IREC

STANDARD
14732:2012

General Requirements for
**Renewable Energy & Energy Efficiency
Certificate Programs**

DRAFT

Interstate Renewable Energy Council
IREC DRAFT Standard 14732: 2012
General Requirements for Renewable Energy & Energy Efficiency Certificate Programs

Copyright Notice

Contents of this Standard

1.   Scope

1.1 This standard forms the foundation for the accreditation of certificate-awarding entities that develop and administer credit or non-credit energy efficiency and renewable energy-related programs offered in formal educational institutions and other legal entities. For the purposes of this standard, energy efficiency is defined as the result of efforts to reduce the amount of energy consumed in producing a service, product, or condition. Renewable energy constitutes wind, solar, geothermal, bioenergy, hydrogen, non-conventional hydro, and renewable fuels.

1.2 This standard provides the accreditation requirements that energy-efficiency and renewable-energy programs must meet and document to earn and maintain accreditation. The purpose of accreditation is to determine if the program meets the requirements for issuing a market-valued certificate.

1.3 This standard does not address requirements for the certification of individual practitioners, educators, or trainers in energy-efficiency and renewable-energy programs.

2.   Referenced Documents

Gelman, R., NREL 2009 Renewable Energy Databook, 2010; 2009 Renewable Energy Data Book, August 2010. NREL Report No. BK-6A2-48178; DOE/GO-102010-3074

ISPQ Standard 01022, Accreditation and Certification of Renewable Energy, Energy Efficiency and Distributed Generation Training Providers

ANSI/ASTM E 2659-09 Standard Practice for Certificate Programs

ANSI/ISO/IEC 17024:2003 Conformity Assessment—General Responsibilities for Bodies Operating Certification of Personnel

ANSI/ISE/IEC 17011:2004(E) Conformity Assessment—General Requirements for Accreditation Bodies Accrediting Conformity Assessment Bodies

ANSI/IACET 1-2007 Standard for Continuing Education and Training

3.   Glossary of Terms

This Glossary of Terms is provided solely for the purposes of this Standard. The terminology provided is to guide applicant organizations. Several sources were referenced including Professional Testing, Inc., ASTM E2659-09 Standard Practice for Certificate Programs, and ISO/IEC 17024 Conformity Assessment—General Requirements for Bodies Operating Certification of Persons.

Accepted Testing Practices—Practices that experts who develop, maintain, and administer examinations follow to assure the reliability and validity of assessment instruments. There are several published standards addressing accepted testing practices including:

- International Standard ISO/IEC 17024 Conformity Assessment—General Requirements for Bodies Operating Certification of Persons (accreditation standards) administered by the American National Standards Institute (ANSI)
- Principles of Fairness: An Examination Guide for Credentialing Boards (Council on Licensure, Enforcement and Regulation and National Commission for Certifying Agencies, revised 2002)
- Standards for Education and Psychological Testing (1999) published by the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education
- Uniform Guidelines of Employee Selection (1978), adopted by the United States Equal Employment Opportunity Commission, Department of Labor and Department of Justice

Accreditation—Third-party review and attestation of an entity's conformance with an established standard. Accreditation is awarded for a fixed period of time and requires renewal.

Certificate—A document awarded to individuals that meet and successfully complete the certificate program's requirements.

Certificate-Awarding Entity—A legal entity that offers education or training culminating in the award of a market-value certificate.

Certificate Invalidation—The nullification of an issued certificate when an individual fails to comply with certificate program terms and conditions.

Certificate Program—A course, sequence of courses, or learning events focused on an area of specialized knowledge or information with specific learning objectives. The certificate program is developed, supervised, and evaluated by subject matter experts and culminates in the issuance of a document indicating fulfillment of specific completion requirements.

Certificate Program Personnel—Individuals employed, contracted or volunteering to administer any component of the certificate program, including: instructional design and delivery, assessment development and administration, student registration, program delivery support and administration, and other key program-related activities and services.

Criterion-Referenced Scoring Methodology—An assessment scoring methodology that measures an individual's performance against predetermined competency standards that have been validated by subject-matter experts, rather than against the performance of others. Each assessment must be validated against the competency standards that it is assessing.

Document Control—The procedures established in developing, approving, revising, naming, storing, accessing, and disposing of program documents (such as policies, procedures, and records).

Education/Training Cycle—The series of steps or stages that comprise a complete education/training program from admission to issuance of the certificate.

Generally Accepted Procedures, Processes or Practices—Procedures, processes, or practices that have been agreed upon and validated by experts in a discipline and are referenced consistently in professional literature.

