

CALL FOR Comment

To: ACCSC-Accredited Institutions and Other Interested Parties
From: Michale S. McComis, Ed.D., Executive Director
Date: December 18, 2024
Subject: Call for Comment

The Accrediting Commission of Career Schools and Colleges (ACCSC) presents the following topics for comment by the ACCSC membership and other interested parties:

➤ ***Public Commissioner Appointment***

The Accrediting Commission of Career Schools and Colleges (ACCSC) welcomes and encourages the comments of its accredited institutions and other interested parties on the topic listed above. The Commission encourages all member institutions and interested parties to read carefully the Commission's request for feedback and to submit comments and recommendations for consideration by the Commission. The Commission will give careful consideration to the comments received, particularly those that reflect thoughtful insights which take into account what is best for the entire ACCSC membership and support and enhance ACCSC's mission.

All Comments are to be in the form of a PDF document on letterhead with the signature of the commenter. Please send all written comments to the attention of Michale S. McComis, Ed.D., Executive Director, via e-mail to mccomis@accsc.org.

- Written comments are due by **January 17, 2025**.

For assistance or additional information regarding this Call for Comment, please contact Michale S. McComis, Ed.D., Executive Director, at 703.247.4520 or mccomis@accsc.org.

Public Commissioner Appointment

In accordance with the nomination and selection process outlined in *Section 1.05* of the *ACCSC Bylaws*, Public Commissioners shall be appointed by the Accrediting Commission after affording the members of the Corporation the opportunity to comment, from among the nominees designated by the Nominating Committee established by the Commission. The *ACCSC Bylaws* define a Public Commissioner as a person who:

- i. Has experience in industry, government, education (e.g., accreditation, postsecondary, public, private, adult or vocational/career-oriented), or in similar or allied fields;*
- ii. Is not an employee, member of the governing board, owner, shareholder, or consultant of an institution that is accredited by the Commission, has applied for accreditation by the Commission, or is affiliated with a School Commissioner or any institution or entity which is also affiliated with a School Commissioner;*
- iii. Is not a member of any trade association or membership organization related to, affiliated with, or associated with ACCSC; and*
- iv. Is not a spouse, parent, child, or sibling of an individual identified in paragraph (ii) or (iii) of this definition.*

The ACCSC Nominating Committee is charged with filling the upcoming vacancy on the Commission for one (1) Public Commissioner appointed for a four-year term beginning July 1, 2025 and ending June 30, 2029 and has designated the following candidates for a potential appointment to be made by the Commission:

- **[C. Kermit Kaleba](#)**
- **[Dr. Amer Quantani](#)**

Please click on the individuals' names above which are linked to their nomination packet, resume, and statement of interest.



**ACCSC Statement of Interest for Public Commissioner
Kermit Kaleba**

I believe strongly in the power of high quality education and training to help individuals achieve economic stability and mobility. I also believe that our prevailing policies and practices around higher education do not do enough to help adult learners obtain the skills and credentials that are necessary to succeed in today's economy, and that this neglect leaves millions of workers without realistic opportunities for advancement.

Throughout my career, I have sought to expand access to education and training while seeking to ensure that education and training has real value. At the DC Workforce

Investment Council I helped update eligible training provider requirements to ensure alignment with labor market demand. At National Skills Coalition, I helped develop a state quality assurance framework for non-degree credentials, with an eye toward helping states make more effective investments in those credentials. In my role at Lumina Foundation, I have supported efforts by regional accreditors to evaluate non-credit and third-party programs to help ensure those offerings are meeting the needs of students and employers and have supported research to better understand the returns on credentials and state policies around credential quality.

I would approach the role of Public Commissioner at ACCSC with a continued focus on access and value, and believe I would bring a useful and varied set of perspectives from both my national and local experience. I also welcome the opportunity to learn more about ACCSC member institutions and to contribute to their ability to serve students more effectively.



Accrediting Commission of Career Schools and Colleges

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703.247.4533 fax
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CALL FOR NOMINATIONS
ACCSC COMMISSIONER / BOARD MEMBER
Nomination Form–Part I

Nominee Information

Name _____ Christopher Kermit Kaleba _____
Title _____ Strategy Director for Employment Aligned Credential Programs _____
Institution _____ Lumina Foundation _____
Address _____ 1730 M Street, NW Suite 410 _____
City, State, Zip _____ Washington, DC 20036 _____
Phone _____ [REDACTED] _____
E-Mail _____ [REDACTED] _____
Corporation Name _____

I am currently a/an (check all that apply):

- Appeals Panel member
- Manager/Executive of an ACCSC-accredited School
- Evaluation Team Member
- Former ACCSC Commissioner
- ACCSC Committee Member
- Former ACCSC Commissioner Applicant/Nominee
- Other – Please specify _____ n/a – applicant as public member _____

I attest that I have no affiliation with any school that will be represented by a sitting ACCSC Commissioner as of July 1, 2024, and that all information submitted with this nomination is true and accurate to the best of my knowledge & belief. I also understand that if selected to move forward, I will be subject to a criminal background check by ACCSC.

Signature

Date

Please return this form along with the Nomination Form–Part II and a current résumé ***no later than October 1, 2024 to*** Michelle Ragland via e-mail at mragland@accsc.org

CALL FOR NOMINATIONS
ACCSC COMMISSIONER / BOARD MEMBER
 Nomination Form–Part II

Please provide the following information:

1. Please list all schools with which you are affiliated.¹

ACCSC-Accredited Institutions	Other Institutions
n/a	

2. Are any of the above-listed institutions currently affiliated with an individual currently serving as an ACCSC Commissioner? n/a
3. Since July 1, 2019, have you been affiliated with any ACCSC-accredited institution that has been placed on Probation? No
4. Since July 1, 2023, have you been affiliated with any ACCSC accredited institution that has been placed on Warning? No
5. Are any of the above-listed institutions currently operating under a Warning, Show Cause Order, Probation Order, or any other similar status with any accrediting agency or state or federal regulatory agency? n/a
6. Please list your education, work experience and background.² See attached resume.
7. Please list your management and leadership experience in postsecondary career-oriented institutions.

I have not had direct professional experience working at a career-oriented institution. However, I have served in various roles where I have interacted with such institutions. Between 2012-2015 I served in several roles at the DC Workforce Investment Council, including Executive Director, which had responsibility for oversight of programs applying for participation on the District’s Eligible Training Provider List under WIA and WIOA. Between 2015 and 2021, I served as Federal Policy Director and Managing Director of Policy at National Skills Coalition, where I led advocacy strategies to expand federal and state funding for high quality workforce development programs, while also leading efforts to document and advance quality assurance efforts around these

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² ACCSC will request a copy of official transcripts should the Nominating Committee advance your nomination for election or appointment.

programs. In my current role at Lumina Foundation I oversee a portfolio focused on community college workforce programs and non-degree credentials, including grants to two regional accreditors to strengthen their ability to evaluate non-credit and third-party programs at member institutions.

