

**Occupational Education Unit
Accreditation Handbook:**

2008 Edition

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Occupational Education Unit Accreditation Handbook

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INTRODUCTION

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On September 24, 2002, the Commission of the Council on Occupational Education approved a plan to offer occupational education unit accreditation to selected workforce development entities. This action was based on recommendations from the Commission's Committee on Policies and Rules to meet a need for an occupational education unit accreditation process to complement the Council's institutional accreditation process.

The Commission views unit accreditation for occupational education programs as consistent with the mission of the Council: assuring quality and integrity in career and technical education.

On September 22, 2004, the Commission approved the eligibility requirements, standards and criteria, policies, and definitions within this document for use in occupational education unit accreditation.

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CONDITIONS OF ACCREDITATION

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Eligibility Requirements

To be eligible to be considered for accreditation by the Commission, an occupational education unit must:

- A. Be located in an institution that is accredited by an agency recognized by the U.S. Secretary of Education unless a waiver is granted by the Commission for an occupational education unit operated by a local education agency, a non-traditional provider of education and training, or other situation for which waiver is considered justified by the Commission.
- B. Offer associate degree and/or non-degree postsecondary instruction in career and technical education.
- C. Utilize a campus-based instructional delivery system with at least 50 percent of the unit's total FTE being derived from enrollments in traditional programs.
- D. Be legally authorized to operate within the jurisdiction in which it is located.
- E. Have been in continuous operation providing instruction for a period of time sufficient for at least one class of students to complete the longest program offered by the unit.
- F. Demonstrate that it has the administrative capabilities (including, but not limited to, financial capabilities) to support the educational programs offered through the unit.
- G. Be in compliance with all Federal requirements applicable to accreditation of the institution that operates the unit.
- H. Be in compliance with all institutional accrediting agency requirements applicable to accreditation of the institution that operates the unit.
- I. Have the on-site administrator or other full-time employee at the main campus of the occupational education unit attend a Commission Self-Study and Annual Report Workshops within three to fifteen months prior to hosting the accreditation visiting team.
- J. Agree to comply with all requirements of the Council.

Annual Renewal of Accreditation

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

Reaffirmation of Accreditation

Reaffirmation of accreditation must occur from two to five years after initial accreditation or any subsequent reaffirmation decision. The time interval for reaffirmation is determined by the Commission as a part of its accreditation or reaffirmation decision. Occupational education units must meet the same requirements for reaffirmation as required for initial accreditation. At the discretion of the Commission, the occupational education unit may be required to undergo reaffirmation earlier than the previously determined year.

Annual Report for Renewal of Accreditation

Continued accreditation is determined annually by Commission approval of annual reports. Accredited occupational education units must show that they are complying with conditions, standards and criteria, and policies.

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

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

Accreditation Liaison Officer

The accreditation liaison officer must be a permanent staff member at the main campus of the occupational education unit. This is the person with whom the Commission staff will discuss accreditation matters concerning the occupational education unit when the chief administrative officer of the occupational education unit is not available.

Substantive Changes

The following substantive changes must be reported to the Commission:

- A. Addition of new program.
- B. Change in the objective, length, content, or other revisions equaling or exceeding 25% of an existing educational program. (Any change of less than 25% must be submitted to the Commission by letter, and only one such change per program can be processed within a twelve-month period.)
- C. Change in the delivery of instruction to include distance education delivery methods.
- D. Change from clock hours to credit hours or from credit hours to clock hours.
- E. Dropping an educational program.

STANDARDS AND CRITERIA

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STANDARD 1 – Occupational Education Unit Programs

A. Admissions

1. The admissions policies of the occupational education unit are consistent with the institution's admissions policies.
2. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the occupational education unit regardless of the delivery mode.

