



AERICAN
ACCREDITATION
ASSOCIATION

SHORT STUDY

PROFESSIONAL ACCREDITATION OF SCHOOL SYSTEMS

Accreditation

Accreditation in the Education system refers to a kind of quality assurance in which all of the services provided by an educational institute are tested by a third party to make sure that specific terms and conditions are met[1]. This process is also considered as an inspection. “ Inspection is an important element of the management process and hence of school management. Inspection helps in evaluation of the achievement level regarding predetermined objectives in education and training ” (Bursalıoğlu, Z. (1994). Okul Yönetiminde Yeni Yapı ve Davranış. Ankara: Pegem Yayınları.)[2] . There are two types of Accreditations; one is institutional accreditation in which accreditors evaluate the whole institute covering every field of education whereas other type of accreditation is individual accreditation in which accreditors mainly focus on the academic personnel themselves.

Who are accreditors

In the majority of countries the government itself handles educational accreditation like the Ministry of Education. In the United State this obligation is done by a third party (non-profit organization). These are private firms known as accreditors. These accreditors are now providing accreditation for schools outside the US as a growing trend in the academic accreditation industry. This is due to the high competition between international schools in different countries in the world such as the Arabic Gulf, Turkey, North Africa and some countries in Europe as well.

In the United states these organizations must be verified by the National Advisory Committee on Institutional Quality and Integrity (NACIQI) in order to receive federal funds and any other type of federal recognition. In other countries, the National ministry of education approves the accreditation of an international accreditation body since the standards met are in many cases higher than those used by the ministry itself. Ministries of education set a national standard based on their local

schools. International schools however need to conform with a higher level of standard, hence international accreditation bodies like those in USA or Canada.

History of Educational Accreditation

Historically, Accreditation in Educational institutes came into existence along the formation of the American higher education system. At that point when it was an emerging problem, there was no any control point or any other central body existed to introduce certain educational terms and conditions. In the late 19th century, there were unclear boundaries to the distinctions between the educational content for postsecondary and secondary institutions because there was no consensus regarding academic content. Due to absence of boundaries it was becoming an issue, to overcome this giant educational problem in 1895 the first postsecondary association came into existence. The purpose of this association was to distinguish educational content between postsecondary and secondary institutes and to establish particular guidelines and instructions for peer review as condition for membership. With the passage of time several other associations were being established and became members of accreditation. Thus in the early 1970s, no longer all but a small number of diploma granting institutes were either accredited or candidates of accreditation [4].

Reason behind Accreditation of Educational institutes

Within the second half of 19th century, there was an enormous number of educational institutes that came into existence in America. Unfortunately, very few of them could hardly meet the criteria needed. They weren't able to compete with the educational excellence of America's present institutes. They were just building colleges i-e teacher's college, land-grant colleges, women's colleges, black college's without even knowing the basic concept of college.

However, potential college students and their parents were not able to find an answer to questions about the general requirements for admission to college and when would the student complete the degree after getting into college.

Thus this issue led the government to think about re-evaluating these institutes to overcome this major drawback. Hence the U.S Bureau of Education directed the Carnegie Foundation to evaluate institutions. As a result Carnegie carried out an evaluation process but didn't announce the result due to the risk of misuse of information.

Later, a group of secondary faculty masters in New England took the initiative. In 1884 contributors of the Massachusetts Classical and High School Teachers Association, along with Harvard University President Charles Eliot, established the New England Association of schools and colleges. This was the formation of a regional accreditation association [5].

Purpose or Benefits of Accreditation in Educational System

“Accredited status” means high level of credibility in the educational system as a whole. Accreditation delivers the fact that the public can trust the worthiness of institutions and programs.

Here given below are some of the benefits of educational accreditations [4]

To make sure that institute or individual program contains specified terms and conditions.

Enable students to choose recognized institutes.

Aids to clarify institutes and programs for investment of both public and private funds.

Defend respected institutes against internal and external pressure.