8. How do you think your education and experience will support and form your role as an ACCSC Commissioner and Board Member?

Having worked in local government, policy, and philanthropy roles related to higher education and workforce development for the better part of the last two decades, I have had the opportunity to watch the evolving debate about quality in career-connected learning from multiple vantage points. I am a firm believer in the importance of a robust ecosystem of education providers that are focused on helping adult learners – particularly low-income workers and learners of color – pursue economic advancement. I have worked to advance federal, state, and institutional policies that expand access to workforce programs and credentials while continuing to emphasize the importance of quality assurance to ensure learners receive value. At each stage of my career, I've devoted time and effort to thinking about and implementing processes by which programs and institutions may be fairly evaluated, and I believe I would bring useful perspective on how different systems approach questions of quality and value.

9. What motivated you to put forth this nomination to be an ACCSC Commissioner and Board Member?

In my current role, I have been increasingly interested in understanding and improving the infrastructure of quality assurance around career learning. We've seen a transformation in policymaker interest in workforce development and credentials, with Congress considers expanding financial aid for short-term programs and more states supporting workforce credentialing through dedicated state investments. This is important because for too long working adults and other similarly situated learners have been an afterthought in higher education policies. However, the gathering momentum for rethinking who we invest in will be easily derailed if career-oriented programs do not deliver on their promise. I believe strong quality assurance processes – including but not limited to accreditation – is crucial for ensuring an appropriate balance between innovation and consumer protection, and I believe accreditors in particular have a critical role in a more diffuse credentialing environment where there are relatively few trusted authorities on quality and return on investment. I see ACCSC's work as being on the cutting edge of that transformation, and so would welcome the opportunity to learn alongside the board and staff in delivering on that promise.

10. What is your general philosophy regarding accreditation?

I have not had significant professional experience with accreditation so I would not characterize myself as having strongly held opinions on the role of accreditors in the higher education system. In general, I believe that it is important to have effective oversight and quality assurance of postsecondary education and training that allows for innovation while also protecting learners. In the context of career-oriented education, I believe that also requires some awareness of and attention to employer needs.

One area that I recognize has not traditionally been a focus of many accreditors is employment and career outcomes, and I think this an area where ACCSC may have lessons to share with the

field. I will be interested to explore how member schools gather and evaluate that data, and how that is utilized in the review and approval process. As we move to more of an outcomes-based model of higher education it will be important for all education and training providers to consider how much they know about short- and long term outcomes for their students.

11. Explain how you believe you will have the time to allocate to the significant amount of reading, thinking, and assessment as well as the time to attend all meetings necessary to serve as an ACCSC Commissioner.

I have discussed this potential appointment with my employer and they have approved my participation. Assuming I am accepted for the role we will work to establish an understanding around time allocation for my board responsibilities.

12. Have you discussed serving as a Commissioner with your employer and does your employer recognize the time necessary to honor the commitment and support your nomination?

Yes


13. What do you think you can contribute to ACCSC and the membership of schools as an ACCSC Commissioner and Board Member?

As noted above, I've had experience in different settings with establishing and evaluating quality assurance models for education and training, and would bring a keen interest in helping ACCSC and other quality assurance entities bring clarity to a market that can often be overwhelming (or worse) for workers and learners. I would be able to share insights and perspectives from other stakeholders and systems about what works, what doesn't, and where the field is going, including looking at the impacts of new technologies on the delivery of education and training.

14. Please provide any other information that you believe supports your nomination.

N/A

C. Kermit Kaleba



J.D. College of William and Mary, 2004 Admitted to Virginia Bar, 2004

B.A. College of William and Mary, 1998

Strategy Director, Employment Aligned Credential Programs, Lumina Foundation

January 2021 – present

1. Responsible for overseeing new \$10 million grant portfolio focused on expanding community college workforce development capacity, with a particular emphasis on expanding opportunities for adults of color. Developed and implemented investment strategy to guide grantmaking, including support for state policy and institutional practice projects.
2. Authored several internal and external analyses of key issues relating to community college workforce development efforts, including issue brief on industry partnerships and blog posts on infrastructure job creation, state non-degree tuition assistance programs, and training opportunities under the proposed Build Back Better Act.
3. Represent Lumina Foundation at external events including presentations at events for AACC, College Promise, The Century Foundation, and other organizations.

Managing Director, Policy National Skills Coalition

May 2019 – January 2021

Federal Policy Director January 2015 – May 2019

1. Responsible for overseeing all federal policy development and advocacy for national workforce development advocacy organization in Washington, DC. Supported development and introduction of multiple bills aligned with organizational priorities in 116th Congress, including bipartisan legislation to expand access to support services for non-traditional students; and invest in partnerships between community colleges, industry, and other community stakeholders.
2. Responsible for overseeing six-state technical assistance efforts to establish state-level quality assurance criteria for non-degree postsecondary credentials and adopt state policy agendas to support expanded attainment of quality credentials.
3. As Federal Policy Director, served as primary representative for organization on Capitol Hill and in engagements with both Obama and Trump Administrations, including successful advocacy for key policy priorities as part of Perkins Act and Farm Bill (SNAP) reauthorizations.
4. Manage Campaign to Invest in America's Workforce, a coalition of 40+ national organizations advocating for stronger federal investments in workforce and education.

Executive Director, DC Workforce Investment Council

April 2014 – January 2015

Interim executive director November 2013 – April 2014

Associate Director August 2013 – November 2013

Program Manager May 2012 – August 2013

1. Executive Director for public-private workforce investment board responsible for setting workforce development policies for the District of Columbia, including all Workforce Investment Act programs and locally-funded workforce intermediary pilot project.
2. Served as primary author and editor for District's five-year workforce development strategy (released fall 2012).
3. Responsible for developing and managing certification process for DC American Job Centers, including first certification of comprehensive center since 2006 and development of DCAJC operator agreement.
4. Drafted B20-773, local legislation to amend District WIA implementing law.

Senior Policy Analyst, National Skills Coalition/The Workforce Alliance

May 2008 to May 2012

1. Legislative advocate on behalf of national policy organization representing multiple stakeholder groups, including employers, labor groups, community-based organizations, education and training providers, and public workforce agencies.
2. Responsible for analyzing federal and state policies relating to job training and education; researching and preparing guidance materials for the workforce field, including annual budget and appropriations analysis, bimonthly "Washington Updates," and weekly web posts.
3. Served as lead author or co-author on a range of issue briefs and policy papers, including the "Training Policy in Brief" publication and issue briefs on proposed changes to federal unemployment insurance (UI) benefits and the impact of federal funding cuts on state workforce systems.

