services to students. (Objective 10-1-b)
3. 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. [See Section VII. Definitions - Plan.] (Objective 10-1-c)
4. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution. (Objective 10-1-d)
5. The institution publishes attendance requirements and informs students of these requirements. (Objective 10-1-d)

Federal Version

Criteria of Accreditation Related to "Student Services and Activities"

1. The institution provides academic advisement services (formal or informal) as required to assist students in planning for and/or completing their courses or programs. (Objective 10-1-a)
2. Tests or other means of assessing the achievement and aptitudes of students for various occupations are used to provide personalized counseling to students. (Objective 10-1-a)
3. There is a process to acquaint new students with policies, functions, and personnel of the institution. (Objective 10-1-b)
4. The institution publishes attendance requirements and informs students of these requirements. (Objective 10-1-b)

(And renumber all subsequent criteria within this Standard accordingly.)

Standard Ten: Student Services and Activities (cont'd)

GENERIC VERSION

Page 81

RAP Version

Page 77

FEDERAL VERSION

Page 64

Revise as follows:

Generic and RAP Version

Criteria of Accreditation Related to “Student Services and Activities”

16. The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing, at a minimum, the following information: the program of study, courses or units of study completed with corresponding grades, ~~and~~ period of enrollment, and credential awarded, if applicable. (Objective 10-1-g)

Federal Version

Criteria of Accreditation Related to “Student Services and Activities”

10. The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing, at a minimum, the following information: the program of study, courses or units of study completed with corresponding grades, ~~and~~ period of enrollment, and credential awarded, if applicable. (Objective 10-1-d)

SECTION VII. Definitions

| | |
|--------------------------------------|--|
| GENERIC VERSION Page 83-84 | <p>Revise as follows:</p> <p>Audited Financial Statement—The result of an official financial examination performed by an independent certified public accountant in accordance with Generally Accepted Accounting Principles (GAAP) and Generally Accepted Government Auditing Standards (GAGAS). In order to document compliance with Council Policies and Standards, audited financial statements must include, at a minimum, the following information:</p> <ol style="list-style-type: none"> 1. Accountant’s report 2. Balance sheet 3. Income statement 4. Statement of cash flow 5. Composite score (unrounded) as disclosed on a composite score worksheet included in the audit report using the formula approved by the U.S. Department of Education prepared by an independent CPA 6. Appropriate footnotes to the financial statements and other relevant disclosures 7. The name, licensing number, and licensing state of the CPA or firm responsible for preparing the audited financial statement <p>(Procedural Note: Audited financial statements must be accompanied by a COE Financial Questionnaire.)</p> |
| RAP Version Page 80 | |
| FEDERAL VERSION Page 68 | |
| GENERIC VERSION Page 87 | <p>Revise as follows:</p> <p>Enrollee—A person who is admitted to the institution and attends classes in pursuit of completing a program for a minimum time period as specified by institutional policy. (For purposes of measuring outcomes, an institution does not have to report a student as an enrollee if the institution refunds 100% of any tuition that the student may have paid.)</p> |
| RAP Version Page 83 | |
| FEDERAL VERSION Page 68 | |
| GENERIC VERSION Page 87 | <p>Revise as follows:</p> <p>External Members (on Institutional Advisory Committees)—Official members of an institutional advisory committee who are not employees of the institution (staff, faculty, or administrators) or corporation, who have no relation to employees of the institution (e.g. i.e., family members including parents, siblings and children), and who have no financial interest in the institution.</p> <p>External Members (on Occupational Advisory Committees)—Official members of an occupational advisory committee who are not employees of the institution or corporation, who have no relation to faculty in the given program (i.e., family members including parents, siblings and children), and who have no financial interest in the institution.</p> |
| RAP Version Page 84 | |
| FEDERAL VERSION Page 68 | |

SECTION VII. Definitions (cont'd)

GENERIC VERSION

Page 92

RAP Version

Page 89-90

FEDERAL VERSION

Page 72-73

Revise as follows:

Generic and RAP Version

Publications (e.g., the institution's website and other printed materials)—A website and other official informational documents which are made available through various media (hard copy or online) to provide the information specified below that must be readily available to students, prospective students, and other constituents:

a. The publication(s) must contain and accurately depict the following information:

1. The institutional mission
2. Admission requirements and procedures
3. The institution's policy on the transfer of students between programs within the institution
4. The institution's policy on the transfer of students from other institutions
5. The institution's policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution
6. Basic information on programs and courses, with any required sequences and frequency of course offerings explicitly stated
7. Program completion requirements, including length of time required to obtain certification of completion
8. Faculty (full-time and part-time listed separately) with degrees held and the conferring institution
9. A description of institutional facilities readily available for educational use
10. Rules and regulations for conduct
11. Tuition, fees, and other program costs
12. Opportunities and requirements for financial aid
13. Avocational programs/courses that are neither accredited by the Council, nor qualify students to receive Title IV financial aid (such as ESL programs)
14. Policies, procedures, and time frame for refunding fees and charges to students who withdraw from enrollment
15. National and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered
16. Any unique requirements for career paths or for employment and advancement opportunities in the profession or occupation described
17. The institution's grading system
18. The institution's academic/school calendar
19. **The institution's attendance requirements**
- 19~~20~~. The street address and telephone number of each campus of the institution (main campus and each additional permanent site)
- 20~~21~~. The institution's student grievance procedure which includes the Commission's mailing address, telephone number, and website address

Federal Version

Publications (Federal) (e.g., the institution's website and other printed materials)—A website and other official informational documents which are made available through various media (hard copy or online), to provide the information specified below that must be readily available to students, prospective students, and other constituents. (Federal institutions are required to take appropriate measures to ensure personally identifiable information [PII] is not released to unauthorized entities.)

| | |
|---|---|
| | <p>a. The publication(s) must contain and accurately depict the following information:</p> <ol style="list-style-type: none"> 1. The institutional mission 2. Admission requirements and procedures 3. The institution's policy on the transfer of students between programs within the institution 4. The institution's 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 5. Basic information on programs and courses, with any required sequences and frequency of course offerings explicitly stated 6. Program completion requirements, including length of time required to obtain certification of completion 7. Faculty (full-time and part-time listed separately) with degrees held and the conferring institution 8. A description of institutional facilities readily available for educational use 9. Rules and regulations for conduct 10. National and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered 11. Any unique requirements for career paths or for employment and advancement opportunities in the profession or occupation described 12. The grading system 13. The institution's academic/school calendar 14. The institution's attendance requirements 15. The street address and telephone number of each campus of the institution (main campus and each additional permanent site) 16. The institution's student grievance policy, which includes successive procedures showing the Commission's mailing address, telephone number, and website address as an avenue of last resort |
| <p>GENERIC VERSION Page 94</p> <p>RAP Version Page 92</p> <p>FEDERAL VERSION Page 74</p> | <p>Revise as follows:</p> <p>Student—A person who is formally engaged in learning as demonstrated by a commitment to attend class and pay tuition regardless of the source.</p> |
| <p>GENERIC VERSION Page 95</p> <p>FEDERAL VERSION Page 75</p> | <p>Revise as follows:</p> <p>Work-Based Activities—Structured learning activities conducted in supervised work settings external to the institution or a program, or in a setting within the program that involves the public (e.g., clients who are served by the institution in cosmetology clinical or automotive technology settings) that are components of educational programs (e.g., externships, internships, clinical experiences, industrial cooperative education, and similar activities). Work-based activities may also include structured learning activities that occur outside of the classroom. These activities must be planned with at least two objectives:</p> <ol style="list-style-type: none"> 1. To provide students with the opportunity to develop and apply a 'real-world' work experience using the knowledge and skills they attained in their program of study 2. To provide the institution with objective input from potential employers or customers of program graduates |

★ PART III ★
Information Items

E. Officers of the Council Committee on Nominations for 2023

Name: James King, Chair

Name: Robert Clark, Vice Chair

F. Commission Chair – 2023

ELECT: Jeff Sisk, President, Tennessee College of Applied Technology Jackson, Jackson, TN

G. Commission Vice Chair – 2023

ELECT: Melinda Isaacs, Assistant Professor/Teacher Educator, Marshall University, Maysel, WV

H. Commission Secretary–Treasurer – 2023

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

I. Commission Executive Committee Members – 2023

ELECT: Julie Ha, Director, Mayfield College, Cathedral City, CA

ELECT: Kim Ziebarth, Associate Commissioner for Technical Education, Utah System of Higher Education, Salt Lake City, UT

J. Commission Committee on Finance

ELECT: Melinda Isaacs, Assistant Professor/Teacher Educator, Marshall University, Maysel, WV

ELECT: Jeff Sisk, President, Tennessee College of Applied Technology Jackson, Jackson, TN

K. Commission Committee on Policies and Rules (2023-2025)

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

ELECT: Myra West, President, Tennessee College of Applied Technology at Livingston, Livingston, TN

L. Officers of the Council Committee on Accreditation Standards and Conditions – 2023

Chair: Carol Puryear

Vice Chair: Rob Aguis

M. Officers of the Commission Committee on Policies and Rules – 2023

Chair: Sandy Elliott

Vice Chair: James Brosnan

N. Commission Review Committee – 2023

Robert Aguis, Director (Retired), Marchman Technical College, New Port Richey, FL
Fred Albrecht, Director/Owner, CALC Institute of Technology, Alton, IL
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
Kathy Hueste, Retired Assistant Director, Lake Career and Technical Center, Camdenton, MO
James King, President (Retired), Northeast State Community College, Blountville, TN
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