FERPA (Family Educational Rights and Privacy Act of 1974)—Federal legislation in the United States that protects the privacy of students' personally identifiable information (PII). The act applies to all educational institutions that receive federal funds. It states that parents of students under 18, or eligible students (students over 18, or those who have matriculated to an educational institution above high school) must be allowed to view and propose amendments to their educational records. The act also mandates that schools must obtain written permission from parents or eligible students in order to release a student's PII.

Internal Audit—The first-party review (internal self-assessment) of an entity's policies and procedures and the entity's conformance with such. Such an audit is frequently a component of a documented management system. Findings from internal audits include preventive and corrective actions for areas of non-conformance, as well as opportunities for continuous quality improvement.

Job Task Analysis—An industry-accepted study by a group of experts that defines competencies in knowledge, skills, and attitudes that establish the basis for education/training curricula. Similar activities are also referred to as task analyses, practice analyses, and role delineation studies.

   a. **Tasks** are the individual functions, whether mental or physical, necessary to carry out an aspect of a specific job.

   b. **Knowledge, Skills, and Attitudes (KSAs)** include the information and other abilities that a practitioner must possess to perform a job competently, ethically, and safely.

Learner—A participant in a learning event who acquires knowledge or skills directly or indirectly through the facilitation of a subject matter expert.

Management Review—The study of internal audit and program evaluation results by program management. This may be followed by implementation of corrective or preventive actions.

Management System—The combination and integration of policies, procedures, and processes by which the certificate program is developed, implemented, maintained, and evaluated.

Passing Score (also known as the cut-off score or the cut score) —The score that separates those who have successfully achieved the learning objectives from those who have not. It refers to the criterion-referenced minimum score a learner must achieve in order to pass a test or assessment.

Personnel—(see **Certificate Program Personnel**)

Prerequisites—Previously learned knowledge, skills, and attitudes that the learner must have acquired before new learning can occur. Prerequisites can take the form of individual knowledge and skills, skill sets, and lessons, units of instruction, and/or courses that have specific learning objectives. These differ from program entry requirements, which are a list of abilities and accomplishments that an individual must have before taking a course. Entry requirements usually take the form of abilities (such as math, language, or kinesthetic aptitudes), work experience (for example, 2-3 years working as a solar installer apprentice), and/or education (such as a high school diploma).

Stakeholders—Any individual or group with a primary interest in, or who may be significantly affected by, the certificate program.

Summative Evaluation—A technique used at the end of a program to collect evidence about the value of an instructional program or evidence that determines whether students in the program have mastered the stated learning objectives. Summative evaluation is intended to "prove" the effectiveness of a program or the competence of the students by "summing up" a program's results after it has been completed.

Systematic Program Plan—A documented process to create or revise educational programs, workshops, or courses (i.e., the design or development of instructional systems) using the interrelated components of analysis, design, development, implementation, assessment, and evaluation.

Tangible Products—Student work that has multiple critical elements that must be evaluated for compliance to a standard or criterion. Examples include schematics, blueprints, diagrams, system installations, reports, architectural models, renderings, and essays.

Valid Certificate—The length of time for which a certificate is considered current, based on how long program content remains relevant.

4.   General Requirements

4.1 Eligibility for Accreditation: The certificate-awarding entity shall demonstrate that it has conducted the education/training program in its entirety, at least once, at the time the accreditation application is submitted.

4.2 Legal Entity: The certificate-awarding entity is a legal entity or part of a legal entity.

4.3 Organizational Structure: The certificate-awarding entity shall have an organizational infrastructure that ensures confidence on the part of learners and other stakeholders. Certificates shall be issued by an entity that has a designated manager charged with administrative oversight to ensure the certificate program conforms with all policies, procedures, and administrative processes.

4.4 Policies and Procedures: The certificate-awarding entity shall have policies and procedures that guide decisions related to the administration of the Systematic Program Plan and the management system.

4.5 Stakeholder Participation: The certificate-awarding entity shall provide interested and relevant parties affected by the workforce outcomes of the program with opportunities to participate in program development and continuous quality improvement initiatives in a manner that maintains a balance of stakeholder representation and transparency of process.

4.6 Linkage with Industry: The certificate-awarding entity shall maintain relationships with the subject industry to ensure the continued market value and currency of the certificate.

4.7 Staff Size: The certificate-awarding entity shall demonstrate it has sufficient personnel to meet program obligations and functions.