Senior Policy Specialist, American Society for Training and Development

July 2006 to May 2008

1. Legislative advocate on behalf of 40,000+ member organization.
2. Responsible for analyzing federal and state training legislation and regulations, preparing all organizational legislative and regulatory proposals.
3. Drafted monograph on accessing federal grants and the public workforce system for publication June 2007.
4. Created online guide to federal training assistance.
5. Developed lobbying guidelines, advocacy guide for local member chapters.
6. Wrote quarterly member policy brief, monthly policy article for T+D Magazine, bimonthly articles for chapter newsletter, weekly updates to policy blog at www.learningpolicy.org.

Why I Would Like to Serve as an ACCSC Commissioner

Dr. Amer Qatanani

Serving as an ACCSC Commissioner aligns perfectly with my commitment to advancing academic quality, student success, and institutional integrity within higher education. My extensive experience as an executive leader in academic, healthcare, and technology sectors has equipped me with a comprehensive understanding of the challenges and opportunities faced by institutions. I am passionate about supporting these institutions in achieving their missions while maintaining the highest standards of accountability and excellence.

I led initiatives that significantly improved students' pass rates, retention, and career readiness, while also optimizing compliance processes at previous institutions. This experience has given me an in-depth appreciation for the ACCSC's role in setting benchmarks for institutional success and accountability.

Serving as a Commissioner would allow me to contribute meaningfully to ACCSC's mission by leveraging my skills in strategic planning, academic innovation, and regulatory compliance. I am particularly inspired by ACCSC's dedication to fostering quality education programs that prepare students for meaningful outcomes. I see this role as an opportunity to advocate for continuous improvement while promoting equity and access for diverse student populations.

Additionally, I am committed to upholding the values of fairness, transparency, and collaboration in decision-making processes. My leadership philosophy aligns with ACCSC's vision of empowering institutions to achieve their full potential. Serving as an ACCSC Commissioner would be both an honor and a platform to make a lasting impact on the future of education.





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ACCSC COMMISSIONER / BOARD MEMBER
Nomination Form–Part I

Nominee Information

Name Amer Qatanani
Title Vice Chancellor of Academic Affairs/ Last Postion
Institution Methodist College/ Last Institution
Address [REDACTED]
City, State, Zip [REDACTED]
Phone [REDACTED]
E-Mail [REDACTED]
Corporation Name _____

I am currently a/an (check all that apply):

- Appeals Panel member
- Manager/Executive of an ACCSC-accredited School
- Evaluation Team Member
- Former ACCSC Commissioner
- ACCSC Committee Member
- Former ACCSC Commissioner Applicant/Nominee
- Other – Please specify _____

I attest that I have no affiliation with any school that will be represented by a sitting ACCSC Commissioner as of July 1, 2024, and that all information submitted with this nomination is true and accurate to the best of my knowledge & belief. I also understand that if selected to move forward, I will be subject to a criminal background check by ACCSC.

[REDACTED]
Signature

7/1/2024
Date

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Nomination Form–Part II

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ACCSC-Accredited Institutions	Other Institutions
Unitek College	Methodist College
	Brookline College
	Eagle Gate College
	The College of Health Care Professions

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4. Since July 1, 2023, have you been affiliated with any ACCSC accredited institution that has been placed on Warning?
5. Are any of the above-listed institutions currently operating under a Warning, Show Cause Order, Probation Order, or any other similar status with any accrediting agency or state or federal regulatory agency?
6. Please list your education, work experience and background.²
7. Please list your management and leadership experience in postsecondary career-oriented institutions.
8. How do you think your education and experience will support and form your role as an ACCSC Commissioner and Board Member?
9. What motivated you to put forth this nomination to be an ACCSC Commissioner and Board Member?
10. What is your general philosophy regarding accreditation?

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14. Please provide any other information that you believe supports your nomination.

CALL FOR NOMINATIONS ACCSC COMMISSIONER / BOARD MEMBER Nomination Form–Part II

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5. Are any of the above-listed institutions currently operating under a Warning, Show Cause Order, Probation Order, or any other similar status with any accrediting agency or state or federal regulatory agency? No

6. Please list your education, work experience and background.²

Education

Doctorate in Business Administration

- Institution: Apollos University
- Year: October 2020

Master's in Organizational Management

- Institution: Apollos University
- Year: 2016

Bachelor's in Education

- Institution: FESA College - Faculty of Educational Sciences & Arts
- Year: 2006

Work Experience

Vice Chancellor of Academic Affairs

Institution: Methodist College - Peoria, IL **Dates:** April 2022 - December 2023

- Led all academic and administrative departments within the tertiary college.
- Managed academic planning, academic program review, and curriculum development.
- Supervised deans and academic directors, maintaining a highly qualified academic team.
- Oversaw the preparation of budgets for academic programs, managing an \$11 million operating budget.

- Collaborated closely with the accreditation liaison officer to the Higher Learning Commission (HLC).
- Member of the President's Cabinet, providing leadership for strategic priorities and overall College policy.
- Increased the NCLEX pass rate to over 95% for both undergraduate and graduate programs.

Associate Dean of Academic Affairs - Online

Institution: Unitek Learning (Brookline College, Unitek College, and Eagle Gate College) - Houston, TX **Dates:** December 2020 - January 2022

- Led a team of 30 faculty members across 17 campuses.
- Executed curriculum improvements resulting in a 15% increase in student satisfaction ratings.
- Supervised the academic team to ensure high standards of online education.
- Managed resources for online learning initiatives and evaluated technology products.
- Improved the retention rate to over 80% by focusing on student engagement and support.

Corporate Director of Education - Blended & Online Division

Institution: The College of Health Care Professions - Houston, TX **Dates:** October 2017 - December 2020

- Supervised the implementation of online and blended learning initiatives across nine campuses.
- Managed Learning Management System (LMS) functions and course enrollment processes.
- Provided assistance for accreditation preparation by the Accrediting Bureau of Health Education Schools (ABHES).
- Led instructional design projects and promoted collaboration among project participants.
- Improved the retention rate to over 85% by enhancing student support services.

Assistant Dean of Education/Academic Lecturer

Institution: The College of Health Care Professions - Houston, TX **Dates:** August 2014 - November 2017

- Identified training needs and monitored student progress.
- Developed engaging learning activities and crafted captivating course content.
- Provided feedback to students and maintained classroom discipline.
- Prepared and executed instructional activities encouraging active learning experiences.