B. Programs

1. Occupational education programs offered by the occupational education unit are congruent with the mission of the institution and with the occupational needs of the people served by the institution.
2. The objectives for each occupational education program are evaluated annually.
3. Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content.
4. A systematic process has been implemented to document that the objectives and content of programs are current.
5. At least every two years, three bonafide potential employers review each occupational education program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program.
6. The occupational education unit considers the length and the tuition of each program in relation to the documented entry level earnings of completers.
7. Courses required for each occupational education program are offered with sufficient frequency for the student to complete the program within the publicized time frame.
8. Associate Degree programs offered through the occupational education unit must meet the following requirements:
 - a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.
 - b. The program has a minimum of 60 semester hours or 90 quarter hours.
 - c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

9. All occupational education programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:
 - a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.
 - b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.
 - c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.
 - d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.
 - e. Provide for timely and meaningful interaction among faculty and students.
10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

C. Instruction

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.
2. The instructional programs provide training in the competencies essential to success in the relevant occupation, including job knowledge, job skills, work habits, and attitudes.
3. Occupational advisory committees are used to ensure that desirable, relevant, and current practices of the occupations are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations.
4. Occupational advisory committees include, as part of their regularly scheduled meetings, a review of the appropriateness of the type of instruction (e.g. lecture, laboratory, and/or work-based instruction) offered within each program to assure that students are provided with sufficient opportunities to practice and gain competency with specific skills required for successful completion of the program.
5. Job-related health, safety, and fire-prevention are an integral part of instruction.
6. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.
7. Instruction in classrooms, shops, laboratories, and distance education locations is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials.
8. The occupational education unit uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

9. Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required.
10. The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.
11. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

D. Distance Education

Distance education criteria apply only to institutions that offer one or more programs where 50% or more of the programs' required instructional hours are available via distance education.

1. Mission

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

2. Programs

- A. The institution determines students are qualified by prior education or equivalent experience to be admitted to a program including, in the case of international students, English language skills.
- B. The institution informs the prospective students of technical competence, cost and timeframe required for the program.
- C. The institution's advertising, recruiting, and admissions material clearly and accurately represent the program, the services available, and the necessary hardware and software requirements for the distance education program.
- D. The institution's distance education 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.
- E. 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.
- F. The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.
- G. The institution provides a coherent plan for the student to access all courses necessary to complete a program.

- H. The institution continues a program for a period sufficient to enable all admitted students to complete a degree, diploma, or certificate in a publicized timeframe.
- I. The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.
- J. The institution's evaluation of distance education programs takes place in the context of the regular evaluation of all programs on an annual basis.

3. Program Outcomes

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

4. Learning Resources

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

5. Human Resources

- A. The institution ensures distance education programs are designed to maximize interaction between and among faculty and students.
- B. The institution ensures timeliness and quality of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

STANDARD 2 – Occupational Education Unit Outcomes

1. Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record.
2. The occupational education unit submits demonstrably accurate program completion data each year to the Commission for comparison with similar COE-accredited units and takes any actions required by the Commission due to the overall completion rate being unacceptably lower than the completion rates for peer units.
3. The occupational education unit submits demonstrably accurate program placement data each year to the Commission for comparison with similar COE-accredited units and takes any actions required by the Commission due to the overall placement rate being unacceptably lower than the placement rates for peer units.
4. For each educational program requiring a licensure examination, the occupational education unit submits demonstrably accurate licensure performance data each year to the Commission for comparison with similar COE-accredited units and takes any actions required by the Commission due to the overall licensure examination pass rate being unacceptably lower than the licensure examination pass rates for peer units.
5. The occupational education unit has a written plan to ensure that follow-up is systematic and continuous, and includes the following elements:
 - a. Identification of responsibility for coordination of all follow-up activities.
 - b. Collection of information from completers and employers of completers.
 - c. Information collected from completers and employers of completers focused on program effectiveness for various modes of delivery and relevance to job requirements.
 - d. Placement and follow-up information used to evaluate and improve the quality of program outcomes.
 - e. Placement and follow-up information made available at least on an annual basis to all instructional personnel and administrative staff of the occupational education unit.

STANDARD 3 – Occupational Education Unit Standards

A. Goals and Objectives

1. The primary goal of the occupational education unit is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement.
2. An organized and functional advisory committee composed primarily of external personnel is used to provide community involvement in maintaining relevant objectives for the occupational education unit.

B. Learning Resources

1. The occupational education unit has a written plan for its media services which is appropriate for the unit and includes the following:
 - a. The scope and availability of the services.
 - b. A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access; and other materials to help fulfill the occupational education unit's purposes and support its educational programs.
 - c. The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services.
 - d. Roles and responsibilities of designated staff member(s).
 - e. Orientation for user groups (i.e., instructors, students, and others).
 - f. Facilities essential for using media materials.
 - g. Annual budgetary support for the services.
 - h. Evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.
2. Relevant and up-to-date equipment is available in adequate variety and quantity to support the instructional programs offered by the occupational education unit.
3. Instructional supplies are available in adequate variety and quantity to support the instructional programs offered by the occupational education unit.