4.8 Commitment to Quality: The certificate-awarding entity shall have a written process for continuous improvement of program implementation and management. Top management shall ensure that this policy is understood and implemented at all levels of the organization.

5. Requirements for Written Policies and Procedures

At a minimum, there shall be written policies and procedures to address the following topics. Policies must comply with applicable regulations or statutory requirements.

    a) Certificates: The certificate-awarding entity must have written policies and procedures that provide for the granting and use of certificates and invalidation of certificates. At a minimum, certificate invalidation shall occur if it is found that the certificate holder has not fulfilled the certificate program requirements.

        1) Certificates must include the names of the certificate issuer and holder, the title and scope of the certificate program, the date issued, a unique certificate number, the date of expiration (if applicable), and the designation obtained (if applicable). The certificate must be signed or validated by an authorized official.

2) The certificate-awarding entity shall define how the certificate is referred to and authorized uses of the certificate and communicate those to certificate holders and other stakeholders.

b) Complaints and Appeals: The certificate-awarding entity shall have defined policies and procedures for filing, handling, and resolving complaints and appeals. Due process shall be assured. These policies and procedures shall be published and accessible to the public.

c) Conflict of Interest: The certificate-awarding entity must have clear and documented policies and procedures to ensure conflicts of interest concerning the certificate program are minimized and managed -- or avoided, if possible. Such policies and procedures shall apply to all certificate program personnel.

d) Confidentiality: Except as required in this Standard, or by regulations and statutory requirements, the certificate-awarding entity must have written policies and procedures that provide for the confidentiality of information obtained in the course of education/training activities. Information that must be kept confidential includes, but is not limited to, any personally identifiable information of learners and/or applicants.

e) Non-Discrimination: The certificate-awarding entity shall assure its practices do not discriminate in admitting candidates, educating/training learners, providing access to resources, and hiring personnel.

f) Paid Promotions: Promotion and sponsorship acknowledgement are restricted under this standard and are prohibited within the delivery of educational content. Policies and procedures must address possible conflict of interest and undue influence.

g) Record-Keeping and Documentation Systems: The certificate-awarding entity shall maintain a comprehensive record-keeping and documentation system that details the types of records maintained, parties with access to those records, timeframes for record storage, and procedures for records disposition. At a minimum, the record-keeping and documentation system shall include the following:

1) Systematic Program Plan
2) Relationship to relevant industry
3) Stakeholder participation
4) Program evaluation reports
5) Student records
6) Complaints and appeals
7) Personnel records
8) Internal audits
9) Confidentiality and privacy

10) Financial records
11) Certificates issued

h) Release of Information: The certificate-awarding entity must have written policies and procedures that provide for the release of information about an applicant or learner gained in the course of education/training activities only with the written consent of the subject person, unless otherwise required by applicable law.

i) Safety and Safe Practices: The certificate-awarding entity must have and maintain policies and procedures that ensure ongoing safety and safe practices in the delivery of the certificate program.

j) Undue Influence: Where any form of outside financial support is provided to the certificate-awarding entity, there shall be documentation ensuring that no undue influence on the program has occurred as a result of such financial support.

6.   Requirements for Personnel

6.1 Certificate Program Personnel: The certificate-awarding entity is responsible for and has authority over personnel matters related to the certificate program.

6.1.1 Sufficient Personnel: The certificate-awarding entity shall demonstrate it has sufficient and qualified personnel to perform the functions required by the certificate program.

6.2 Qualifications of Certificate Program Personnel: The certificate-awarding entity shall define and document the necessary education, training, certification, and/or experience for personnel who design, develop, and/or implement the program. Qualifications requirements must be reviewed at least annually.

6.3 Responsibilities of Personnel: At a minimum, the certificate-awarding entity shall identify personnel responsible for the following key program activities:

a) Formulating and implementing policies and procedures that guide administration and management of the certificate program.
b) Planning and monitoring for viable financial operation of the certificate program.
c) Designing and implementing the certificate program.
d) Recruiting, monitoring, and evaluating the performance of instructors.
e) Providing oversight to the roles and responsibilities of volunteers, contractors, and associated committees.
f) Communicating information about the certificate program.
g) Making the decision to issue a certificate.

6.4 Written Job Descriptions: The certificate-awarding entity shall provide all program-related staff with clearly documented job descriptions that list their duties and responsibilities and identify their supervisors and the personnel that report to them. Written job descriptions shall be reviewed and updated annually to reflect current responsibilities.

6.5 Evaluation of Employees: The certificate-awarding entity shall conduct regular performance evaluations of its employees and document the results, including plans for continued professional development.

