



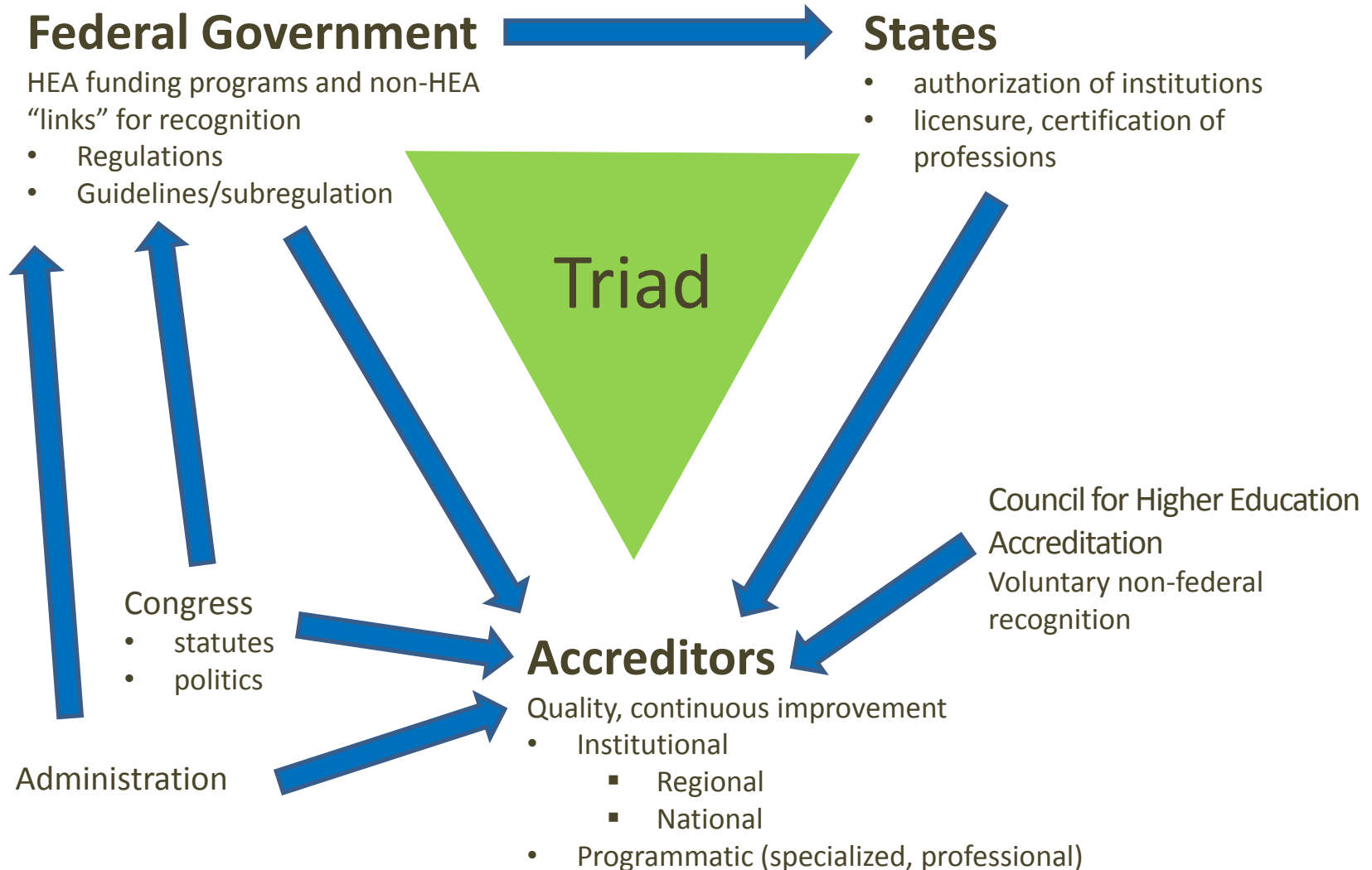
State of Play of Specialized and Professional Accreditation in the United States

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Accreditation Environment

- Recognition
 - Council for Higher Education Accreditation (CHEA)
 - US Education Department (ED)/ Congress/ Administration
- States
- Institutional Accreditors – Regional, National
- Specialized and Professional Accreditors

Regulation of Higher Education



Current Issues

- Reauthorization of the Higher Education Act - overdue
 - high cost of higher education; poor access; low completion
 - bad players – more, new regulations
 - Gainful employment regulations
 - Teacher preparation regulations
- Innovation - delivery methods
 - Distance education
 - Competency-based education and prior learning assessment
 - “extra-institutional” providers
- calls for
 - improved system of accreditation – accountability
 - alternative pathways – risk-based approach
 - alternative accreditors – current system creates barriers

Accountability

- What are accreditors doing to protect students?
 - How can bad players be accredited up until they go out of business?
 - (ACICS/Corinthian)
 - Why aren't accreditors looking more at outcomes and setting outcome benchmarks?
- Transparency agendas
 - ED/NACIQI and CHEA calling for more information to be made public

Specialized and Professional Accreditation

- Public and lawmaker perception that all accreditors are the same
 - Membership organizations (old boys club)
 - Accreditors do not hold institutions accountable for acceptable outcomes.
 - Institutions rarely lose accreditation
- Programmatic accreditors look at outcomes
 - 100% of ASPA members – accreditor or program determined or combination
 - 93% have competency requirements – entry-to-practice
 - 52% set benchmarks (licensed fields)

Questions