C. Physical Resources

1. Existing physical plant at all locations of the occupational education unit provides adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, restrooms, lounges, meeting rooms, parking, etc.
2. An appropriate plan for assuring the health and safety of the occupational education unit's employees, students, and guests has been developed; includes a system for reporting and investigating accidents; is in use; has been distributed to employees; is available to students; and is regularly evaluated/revised with appropriate input from employees and students.

D. Financial Resources

1. The occupational education unit demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled.

E. Human Resources

1. The occupational education unit has a sufficient number of qualified faculty members to fulfill its goal and operate its programs.
2. Documentation is available to demonstrate that each faculty member in a technical field maintains liaison with employers in the technical field through periodic visitations and personal contact.

F. Student Services and Activities

1. Appropriate career counseling, orientation, and placement services are available to support the goal and programs of the occupational education unit.

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POLICIES

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The following policies have been established by the Commission:

1. All programs in the occupational education unit as defined by the unit in consultation with COE must be included in the accreditation process. COE will accept program accreditation by agencies that are recognized nationally as evidence of assuring educational program quality. Programs that are in good standing with recognized agencies (e.g., U.S. Secretary of Education, Association of Specialized and Professional Accreditors, and industry organizations) may be exempt from the COE unit accreditation self-study and may be included in the scope of accreditation for the unit.
2. Any COE-accredited institution that merges with a regionally-accredited institution can be converted to unit accreditation by a “grandfather clause”, if requested by the institution’s president. The new unit would maintain its current accreditation cycle and be required to attend a self-study workshop and host a unit visiting team in the last year of the accreditation cycle.
3. Attendance at the self-study workshop for occupational education units and the annual report workshop are requirements. Within two years after application approval, the occupational education unit must host an accreditation team visit. The occupational education unit must have the on-site administrator or other full-time employee at the main campus of the occupational education unit attend a Commission Self-Study Workshop within three to fifteen months prior to hosting the accreditation visiting team.
4. The self-study document will include a general introductory section on learning resources, physical resources, financial resources, human resources, and student services and activities. The document will also include supplements for each program that address admissions, programs, instruction, outcomes, and distance education (if applicable).
5. The reaffirmation cycle for occupational education unit accreditation will be two to five years.
6. Occupational education units will pay annual dues payable July 1st based on full-time equivalent (FTE) enrollment of the occupational education unit as defined by the Commission according to the schedule below.

<u>FTE</u>	<u>DUES</u>
1 - 137	\$ 940
138 - 276	1,040
277 - 415	1,140
416 - 553	1,240
554 - 692	1,360
693 - 1,039	1,560
1,040 - 1,386	1,770
1,387 - 2,079	1,980
2,080 - 2,773	2,180
2,774 - 4,160	2,500
4,161 - 6,934	2,920
6,935 - 13,869	3,330
More Than - 13,869	3,740

Cost of Team Visits

Occupational education units must reimburse the Council for all costs incurred in conducting team visits. Reimbursable expenses include travel, lodging, and meals of the team, staff members, and/or Commission representatives. (There is no charge for salaries of team members, staff members, or Commission representatives.)

In addition to the expenses mentioned above, an evaluation fee of \$100 per team member and a \$100 charge for secretarial services will be applied for each accreditation team visit. Actual expenses of the team, staff members, and/or Commission representatives are reimbursed in accordance with the policies and guidelines of the Council (plus the \$100 per team member evaluation fee and a \$100 charge for secretarial services for accreditation team visits).

Occupational education units shall not reimburse team members, staff members, or Commission representatives directly. Local institutional travel policies do not apply to team visits since the individuals conducting the visits act as agents of the Commission. The Council will contract with occupational education units or super-ordinate entities that cannot otherwise reimburse the Council for team visit expenses.