6.6 Management of Contracted Services: The certificate-awarding entity shall identify all providers of contracted services related to key program activities. The certificate-awarding entity shall maintain full responsibility for all contracted services. At a minimum, a signed agreement of record must be in place that includes provisions for:

  a) Compliance with certificate program policies and procedures.
  b) Confidentiality and conflict of interest.
  c) Monitoring and evaluation of the contractor's work.
  d) Protection of intellectual property and ownership of the program.

6.7 Qualifications of Contracted Personnel: The certificate-awarding entity shall provide evidence that all contracted services are delivered by qualified providers.

7.   Requirements for Financial Viability

The certificate-awarding entity must provide evidence of ongoing financial resources, stability, and capability for operating the certificate program -- including the delivery of the curriculum for all enrolled participants.

8.   Requirements for Certificate Program Application

The certificate-awarding entity shall require potential learners to submit a signed application form, which contains:

  a) The scope and requirements of the education/training program.
  b) A statement that the applicant agrees to comply with the requirements and directions of the education/training program and to supply any information relevant to safety and medical issues.
  c) A description of how the applicant meets the required education and work experience criteria, if applicable--including supporting documentation and prerequisites.
  d) Contact information.

9. Requirements for Management System

The certificate-awarding entity shall have a documented management system ensuring that the requirements of this standard are effectively applied in accordance with established program policies.

9.1 Documentation Requirements: A documented management system must include all policies and procedures of the organization that directly impact the development and administration of the certificate program. Minimally, the management system must include components for document control, internal audit, and management review.

9.2 Document Control Requirements: Document control shall include the tracking, management, and utilization of certificate program documents to ensure system integrity and the fair and consistent application of policies.

9.3 Internal Audit Requirements: An internal audit shall be conducted as deemed necessary by the organization at least annually. The internal audit shall identify any deficiencies, the cause(s) of such deficiencies, and any corrective and preventive actions that will be taken. The audit shall be conducted by personnel without any direct or indirect responsibility for managing and administering the program.

9.4 Management Review Requirements: Management shall review the results of the internal audit and sign off on corrective and preventive actions.

9.5 Communication of Audit Results: Results of the audit shall be communicated to program personnel and corrective and preventive actions shall be implemented in a timely manner.

10. Requirements for Certificate Program—Analysis, Design, Development, Implementation, Assessment, and Evaluation

10.1 Certificate Development: The certificate-awarding entity shall develop the certificate program in accordance with the requirements of the Systematic Program Plan.

10.2 Job Task Analysis Basis for Curriculum or Syllabus: The certificate-awarding entity shall offer course(s) or program(s) that are based on a current valid Job Task Analysis that has been developed using generally accepted procedures and supported by documentation.

> **10.2.1 Syllabi and Curricula:** The syllabi and curricula, together with stated prerequisites, if any, shall ensure that participating learners receive instruction and practice that is linked to the knowledge and skill competencies as stated in the Job Task Analysis.

> **10.2.2 Availability of Job Task Analysis:** The Job Task Analysis shall be available upon request as a reference for learners.

10.3 Systematic Program Plan: The certificate-awarding entity shall develop and maintain a Systematic Program Plan.

> **10.3.1 Documentation of Systematic Program Plan:** The certificate-awarding entity shall document how it has integrated the needs analysis, program design, development, implementation, learner assessment, and evaluation into a Systematic Program Plan.

> **10.3.2 Comprehensive Curricula and Syllabi:** The certificate-awarding entity shall have a defined curriculum and syllabus for each course submitted for accreditation. Instruction shall conform to the curricula and syllabi.

> **10.3.3 Curricula and Syllabi Revision and Maintenance:** The certificate-awarding entity shall revise and maintain as needed the curricula and syllabi, including applicable prerequisites (skills and knowledge) needed for learners to achieve learning objectives.

> **10.3.4 Utilizing Another Entity's Curricula:** Certificate-awarding entities that use curricula developed by other entities must demonstrate that the curricula meet the requirements of their Systematic Program Plan.

10.4 Program Requirements for Certificate Issuance: The certificate-awarding entity shall establish and publish requirements for issuing a certificate. Such requirements shall be aligned with the program's curricula.

> **10.4.1 Minimum Guidelines for Issuance:** Requirements for issuing a certificate shall include minimum guidelines for participation in the program and achievement on assessments of learning outcomes.

10.5 Certificate Term: If the certificate has an expiration date, the length of the term shall be referenced in information for learners and stakeholders.