Create intention for self-growth of weaker programs and stimulate a trendy raising of standards amongst educational institutions.

Includes all faculty and staff in the evaluation and growth planning of educational institutes.

Generates prominent terms and conditions for proper professional certification and licensure.

Delivers one of among several conditions used as a basis for determining eligibility for federal assistance.

It is an assurance of a fundamental degree of first-rate requirements to applicable stakeholders.

Credits are most likely to be transferred to other authorized institutions.

Role of Educational Accreditation in order to control Quality of Education

Perfect teaching yields good learning outcomes. Some educational researchers reflect that teaching must be student targeted while some researchers reflect that it depends on teaching methodology. Evident changes have been noticed on the conventions of the teaching methodology due to the influence of social media and online learning. Teaching is now out of restricted classrooms and has been introducing new teaching methodology unlike traditional teaching methodology. Thus educational institutes have been adopting different measures in order to enhance teaching and learning. (Saaty and Ramanujam, 1983) [6].

Stakeholders of Educational institutes which mainly contain employers, students and parents are alarmed by the importance of quality of education and teaching methodology being delivered to students. Here Accreditation plays a vital role in improving quality of education by implementing certain procedures in order to maintain the standard of education (Magnusen,1987;Seldin,1989).

Following terms have been carried out by Accreditation agencies to pass out certain judgments regarding specific educational institutes (Winston,1999)

- Organizational Integrity & mission
- Onward looking mindset
- Effective teaching and education
- Active knowledge management
- Service and engagement and quality of teaching

College students gaining knowledge of consequences and effects rally to the vanguard of evaluation measures that accrediting companies undertake all through the direction of assessing the effectiveness of coaching at universities [6].

For students who are willing to work in different parts of the globe, an accredited recognition is important for his or her expert practice, and might

help in interview and selection methods. It can also result in a huge variety of possibilities throughout the globe.

Last but not least, accreditation is a system or method for imparting public self-belief or public consideration and accountability. It can assist to market the fulfillment of the organization within the nearby, countrywide and international context and assist establishments recruit students and body of workers [7].

Analysis of institutional accreditation abroad [9]

This section of the report covers the reviews of institutional accreditation system and its impact on developing countries Flanders, Denmark, Norway, Latvia, Estonia and Scotland.

The fundamental exploration question was planned as follows:

What has the presentation of institutional accreditation in different nations implied for the harmony between the quality confirmations of study programs on the one hand and the experience of more noteworthy certainty and a decrease in the authoritative weight felt by advanced education organizations on the other?

Three auxiliary inquiries were formed for every country:

What are the critical qualities of the higher education framework overall and the accreditation framework specifically?

What were the main explanations behind presenting institutional accreditation?

What are the outcomes and the effect of institutional accreditation?

Norway and **Denmark** have institutional accreditation and program accreditation for new review programs at establishments that have been allowed contingent accreditation.

The **Estonian** framework somewhat takes after those of Norway and Denmark, in that there is institutional accreditation each three or seven years, yet joined with quality appraisals of study program gatherings (from 2019, arbitrary, topic based appraisals of projects)

In **Scotland**, there is a foundation audit at regular intervals to survey whether an institution's performance is totally powerful, somewhat compelling or incapable.

Latvia utilizes three quality confirmation processes: accreditation of establishments of advanced education, accreditation of specializations and authorizing of study programs. The Flemish quality confirmation framework centers around the nature of individual projects furthermore, responsible for them. This is done either through an establishment survey that gives the colleges of applied sciences themselves the chance to be underwriters of the nature of their review programs, or through an evaluation at program level by an outer appraisal body or a quality affirmation association. In every one of the nations, there is most importantly self-reflection or self-assessment, after which outer 'friends' and partners survey this assessment and make a review visit to the institute. Accreditation is either conceded by the accreditation association (or accreditation council) or a proposal is submitted to the Ministry. In most nations (however not Flanders), designs are utilized for self-assessment, but rather there is regularly room to veer off from them.