Teacher

Institution: Private School **Dates:** August 2006 - December 2013

- Developed and implemented lesson plans.
- Assessed student performance and provided individualized support.

Certifications and Licenses

- **Professional Certificate in Leadership and Communication - Harvard University:** November 2020 to Present
- **Exercising Leadership: Foundational Principles - Harvard University:** October 2020 to Present
- **Instructional Design Foundations and Applications - University of Illinois at Urbana-Champaign:** August 2019 to Present
- **Distance Education Evaluator ABHES:** May 2018 to Present
- **Distance Education Evaluator DEAC:** January 2018 to Present

Awards

- **Top 100 Leaders In Education 2020:** GFEL (Global Forum for Education and Learning), January 2020
- **Employee of the Year:** The College of Health Care Professions, December 2018
- **Outstanding Educator of the Year:** The College of Health Care Professions, December 2015

Skills

- Leadership and Strategic Planning
- Curriculum Development
- Academic Program Review
- Budget Management
- Faculty Recruitment and Development
- Online and Blended Learning Management
- Accreditation and Quality Assurance
- Instructional Design
- Project Management
- Data Analysis and Decision-Making

7. Please list your management and leadership experience in postsecondary career-oriented institutions.

Vice Chancellor of Academic Affairs

Institution: Methodist College - Peoria, IL

Dates: April 2022 - December 2023

Responsibilities:

- **Leadership:** Led all academic and administrative departments within the tertiary college.
- **Academic Planning:** Managed academic planning, academic program review, and curriculum development.
- **Faculty Supervision:** Supervised deans and academic directors, actively assessing and approving their recommendations for faculty hiring, promotion, and tenure to maintain a highly qualified academic team.
- **Budget Management:** Oversaw the preparation of budgets for academic and academically related programs, managing an operating budget of \$11 million.
- **Accreditation:** Collaborated closely with the accreditation liaison officer to HLC (Higher Learning Commission), the accrediting body for the College.
- **Strategic Leadership:** Served as a member of the President's Cabinet, offering leadership for the development and administration of strategic priorities and overall College policy.
- **Outcome Improvement:** Led initiatives that resulted in a remarkable increase in the NCLEX pass rate, elevating it to over 95% for both undergraduate and graduate programs over the course of a year from 2022 to 2023.

Associate Dean of Academic Affairs - Online

Institution: Unitek Learning (Brookline College, Unitek College, and Eagle Gate College) - Houston, TX

Dates: December 2020 - January 2022

Responsibilities:

- **Team Leadership:** Led a team of 30 faculty members across 17 campuses, ensuring consistency and quality in online curriculum delivery.
- **Curriculum Development:** Executed curriculum improvements that resulted in a 15% increase in student satisfaction ratings.
- **Resource Management:** Efficiently allocated and managed resources designated for online learning initiatives.
- **Technology Integration:** Supervised instructional designers, Learning Management System (LMS) administrators, and other personnel responsible for online education.

- **Student Retention:** Initiated and led efforts in 2021 to improve the retention rate to over 80%, focusing on student engagement and support measures.

Corporate Director of Education - Blended & Online Division

Institution: The College of Health Care Professions - Houston, TX

Dates: October 2017 - December 2020

Responsibilities:

- **Process Supervision:** Coordinated daily monitoring of campus adherence to academic processes in accordance with established training and policies.
- **Blended Learning Initiatives:** Supervised the implementation of online and blended learning initiatives across all nine campuses.
- **Accreditation Support:** Provided assistance for the preparation of accreditation by the Accrediting Bureau of Health Education Schools.
- **Instructional Design Management:** Strategically planned and oversaw instructional design projects, ensuring their successful planning and execution.
- **Data Analysis:** Analyzed data from reports and offered strategic recommendations to HR, technical managers, or other relevant stakeholders.
- **Retention Improvement:** Improved the retention rate to over 85% by enhancing student support services.

Assistant Dean of Education/Academic Lecturer

Institution: The College of Health Care Professions - Houston, TX

Dates: August 2014 - November 2017

Responsibilities:

- **Training Needs Assessment:** Collaborated with subject-matter experts to identify training needs of the target audience.
- **Student Progress Monitoring:** Monitored and supported student progress in achieving learning objectives.
- **Curriculum Development:** Developed engaging learning activities and crafted captivating course content.
- **Instructional Support:** Provided timely feedback to students on coursework and their overall progress.
- **Classroom Management:** Maintained classroom discipline by establishing and enforcing rules and procedures.

Teacher

Institution: Private School

Dates: August 2006 - December 2013

Responsibilities:

- **Lesson Planning:** Developed and implemented lesson plans.
- **Student Assessment:** Assessed student performance and provided individualized support.

Additional Leadership Experience

Accreditation and Quality Assurance

- **HLC Accreditation:** Provided visionary leadership in the establishment and maintenance of academic standards and policies, collaborating closely with the accreditation liaison officer to the Higher Learning Commission (HLC).
- **ABHES Accreditation:** Assisted in preparing for accreditation by the Accrediting Bureau of Health Education Schools.
- **DEAC Accreditation:** Evaluated and recommended strategies to comply with the Distance Education Accrediting Commission (DEAC) standards.
- **CAAHEP Accreditation:** Ensured compliance with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) standards.

Summary

Throughout my career, I have demonstrated strong leadership and management capabilities in postsecondary career-oriented institutions. My extensive experience in academic planning, curriculum development, faculty supervision, accreditation, and quality assurance, combined with a commitment to student success and institutional excellence, positions me as a highly qualified candidate for leadership roles in higher education.

8. How do you think your education and experience will support and form your role as an ACCSC Commissioner and Board Member?

My extensive education and professional experience have uniquely prepared me for the role of an ACCSC Commissioner and Board Member. Here's how my background will support and inform my role:

Education Background

Doctorate in Business Administration, Apollos University

- My doctoral studies have equipped me with advanced knowledge in strategic planning, organizational management, and policy development. This education will be invaluable in contributing to the strategic direction and governance of ACCSC.

Master's in Organizational Management, Apollos University

- My master's degree focused on leadership, operational efficiency, and change management. These skills are critical for overseeing and enhancing accreditation processes and ensuring that institutions meet rigorous standards of academic excellence and integrity.

Bachelor's in Education, FESA College

- My foundational education degree has provided me with a deep understanding of pedagogical theories and educational practices, which is essential for evaluating and accrediting educational programs effectively.

Professional Experience

Vice Chancellor of Academic Affairs, Methodist College

- In this role, I led all academic and administrative departments, managing an \$11 million operating budget and overseeing academic standards and curriculum development. My experience with HLC accreditation has honed my skills in maintaining high academic standards and compliance, directly relevant to ACCSC's mission.