GUIDELINES FOR ACTION

**on Occupational Education Units with Completion, Placement,
and/or Licensure Exam Pass Rates One or
More Standard Deviations Below Acceptable Levels**

Completion, Placement, or Licensure Exam Pass Rate

Action Directed at the Discretion of the Commission

1 standard deviation below average

- Narrative report submitted with the occupational education unit's annual report offering explanation, including mitigating circumstances, and a plan for improvement
- Submission of semi-annual status reports on plan for improvement of completion, placement, and/or licensure exam pass rates

2 standard deviations below average

- Narrative report submitted with the occupational education unit's annual report offering explanation, including mitigating circumstances, and a plan for improvement
- Submission of semi-annual status reports on plan for improvement of completion, placement, and/or licensure exam pass rates
- Attendance at a Commission Workshop on Programs, Unit, and Institutional Outcomes or improvement of completion/placement/licensure exam pass rates
- Consultation in person or by telephone

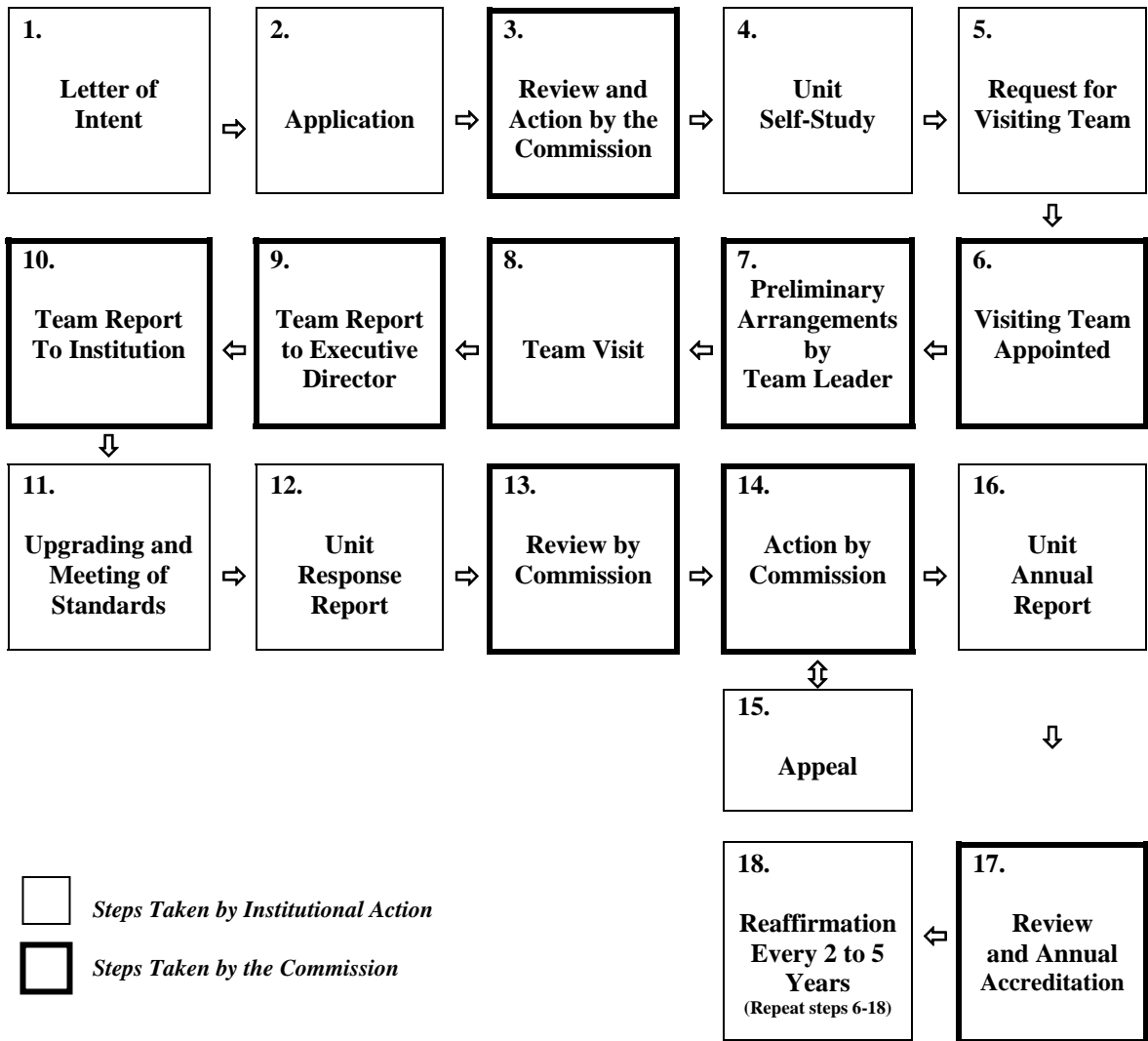
3 standard deviations below average

- Narrative report submitted with the occupational education unit's annual report offering explanation, including mitigating circumstances, and a plan for improvement
- Submission of semi-annual status reports on plan for improvement of completion, placement, and/or licensure exam pass rates
- Attendance at a Commission Workshop on Program, Unit, and Institutional Outcomes or improvement of completion/placement/licensure exam pass rates
- Consultation in person or by telephone
- issuance of a warning to the occupational education unit
- conduct of a focused review visit to the occupational education unit

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THE OCCUPATIONAL EDUCATION UNIT ACCREDITATION PROCESS

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Application

1. Letter of intent to seek accreditation and to request application forms.
2. Application for occupational education unit accreditation.
3. Commission review of application. Application approval by Commission. If disapproved, appeal may be made to the Commission.
4. A unit self-study should be initiated as soon as possible after approval of the application. (Within two years after application approval, the occupational education unit must host an accreditation team visit. The occupational education unit must have the on-site administrator or other full-time employee at the main campus of the occupational education unit attend a Commission Self-Study Workshop within three to fifteen months prior to hosting the accreditation visiting team.)

Accreditation

5. The occupational education unit must submit a request to host an accreditation visiting team.
6. Team appointed by Commission staff.
7. Preliminary arrangements are made by the visiting team leader approximately 30 days prior to team visit.
8. The team visit includes review of all programs and activities of the occupational education unit. An oral report is made to the institution at the end of the visit.
9. The written team report is sent to the Commission Executive Director by the team leader within 30 days of the visit.
10. The Executive Director sends team report to the institution.
11. The occupational education unit makes changes necessary to meet standards.
12. The chief administrative officer submits three (3) copies of occupational education unit's response, if required, to the team report.
13. The Commission reviews the team report, unit response report, self-study, and report of readers.
14. The Commission may defer action and request additional documentation, grant accreditation, or deny accreditation. If accreditation is granted (based on the self-study, team report, and unit response report), the Commission will specify the number of years in the next reaffirmation cycle (two to five years). The year of reaffirmation may be changed for cause as determined by the Commission.