Institutional accreditation is standard in all nations, while there might be exemptions for little establishments, for example. Inability to acquire accreditation has different unique outcomes. On the off chance that an **Estonian** foundation doesn't acquire accreditation, it is given two years to address the weaknesses; *if not the Ministry can quickly pull out the 'schooling permit'*. In **Flanders**, an adverse choice with respect to an establishment audit implies that the accreditation association will again give the external quality confirmation at program level. In Norway, the Ministry can adjust the situation with the accreditation of an institution in case there are significant worries about quality. In **Scotland**, there appear to be not many outcomes connected to the inability to pass an appraisal: an organization is then, at that point, given various need regions in which it needs to make a move. No differentiation is made between open, private or state institutes.

All nations have an immediate or backhanded type of accreditation of new study programs, however there are contrasts in the focal point of the accreditation and who does it. Institutions do not have the free right to evaluate and certify programs. Considering public models and contemplations, no program evaluation, or just a restricted evaluation, is by and large required for existing projects.

Future of Accreditation and Quality assurance

Accrediting organizations have been fulfilling their obligations for maintaining quality of education until an unexpected situation came up known as “Covid-19 pandemic”. It has affected almost every aspect of human life, so how did the Accreditation organizations maintain the quality of education amid the pandemic situation?

Huge number of schools and colleges made a gigantic and honorable shift to remote learning in a pandemic situation. Verified accrediting organizations were there to support and also deliver leadership support towards this effort. But that was just for an uncertain condition which the world encountered suddenly, but how can we be sure that the physical education system will be back on track like it was? We don't know which education system will be adopted for the long term either remote education, back to institution or combination of both and we also are not able to answer for how long these education systems will be implemented by considering the present situation of the world. Thus as a result of this situation we also don't know what will be the grading system, What the academic calendar will look like? And how will the faculty deliver education? By keeping in mind all these situations, quality of education will be the most prominent thing to talk about.

In April 2020, (CHEA) Council for Higher Education Accreditation conducted two conferences with (USDE) United State Department of Education regarding this situation and in mid of April CHEA made a survey of verified accreditation agencies. The top goals of these conferences was to look at the Future of quality and what role should accreditation agencies play to handle any uncertain condition like this.

Outcomes of this webinar are summed up into five points covering the role of accreditation in keeping the quality of education. These five points are not only defending the integrity of accreditation of higher education but also satisfying students as well as the public [8].

The need for comprehensive engagement

Accreditation revealed that they are in touch with all types of procedures of institutions and programs. They are taking notice of each and every thing i.e academic programming, finance system as well as student support. They are asked to react to all types of questions and concerns raised by members. Accreditors are being more malleable to impose their norms with verified organizations which are already under supervision of USED. Institutions and programs are free to make changes in their criteria but they must be fulfilling the standard set by accreditation agencies that reflects the commitment to comprehensiveness displayed by so many accrediting organizations.

The centrality of student learning outcomes

During the CHEA webinar, the accreditor spoke out “primary emphasis on evidence of student competency and learning – this is how we are protecting quality yet are flexible”. All accreditors have assumptions of student accomplishment and institutional execution. These are molding the structure for supporting quality inside which they are working. Institutes and programs are free to make their own decisions like setting grading structure, introducing academic calendar etc. The accreditors are there to help these choices and guarantee that these choices line up with accreditation norms. They are there to propose powerful evaluation devices and offer compelling practices on the side of students learning results.

The importance of support for institutions and programs

It has been heard that certifying associations are more engaged than any time in recent memory on supporting and helping establishments and programs. This worked out in a good way past scholarly contemplations

like educating and learning. Associations are continually in contact with foundations and projects through, e.g., reviews, virtual gatherings and visit rooms. Points incorporate topics like providing help for student safety, supporting value and variety, and guaranteeing instructive portability through proceeding with accentuation on move of credit and not forsaking these foundations to establish pathways even in these harsh times.