Associate Dean of Academic Affairs - Online, Unitek Learning

- I led a team of 30 faculty members across 17 campuses, ensuring quality online curriculum delivery. My initiatives in curriculum improvement and resource management have prepared me to support institutions in delivering high-quality education through innovative methods.

Corporate Director of Education - Blended & Online Division, The College of Health Care Professions

- Here, I managed online and blended learning initiatives across nine campuses and ensured compliance with accreditation standards from ABHES. My strategic planning and instructional design management experience are crucial for advising and supporting institutions in meeting ACCSC standards.

Assistant Dean of Education/Academic Lecturer, The College of Health Care Professions

- I developed and implemented curriculum, monitored student progress, and supported faculty development. This role gave me practical insights into the challenges and opportunities faced by educators, informing my ability to evaluate and improve educational programs.

Accreditation and Quality Assurance Experience

HLC Accreditation

- I provided leadership in maintaining academic standards and policies, ensuring compliance with HLC standards. My direct involvement in accreditation processes has given me a comprehensive understanding of the accreditation landscape.

ABHES Accreditation

- Assisted in preparing for accreditation and ensuring compliance with ABHES standards, enhancing my knowledge of health education accreditation requirements.

DEAC Accreditation

- Evaluated and recommended strategies to comply with DEAC standards, further broadening my expertise in distance education accreditation.

CAAHEP Accreditation

- Ensured compliance with CAAHEP standards, which involved detailed knowledge of allied health education accreditation.

Key Competencies

Strategic Leadership and Planning

- My roles have required strategic planning and execution, essential for guiding ACCSC's strategic initiatives and ensuring alignment with its mission.

Quality Assurance and Compliance

- I have a proven track record of maintaining high standards and compliance with various accrediting bodies, ensuring educational institutions meet and exceed required benchmarks.

Innovation in Education

- My experience in developing and managing online and blended learning programs positions me to support innovative educational practices that enhance learning outcomes.

Stakeholder Engagement and Communication

- I have built strong relationships with diverse stakeholders, including faculty, students, accreditation bodies, and industry partners, essential for fostering collaboration and promoting ACCSC's goals.

Conclusion

My educational background and extensive professional experience in academic leadership, curriculum development, accreditation, and quality assurance uniquely position me to contribute effectively as an ACCSC Commissioner and Board Member. I am committed to upholding and advancing the standards of excellence that ACCSC represents, ensuring that accredited institutions provide high-quality education and foster student success.

I look forward to the opportunity to bring my expertise to the ACCSC and contribute to the continuous improvement of career-oriented postsecondary education institutions.

9. What motivated you to put forth this nomination to be an ACCSC Commissioner and Board Member?

My motivation to put forth this nomination to be an ACCSC Commissioner and Board Member stems from a profound commitment to educational excellence, equity, and innovation in postsecondary career-oriented institutions. Over the years, I have dedicated my career to advancing the quality of education, supporting diverse student populations, and fostering environments that promote learning and growth. Here are the key factors that motivate me:

1. Passion for Educational Excellence

I have always been driven by a passion for ensuring that students receive the highest quality education. Throughout my career, I have worked tirelessly to enhance curriculum standards, support faculty development, and implement innovative teaching methods. Serving as an ACCSC Commissioner would allow me to leverage my experience to help set and maintain rigorous accreditation standards that ensure educational institutions provide exceptional learning experiences.

2. Commitment to Equity and Inclusion

My work has consistently focused on supporting underserved and diverse student populations. I believe that every student deserves access to quality education, regardless of their background. As a Commissioner, I would advocate for policies and practices that promote equity, inclusivity, and diversity within educational institutions. Ensuring that all students have the opportunity to succeed is a fundamental motivation for my nomination.

3. Experience with Accreditation and Quality Assurance

Having been deeply involved in accreditation processes with various accrediting bodies such as HLC, ABHES, DEAC, and CAAHEP, I have developed a strong understanding of the importance of maintaining high standards and ensuring compliance. My hands-on experience in preparing institutions for accreditation and overseeing quality assurance initiatives equips me with the knowledge and skills necessary to contribute effectively to ACCSC's mission.

4. Advocacy for Innovation in Education

The landscape of education is rapidly evolving, and it is crucial to embrace and promote innovative practices that enhance learning outcomes. My experience in leading online and blended learning initiatives, integrating technology in education, and developing new academic programs positions me to support and drive innovation as an ACCSC Commissioner. I am motivated to help institutions adopt cutting-edge approaches that prepare students for the demands of the modern workforce.

5. Leadership and Strategic Planning

Throughout my career, I have held leadership roles that required strategic planning, policy development, and operational management. These experiences have honed my ability to lead complex organizations, foster collaboration, and drive positive change. As a Commissioner, I am motivated to apply my leadership skills to support ACCSC's strategic goals and ensure that accredited institutions are well-equipped to provide high-quality education.

6. Personal and Professional Growth

Serving as an ACCSC Commissioner represents an opportunity for personal and professional growth. I am eager to collaborate with fellow Commissioners, learn from their experiences, and contribute to the collective mission of advancing educational quality. This role aligns with my career aspirations and allows me to make a meaningful impact on the broader educational landscape.

7. Dedication to Lifelong Learning

I am a firm believer in the power of lifelong learning and continuous improvement. My own educational journey and professional development have instilled in me the importance of staying current with industry trends, best practices, and emerging technologies. As a Commissioner, I am motivated to promote a culture of continuous improvement within educational institutions, ensuring that they remain responsive to the needs of students and the demands of the workforce.

Conclusion

In summary, my motivation to serve as an ACCSC Commissioner and Board Member is driven by a deep-seated commitment to educational excellence, equity, innovation, and lifelong learning. I am eager to contribute my expertise, experience, and passion to support ACCSC's mission and help ensure that postsecondary career-oriented institutions provide the highest quality education to students across the nation. Thank you for considering my nomination.

10. What is your general philosophy regarding accreditation?

My general philosophy regarding accreditation is rooted in the belief that it is a crucial mechanism for ensuring educational quality, accountability, and continuous improvement in postsecondary institutions. Accreditation serves as a validation of an institution's commitment to maintaining high standards and providing students with a rigorous, relevant, and effective education. Here are the key principles that underpin my philosophy:

1. Quality Assurance and Continuous Improvement

Accreditation should be viewed as a dynamic process aimed at continuous improvement rather than a static checklist. It should encourage institutions to constantly evaluate and enhance their programs, practices, and outcomes. By fostering a culture of self-assessment and reflection, accreditation helps institutions identify areas for growth and implement strategies to achieve excellence.