10.6 Facilities Requirements: The certificate-awarding entity shall have or have access to facilities in which to conduct education/training.

> **10.6.1 Support of the Learner:** The education/training facilities must support the learners' participation in the program and attainment of learning objectives.

> **10.6.2 Safety Requirements:** Facilities must provide a safe learning environment that supports the delivery of the course(s), interaction of learners and instructors, and instructional technology--including proper safety materials and equipment.

> **10.6.3 Off-site Facility Requirements:** Certificate-awarding entities conducting education/training off site or in facilities that they do not own shall assure and attest that such facilities comply with the requirements of the Standard.

10.7 Tools, Equipment, and Hardware Requirements: The certificate-awarding entity shall assure the necessary tools, equipment, and hardware are available for learners to achieve learning outcomes. This includes--but is not limited to--personal protective equipment, safety materials and equipment, education/training hardware, and tools.

10.8 Resource Requirements: The certificate-awarding entity shall provide access to library, research materials, and applicable job placement resources for the learners' reference and use. Services may be provided through various media and may be subcontracted.

10.9 Delivery of Certificate Program: The certificate-awarding entity shall deliver course(s) that meet the following requirements:

a) The instruction is presented in an organized and sequential learning format.
b) Courses shall include use of effective adult learning principles and practices.
c) Assignments and practice exercises are clear and have defined and measurable learning goals (such as rubrics and checklists).
d) The instructor provides timely and specific feedback to learners regarding their progress in attaining the learning objectives.
e) Specific practice exercises related to the learning objectives should be offered. Practice exercises may take the form of group projects, case studies, scenarios, lab activity, practical experiences, and other forms of learner-centered instructional practice.
f) Learner assessments that evaluate achievement of the learning objectives are conducted.

10.10 Online Delivery: In instances in which learning is delivered online, requirements for the delivery of the certificate program as outlined in this standard must be met in addition to the following conditions:

a) Each course or learning event must have an identified instructor.
b) The provider must indicate in advance of the program the hardware and software that are required for the learner to participate.
c) Navigation must be clearly described orally or in writing. If difficulties are encountered during navigation, instructions are given for getting assistance.
d) There must be a system in place that is capable of monitoring and tracking the learning process, learner assessments, and learner records.
e) Learners must have a mechanism to contact the provider with technical and content-related questions. Response time related to training questions must be stated in the syllabus and adhered to.
f) Contingency strategies must be in place to provide a quick recovery from technology-related interruptions to complete the training in a timely manner.

10.11 Assessment of Learners: The certificate-awarding entity shall, at the conclusion of each course, evaluate learner attainment of learning outcomes by use of a criterion-referenced assessment. All examinations shall meet the requirements as set forth in this Standard. Assessment of learners may include written examinations, practical examinations, exercises, and group projects.

    10.11.1 Information to Learners: The criteria by which learners will be evaluated for a given education/training course or program shall be made known to the learners at the outset of the course or program.

10.12 Written Examinations: Assessment of individual learners must include a summative written examination. Written examinations must be criterion-referenced and based on stated learning objectives. All examinations must conform with accepted assessment practices.

The certificate-awarding entity must have written policies and procedures for developing, maintaining, administering, and scoring examinations that ensure the following:

    10.12.1 Examination Development and Maintenance
        a) Examinations shall assess learners' achievement of the stated learning objectives.
        b) Examination questions follow accepted guidelines for specific question types (such as multiple choice or performance)
        c) Examinations are developed in a secure manner (with specific provisions that address the security of examination materials, non-disclosure agreements, and restricted access of examination materials to authorized personnel).
        d) Examinations are pilot-tested before they are scored.
        e) Examinations are regularly reviewed and evaluated for quality, relevance, and accuracy of measurement.

    10.12.2 Examination Administration
        a) Examinations, including those provided online, are administered in a secure and standardized manner.
        b) Examination administration must be aligned with the type of examination.
        c) Reasonable accommodations are provided for learners with special needs.
        d) Examination administrators follow examination administration protocols.

    10.12.3 Scoring of Examinations
        a) The passing score shall be determined by a methodology that is criterion-referenced.
        b) Learners shall receive a score report that indicates their performance against the stated learning objectives.
        c) Evidence must be provided to ensure the scoring of the exam is consistent across raters (i.e. inter-rater reliability).
        d) Learners shall receive their scores in accordance with published timelines.

10.13 Other Types of Assessments (Oral, Performance, Tangible Products): All assessments must be criterion-referenced and based on stated learning objectives. All assessments must conform with accepted assessment practices.