The commitment to institutional autonomy and mission

Accreditors, straightforwardly and by implication, avowed the significance of the autonomy of their institutions and programs and regard for mission. Accreditors were clear that various scholastic choices rested with schools and colleges and not accrediting associations. They believed that the versatility before long that had been executed relied upon the meaning of mission and free insightful drive coming from institutions and programs – even in the midst of a pandemic.

Readiness for the future

The accreditors explained about the certain change in the education system due to the pandemic and how they managed to take control of the present situation but what about the future situation? Will the industry look forward for distance learning platforms, more from staff commitment, more from guiding and exhorting? Provided that this is true, could institutions and programs give this? How might the accreditors have the option to pass judgment?

USA Education Accreditation

Many American students were "sold" on the notion that whenever a college is not accredited by a US Department of Education-approved private organization, it will not be considered as genuine or achieving basic minimum quality criteria, regardless of where it is situated in the world.

ESSENTIAL IDEAS Regarding EDUCATION ACCREDITATION IN THE UNITED STATES

The goal of accreditation is to confirm that higher education institutions provide sufficient quality education.

Institutions desire accreditation in the United States for a variety of reasons, one of which is to ensure that their students are eligible for federal student funding and other federal advantages.

Certifying organizations, as these are local training organizations, develop assessment methodologies and conduct evaluations to determine whether certain standards of education requirements are met. Organizations and/or programs that demand and meet the evaluation standards of a government agency are then "certified" through that organization.

The Department of Education of the United States of America does not accredit educational institutions or programs. But nevertheless, under Title IV of the Higher Education Act of 1965, as updated, the Secretary of Education is required by law to publish a list of recognized accrediting agencies for whom accreditation allows the institutions they accredit to demonstrate qualifications to participate in the Federal student financial support programs administered by the Department.

Accrediting activities that take place outside of the United States are not recognized by the Department of Education, are not assessed by the Department, and the Department has no control or judgment of their educational quality.

International accrediting agencies are not authorized by the US Department of Education, although accrediting agencies that have been authorized by the Secretary of Education may accredit abroad institutions.

A abroad degree will be evaluated for equivalence to a US degree by private credential evaluation agencies. The United States' federal government does not promote nor sponsor any particular certificate assessment company or group of companies, and it does not conduct school performance or certification reviews.

They are independent, non-profit firms that have been established with the exclusive purpose of evaluating the quality of higher education institutions and programs.

Accreditation is a standard and benchmark for evaluating the quality of a learning institution.

Although the widely held merits and obligations of accreditation, some schools refuse to participate for a variety of reasons. Postsecondary educational institutions and programs can elect not to pursue accreditation while still providing a high-quality education, according to the US Department of Education. Other unaccredited universities, on the other hand, only offer for-profit degrees and certifications.

References

https://en.wikipedia.org/wiki/Educational_accreditation

<https://www.sciencedirect.com/science/article/pii/S1877042814004595?via%3Dihub>

<https://www.youtube.com/watch?v=JUZp7iVY2rg> (description of the this informative video)

Accreditation of Higher Education : Background, Issues and Considerations, edited by Leah Martinez, Nova Science Publishers, Incorporated, 2015. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/ikbu-ebooks/detail.action?docID=2130872>.

<https://education.stateuniversity.com/pages/1731/Accreditation-in-United-States.html> (By John A.Stoops ; Historical development section)

The Future of Business Education : Relevance, Impact and Accreditation, Emerald Publishing Limited, 2019. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/ikbu-ebooks/detail.action?docID=5992514>.

Al-Haj Ibrahim, Hassan. (2014). Quality Assurance and Accreditation in Education. Open Journal of Education. 2. 106. 10.12966/oje.06.06.2014.

https://www.chea.org/sites/default/files/pdf/Inside%20Accreditation%20-%20May%202020_FI-NAL.pdf (Official Paper by CHEA)

<https://www.eqar.eu/assets/uploads/2019/10/Institutional-accreditation-abroad-summary.pdf>