15. An occupational education unit may appeal a negative action to the Commission.

Annual Review

16. All accredited occupational education units must submit an annual report to the Commission.
17. Continued accreditation is determined annually by Commission approval of annual reports.
18. During the year prior to the year that ends the reaffirmation period, an occupational education unit representative must attend a self-study workshop, begin another self-study, and request another team visit.

NOTE: Failure to submit an annual report or additional information regarding the annual report, if requested, by the due date established by the Commission shall be grounds for an occupational education unit to lose its accreditation.

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DEFINITIONS

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

Associate Degree—

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

Career Development - Professional development and skill enhancements necessary for individual growth and life-long learning.

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

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

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

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

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

Distance Education Delivery Method - As defined, for the purposes of accreditation review, a formal educational process in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study or audio, video, or computer technologies.

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

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

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

Eligibility Requirements – Requirements that define the kind of occupational education unit considered by the Council to be a member of the universe and thus within the scope of accrediting activities for which the Council assumes responsibility.

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

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

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

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

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

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

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

Non-traditional Provider of Education/Training – A unit operated within a public or private organization or agency other than an educational institution for the purpose of preparing individuals for employment and/or skill enhancement.

Occupational Advisory Committee—The occupational advisory committee (a) is composed of at least three members external to the institution, (b) meets at least twice annually with a majority of official members present, and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution.

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

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

Occupational Education Unit - A unit of an educational institution, or in some special cases an institution, that has as its goal the preparation of individuals for employment and/or skill enhancement.

Placement – A completer of a program who (1) is employed in the field of education/training pursued or in a related field, or (2) has received the appropriate credential and entered the military or continued his/her education.

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

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

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

Work-Based Activities—Structured learning activities conducted in work settings that are components of educational programs (e.g., externships, internships, clinical experiences, industrial cooperative education, and similar activities).

Workforce Development - Preparation determined by job market needs for those persons seeking initial entry into an occupation, training for continuation or advancement within an occupation, or entry into another occupation.

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