The certificate-awarding entity must have written policies and procedures for developing, maintaining, administering, and scoring all types of assessments that ensure the following:

10.13.1 Development and Maintenance of Other Types of Assessments
   a) All assessments shall measure learners' achievement of the stated learning objectives.
   b) Measurement instruments for other types of assessments (such as criterion-referenced checklists, rubrics, and observation instruments) must follow accepted guidelines for development.
   c) All assessments are developed in a secure manner (with specific provisions that address the security of assessment materials, non-disclosure agreements, and restricted access of assessment materials to authorized personnel).
   d) Measurement instruments are pilot-tested before they are scored.
   e) Assessments are evaluated/reviewed for quality, relevance, and accuracy of measurement on a regular basis.

10.13.2 Administration of Other Types of Assessments
   a) All assessments are administered in a secure and standardized manner.
   b) When a physical performance is assessed, all space and equipment needs are specified and standardized. These requirements are met before any assessment is conducted.
   c) Oral examinations are conducted individually and privately.
   d) Administration of all types of assessments must be aligned with the type of examination (oral, performance, or tangible product).
   e) Reasonable accommodations are provided for learners with special needs.
   f) Examination administrators shall follow examination administration protocols in accordance with the type of assessment.

10.13.3 Scoring of Other Types of Assessments
   a) The passing score shall be determined by a methodology that is criterion-referenced.
   b) A scoring rubric, checklist, or observation instrument shall be used in accordance with the type of assessment.
   c) Individual items in checklists and other observation instruments shall have specific criteria for observation (such as yes/no, pass/fail, or behaviorally anchored rating categories).
   d) Checklists and other observation instruments shall include specific stated criteria for mastery of the task, skill, or knowledge that the instrument is measuring.

e) Learners shall receive a score report that indicates their performance against the stated learning objectives.
f) Processes must be in place to ensure consistency in scoring (i.e., inter-rater reliability).
g) Learners shall receive their scores in accordance with published timelines.

10.14 Awarding Credits: If academic or continuing education credit is offered for the certificate program, there shall be a consistent and documented method by which such credits are awarded.

10.14.1 Use of Another Entity's Credit-Awarding System: If another entity's credit-awarding system is used, the method must conform to that organization's requirements. If credit is awarded by another entity, it must be documented. Information about the amount and type of credits awarded and the requirements for earning credits shall be communicated to all stakeholders.

10.15 Evaluation of Program Effectiveness: The certificate-awarding entity must conduct an evaluation of program effectiveness.

10.15.1 Comprehensive Program Evaluations: The certificate-awarding entity shall develop, implement, and maintain an evaluation process that allows learners, contractors, and other program participants to provide feedback on all aspects of the program (such as course design, delivery, quality of instruction, assessment instruments, graduate job placement, facilities, equipment, and administration processes).

10.15.2 Results of Performance Data: The comprehensive evaluation shall include results of performance data related to the learners' attainment of learning outcomes, and these data shall be used to make modifications or revisions to the course and/or program.

10.15.3 Record of Evaluations: The results of evaluations shall become part of the official record of the program. The comprehensive evaluations shall be part of the entity's continuous quality improvement process.

11. Requirements for Information about the Certificate Program

11.1 Information about the Certificate Program: The certificate-awarding entity shall publish and make available relevant program information.

11.2 Communicating Use of Certificate: The certificate-awarding entity shall communicate to certificate holders and other stakeholders authorized use of the certificate and its designation, if applicable.

11.3 Informational Materials: The certificate-awarding entity shall publish and define the purposes and uses of the certificate in the marketplace. It shall not state or suggest that certificate

holders are certified, licensed, registered, or accredited, or suggest that successful completion of the certificate program will guarantee a job for the certificate holder.

11.4 Information Provided to Learners and Stakeholders: At a minimum, the certificate-awarding entity shall provide applicants, learners, and stakeholders with an accurate, current, detailed description of the following:

a) The scope of the certificate program, including the current job task analysis.
b) Curricular content, including learning objectives and assessment methodologies.
c) A description of prerequisites and program requisites, including fees, additional charges for instructional materials, tools, and protective equipment.
d) The skill sets that certificate holders would expect to gain and examples of the types of jobs for which they might apply upon successful completion of the program.
e) Relevant program policies (deadlines, cancellation and refund policies, appeals and due process).
f) The terms of awarding academic or continuing education credits.
g) Changes to the program and effective dates.