2. Student-Centered Focus

At the heart of accreditation should be the commitment to student success. This involves not only meeting minimum standards but also striving to provide an educational experience that prepares students for professional and personal success. Accreditation processes should ensure that institutions are student-centered, focusing on delivering high-quality instruction, effective support services, and relevant learning opportunities that meet the diverse needs of all students.

3. Equity and Access

Accreditation should promote equity and access to education for all students, regardless of their background. This includes ensuring that institutions are inclusive and provide equal opportunities for success to underrepresented and underserved populations. Accrediting bodies should evaluate how well institutions are serving diverse student populations and fostering inclusive learning environments.

4. Transparency and Accountability

Transparency and accountability are fundamental to the accreditation process. Institutions should be open about their practices, policies, and outcomes, and accrediting bodies should hold them accountable to high standards. This transparency helps build trust with stakeholders, including students, families, employers, and the broader community.

5. Innovation and Responsiveness

In an ever-evolving educational landscape, accreditation should encourage and support innovation. Institutions should be empowered to develop and implement new teaching methods, technologies, and programs that enhance learning and meet emerging industry and societal needs. Accreditation standards should be flexible enough to accommodate and promote innovative approaches while ensuring that core quality principles are upheld.

6. Collaborative and Supportive Process

Accreditation should be a collaborative and supportive process. Accrediting bodies should work with institutions as partners, providing guidance, resources, and feedback to help them achieve and maintain high standards. This collaborative approach fosters a positive relationship between institutions and accrediting bodies, focused on mutual goals of quality and improvement.

7. Evidence-Based Decision Making

The accreditation process should be grounded in evidence-based decision-making. Institutions should collect, analyze, and use data to inform their practices and demonstrate their effectiveness. Accrediting bodies should use this data to make informed judgments about an institution's quality and areas for improvement.

8. Alignment with Institutional Mission

Accreditation should respect and align with the unique mission and goals of each institution. While maintaining rigorous standards, accrediting bodies should recognize the diverse missions of institutions and how they serve their specific student populations and communities. This alignment

ensures that accreditation supports institutions in fulfilling their mission while adhering to high standards of quality.

Conclusion

In summary, my philosophy regarding accreditation is that it is a vital tool for ensuring educational quality, promoting continuous improvement, and safeguarding student success. It should be a transparent, collaborative, and evidence-based process that encourages innovation and inclusivity while holding institutions accountable to high standards. Through accreditation, we can ensure that postsecondary institutions provide valuable, equitable, and effective educational experiences that prepare students for the demands of the future.

11. Explain how you believe you will have the time to allocate to the significant amount of reading, thinking, and assessment as well as the time to attend all meetings necessary to serve as an ACCSC Commissioner.

I am fully committed to dedicating the necessary time and effort to serve as an ACCSC Commissioner. Throughout my career, I have successfully managed extensive responsibilities and time-intensive roles, demonstrating my ability to prioritize tasks and maintain a high level of performance. Here is how I plan to ensure that I have the time to allocate to the significant duties of an ACCSC Commissioner:

1. Effective Time Management

I have developed strong time management skills that allow me to balance multiple responsibilities effectively. My experience in senior leadership roles has equipped me with the ability to organize my schedule, prioritize tasks, and allocate time efficiently. I am confident in my ability to manage the reading, thinking, and assessment required for this role alongside my other professional commitments.

2. Prioritization of Duties

Understanding the importance and impact of the role of an ACCSC Commissioner, I will prioritize the responsibilities associated with it. This includes setting aside dedicated time each week for reviewing materials, preparing for meetings, and engaging in thoughtful analysis and decision-making processes.

3. Flexible Scheduling

I have the flexibility in my current position to adjust my schedule as needed to accommodate the demands of serving as a Commissioner. This flexibility allows me to attend all necessary meetings, whether they are in-person or virtual, and to be fully present and engaged in all related activities.

4. Delegation of Responsibilities

In my current role as Vice Chancellor of Academic Affairs, I have a competent and reliable team that I can delegate certain responsibilities to, ensuring that my primary duties are covered while I focus on my role with the ACCSC. Effective delegation has been a key aspect of my leadership

style, enabling me to take on additional roles and projects without compromising on quality or outcomes.

5. Utilization of Technology

I will leverage technology to streamline my workflow and stay organized. Tools such as project management software, digital calendars, and communication platforms will help me manage my tasks efficiently and ensure that I am always prepared for ACCSC-related activities.

6. Experience with Extensive Reading and Analysis

My background in academic leadership has involved a significant amount of reading, analysis, and assessment. Whether it is reviewing accreditation reports, evaluating curriculum proposals, or conducting research, I am accustomed to handling large volumes of information and synthesizing it effectively.

7. Commitment to Professional Development

I am deeply committed to my professional growth and to contributing to the field of education. Serving as an ACCSC Commissioner aligns with my professional values and goals, and I am motivated to invest the necessary time and energy to fulfill this role to the best of my ability.

Conclusion

In conclusion, I am confident in my ability to allocate the time needed to serve as an ACCSC Commissioner effectively. Through effective time management, prioritization, flexible scheduling, delegation, and the utilization of technology, I will ensure that I am fully committed and able to meet the demands of this important role. My experience and dedication to educational excellence will drive me to actively participate in all required activities, contributing to the ACCSC's mission of promoting high standards in postsecondary education.

12. Have you discussed serving as a Commissioner with your employer and does your employer recognize the time necessary to honor the commitment and support your nomination?

Yes, I have discussed the opportunity of serving as a Commissioner with my employer, and I am pleased to report that I have received their full support. My employer recognizes the importance and prestige associated with the role of an ACCSC Commissioner, and they understand the time commitment required to fulfill this responsibility effectively.

1. Employer's Support and Recognition

My employer values professional development and is committed to supporting its employees in pursuing roles that contribute to the advancement of the education sector. They recognize that serving as an ACCSC Commissioner not only benefits the accreditation community but also enhances our institution's reputation and credibility in the field of higher education.

2. Understanding of Time Commitment

We have had thorough discussions about the significant time required for reading, thinking, assessment, and attending all necessary meetings. My employer is aware of the potential impact on my schedule and has expressed their willingness to provide the necessary flexibility and resources to ensure that I can honor this commitment without compromising my current responsibilities.

3. Alignment with Institutional Goals

Serving as an ACCSC Commissioner aligns well with our institution's goals of maintaining high academic standards and contributing to the broader educational community. My employer sees this role as an opportunity for me to bring back valuable insights and best practices that can further enhance our institution's academic quality and operational excellence.

4. Commitment to Professional Development

My employer has a strong commitment to professional development and encourages participation in activities that foster growth, leadership, and sector-wide collaboration. They see my potential role as an ACCSC Commissioner as an extension of this commitment and a testament to our shared dedication to educational excellence.

5. Practical Arrangements

We have discussed practical arrangements to ensure that I can balance my duties effectively. This includes:

- Adjusting my workload and delegating certain responsibilities to trusted team members.
- Allowing for flexible work hours to accommodate ACCSC-related meetings and activities.
- Providing support staff to assist with administrative tasks as needed.

Conclusion

In conclusion, my employer is fully supportive of my nomination to serve as an ACCSC Commissioner. They recognize the time and effort required for this role and are committed to providing the necessary support and flexibility to ensure that I can fulfill my duties effectively. This mutual understanding and support will enable me to contribute meaningfully to the ACCSC's mission while continuing to uphold my responsibilities within my current position.

13. What do you think you can contribute to ACCSC and the membership of schools as an ACCSC Commissioner and Board Member?

As an ACCSC Commissioner and Board Member, I believe I can make significant contributions to both ACCSC and the membership of schools through a combination of my extensive experience, leadership skills, and commitment to educational excellence. Here are some key areas where I can add value:

1. Expertise in Accreditation and Quality Assurance

With a background in overseeing accreditation processes at multiple institutions, including Methodist College, Unitek Learning, and The College of Health Care Professions, I bring a deep understanding of accreditation standards and quality assurance practices. My experience with the Higher Learning Commission (HLC), Accrediting Bureau of Health Education Schools (ABHES), Distance Education Accrediting Commission (DEAC), and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) equips me with the knowledge to uphold and enhance the standards set by ACCSC.

2. Strategic Leadership and Vision

In my roles as Vice Chancellor of Academic Affairs and Associate Dean of Academic Affairs - Online, I have successfully led strategic initiatives that improved academic quality, increased student satisfaction, and enhanced institutional performance. My ability to develop and implement strategic plans can help ACCSC and its member schools navigate the complexities of higher education and stay ahead in a rapidly evolving landscape.

3. Commitment to Innovation in Education

I have a proven track record of driving innovation in curriculum development, instructional design, and the integration of technology in education. My initiatives have led to significant improvements in student outcomes, such as increasing retention rates and elevating NCLEX pass rates. As a Commissioner, I can promote innovative practices that enhance the learning experience and ensure students are well-prepared for their careers.

4. Focus on Diversity, Equity, and Inclusion

Having worked in diverse educational environments, I understand the importance of creating inclusive and equitable learning spaces. I am committed to advancing diversity, equity, and inclusion in all aspects of education. As a Board Member, I will advocate for policies and practices that support underrepresented and underserved student populations, ensuring that all students have access to high-quality education.

5. Collaboration and Stakeholder Engagement

My collaborative approach has enabled me to build strong relationships with faculty, staff, students, and external stakeholders. I believe in fostering open communication and working together to achieve common goals. As a Commissioner, I will engage with member schools to understand their needs and challenges, and work collaboratively to develop solutions that benefit the entire accreditation community.

6. Data-Driven Decision Making

I have a strong background in using data and analytics to inform decision-making, program assessment, and continuous improvement. My ability to analyze data and derive actionable insights will help ACCSC and its member schools maintain high standards of educational quality and effectiveness.

7. Dedication to Professional Development

Throughout my career, I have been dedicated to mentoring and developing faculty and staff. I believe in the importance of continuous professional growth and will support initiatives that provide opportunities for educators to enhance their skills and advance their careers.

Conclusion

In summary, I believe I can contribute to ACCSC and its member schools by bringing a wealth of experience, a strategic mindset, a commitment to innovation and inclusion, and a collaborative approach. My dedication to maintaining high standards of educational quality and my ability to drive positive change will help ACCSC continue to fulfill its mission of promoting excellence in career-focused education.

14. Please provide any other information that you believe supports your nomination

In addition to my professional experiences and demonstrated leadership abilities, I believe several key aspects further support my nomination for the role of ACCSC Commissioner and Board Member:

1. Recognition and Awards

I have been honored with multiple awards that highlight my contributions to education, including being named one of the 'Top 100 Leaders in Education' by the Global Forum for Education and Learning (GFEL) in 2020. This recognition underscores my commitment to educational excellence and innovation.

2. Commitment to Lifelong Learning

I have continuously pursued professional development to stay current with the latest trends and best practices in education. My completion of professional certificates in Leadership and Communication from Harvard University, Instructional Design from the University of Illinois at Urbana-Champaign, and other specialized training programs, reflect my dedication to enhancing my skills and knowledge.

3. Diverse Educational Background

My educational background is diverse, with a Doctorate in Business Administration and a Master's in Organizational Management from Apollos University, as well as a Bachelor's in Education from FESA College. This diverse academic foundation provides me with a broad perspective on educational administration and pedagogy, enabling me to address a wide range of issues within the accreditation process.

4. International Experience

Having worked in various educational environments, including institutions in the United States and the Middle East, I bring a global perspective to the role. My experience with international accreditation standards and diverse student populations positions me to effectively address the needs of institutions serving varied demographics.

5. Technological Proficiency

I have a strong background in leveraging technology to enhance educational delivery and administration. My expertise in Learning Management Systems (LMS), online curriculum development, and instructional design ensures that I can contribute to the integration of technology in education, a critical aspect of modern accreditation standards.

6. Proven Track Record of Success

Throughout my career, I have successfully led initiatives that resulted in significant improvements in institutional performance. For example, my efforts at Methodist College led to a substantial increase in NCLEX pass rates, and my work at Unitek Learning improved student retention rates significantly. These accomplishments demonstrate my ability to drive meaningful change and achieve measurable results.

7. Community and Industry Engagement

I actively engage with the broader educational and professional community through participation in conferences, workshops, and collaborative projects. My ability to build and maintain strong relationships with industry partners, educational institutions, and accreditation bodies will be invaluable in fostering collaboration and promoting the mission of ACCSC.

8. Commitment to Ethical Standards and Integrity

I am deeply committed to upholding the highest standards of ethical conduct and integrity in all my professional endeavors. My work with various accrediting bodies, including the Accrediting Bureau of Health Education Schools (ABHES) and the Distance Education Accrediting Commission (DEAC), reflects my dedication to maintaining transparency and accountability in educational practices.

Conclusion

In conclusion, my extensive experience in higher education administration, commitment to continuous improvement, and dedication to fostering an inclusive and high-quality educational environment make me a strong candidate for the role of ACCSC Commissioner and Board Member. I am confident that my skills, knowledge, and passion for education will contribute positively to ACCSC's mission and the success of its member institutions.

DR.

AMER QATANANI

HIGHER EDUCATION LEADER | ONLINE EDUCATION |
ACCREDITATION | HBR ADVISORY COUNCIL | EXECUTIVE
BOARD MEMBER | LEARNING INNOVATION | CREATIVE THINKER

E-MAIL

ADDRESS

USA

WORK EXPERIENCE

Methodist College

04/2022 - 12/2023

Peoria, IL

Vice Chancellor of Academic Affairs - Online/Blended/Residential

- As the chief academic officer, took on the responsibility of leading all academic and administrative departments within the tertiary college.
- Managed academic planning, academic program review, and curriculum development to guarantee the continuous improvement of educational offerings.
- Supervised deans and academic directors, including the Dean of Nursing, actively assessing and approving their recommendations for faculty hiring, promotion, and tenure to maintain a highly qualified academic team across all departments.
- Oversaw the preparation of budgets for academic and academically related programs, carefully allocating and reallocating funds and resources as needed to support academic excellence, with oversight of an operating budget of \$11 million.
- Provided visionary leadership in the establishment and maintenance of academic standards and policies, collaborating closely with the accreditation liaison officer to HLC (Higher Learning Commission), the accrediting body for the College.
- Served as a member of the President's Cabinet and offered leadership for the development and administration of strategic priorities and overall College policy.
- Led initiatives that resulted in a remarkable increase in the NCLEX pass rate, elevating it to over 95% for both undergraduate and graduate programs over the course of a year from 2022 to 2023.
- Facilitated comprehensive training, evaluation, professional development, and management of School Deans, Program Directors, and Faculty, fostering a culture of continuous improvement and excellence in teaching.

Unitek Learning (Brookline College, Unitek College, and Eagle Gate College)

12/2020 -
01/2022

Remote

Associate Dean of Online Education

- Led a team of 30 faculty members across 17 campuses, ensuring consistency and quality in online curriculum delivery.
- Overseeing the master programs within the institution.
- Provided visionary and strategic leadership in the development and implementation of online programs across all divisions of the College.
- Recruited, assessed, developed, and supervised the academic team to ensure the highest standards of online education.
- Efficiently allocated and managed resources designated for online learning initiatives.
- Supervised instructional designers, Learning Management System (LMS) administrators, and other personnel responsible for online education.
- Evaluated, recommended, selected, and implemented technology products that enhance the online learning experience.
- Promoted collaboration, partnerships, and relationships among all stakeholders involved in design projects.
- Maintained the quality and integrity of online course offerings, upholding high standards of educational excellence.
- Initiated and led efforts in 2021 to improve the retention rate to over 80%, focusing on student engagement and support measures.

SUMMARY

Highly collaborative executive leader proven in driving learning excellence across the academic, healthcare, and technology sectors. Demonstrated expertise in enhancing educational quality, student satisfaction, and retention rates. A trusted partner with executive peers in identifying and capitalizing on organizational growth opportunities. Engaging mentor, trainer, and leader of high-performance teams. Recipient of the 2020 Global Forum for Education and Learning (GFEL) 'Top 100 Leaders in Education' award.

LANGUAGES

English

★★★★

Arabic

★★★★

- Executed curriculum improvements that resulted in a 15% increase in student satisfaction ratings.

The College of Health Care Professions 10/2017 - 12/2020

Houston, TX

Corporate Director of Online Education

- Coordinated daily monitoring of campus adherence to academic processes in accordance with established training and policies.
- Supervised the implementation of online and blended learning initiatives across all nine campuses.
- Managed Learning Management System (LMS) functions, including overseeing course content, course approvals, and evaluation processes to ensure timely completion.
- Managed course enrollment processes, including monitored and tracked student progress.
- Provided assistance for the preparation of accreditation by the Accrediting Bureau of Health Education Schools.
- Strategically planned and oversaw instructional design projects, ensuring their successful planning and execution.
- Cultivated collaboration, partnerships, and relationships among project participants within the instructional design context.
- Applied expertise in business to the management of instructional design endeavors.
- Contributed to the training and development of the Academic team while participating in the formulation of policies aligned with Corporate Academics.
- Analyzed data from reports and offered strategic recommendations to HR, technical managers, or other relevant stakeholders.

The College of Health Care Professions 08/2014 - 11/2017

Houston, TX

Assistant Dean of Education/Academic Lecturer

- Collaborated with subject-matter experts to identify training needs of the target audience.
- Monitored and supported student progress in achieving learning objectives.
- Utilized distance education technologies including Elsevier, Pearson, McGraw Hill (Connect), Adobe, Skype, and email to independently engage with students.
- Developed engaging learning activities and crafted captivating course content.
- Applied established instructional design theories, practices, and methods.
- Provided timely feedback to students on coursework and their overall progress.
- Maintained classroom discipline by establishing and enforcing rules and procedures.
- Prepared and executed instructional activities that encouraged active learning experiences.
- Offered instruction and guidance on the use of learning materials and equipment.
- Assessed and graded class work, homework, tests, and assignments.

Private School 08/2006 - 12/2013

Teacher

EDUCATION

Doctorate in Business Administration in Higher Education 02/2017 - 10/2020

Apollos University

Master's Degree in Organizational Management 09/2015 - 12/2016

Apollos University

Bachelor's Degree in Education 09/2002 - 07/2006

FESA College - Faculty of Educational Sciences & Arts

COURSES & CERTIFICATIONS

Professional Certificate, Leadership and Communication - Harvard University

Professional Certificate, Corporate Finance - Columbia University

Leadership and programme management in Infection Prevention and Control (IPC) - World Health Organization 12/2021

Instructional Design Foundations and Applications - University of Illinois at Urbana-Champaign 08/2019

Distance Education Evaluator - Accrediting Bureau of Health Education Schools (ABHES) 05/2018

Distance Education Evaluator - Distance Education Accrediting Commission (DEAC) 01/2018

SKILLS

Higher Education	Microsoft Office
Learning Technology	Communication
Leadership Development	Online Education

VO L U N T E E R I N G E X P E R I E N C E

Harvard Business Review 01/2022 - Present
Position: Advisory Council Member

Accrediting Bureau of Health Education Schools 10/2009 - Present
Position: Evaluation Specialist Cause: Education
Collection of hygiene materials.

Accrediting Commission of Career Schools and Colleges (ACCSC) 05/2022 - Present
Position: Program Review Committee

Executive Board Member 02/2022 - Present
Position: Global Online Learning Development and Extended Network

University of the People 08/2020 - Present
Position: Faculty Cause: Education

Peoria Area World Affairs Council (PAWAC) 08/2022 - Present
Position: Board of Directors