



2019 CHEA RECOGNITION POLICY and PROCEDURES

EFFECTIVE JANUARY 1, 2019

TRANSITION FRAMEWORK FOR CURRENTLY RECOGNIZED ACCREDITING ORGANIZATIONS

INTRODUCTION

The revised 2019 CHEA Recognition of Accrediting Organizations Policy and Procedures was approved by the CHEA Board of Directors on September 23-24, 2018. The policy goes into effect on January 1, 2019.

All CHEA-recognized accrediting organizations retain their recognition status through the period of their recognition under the 2010 policy, subject to meeting all the conditions of the policy and to providing evidence of meeting the new or revised standards and requirements of the 2019 policy as called for in the CHEA Transition Framework.

The Framework is intended to offer guidance to CHEA-recognized accrediting organizations to provide evidence that the new or revised standards and requirements of the policy are met. The Framework is in two parts: standards and requirements for which evidence is to be provided in 120 days from January 1, 2019 (April 30, 2019) and standards and requirements for which evidence is to be provided in one year (January 1, 2020).

Following each standard or requirement is a brief statement in italics intended to provide guidance. Please also refer to the CHEA Guidelines for Preparation of the Application Narrative for CHEA Recognition. An indication of intent to meet a standard or requirement is not adequate evidence that the standard or requirement has been met. CHEA requires that an accrediting organization meet all parts of each standard and all requirements in order to obtain and maintain CHEA recognition.

CHEA does not intend to provide any extensions to this timetable. Submissions are due in electronic format (via email) by the due date above. An accrediting organization may provide such evidence and supporting information sooner, if so desired.

The revisions to the policy contain other changes that are not included here, e.g., the length of the recognition period, a single deferral, because they are changes in the recognition process and do not require a response from accrediting organizations.

REVIEW PROCESS

The information provided by accrediting organizations will be reviewed by CHEA staff. Staff will either:

- *Inform the accrediting organization that the evidence indicates that the new or revised standards or requirements are met;*

- *Ask the accrediting organization to provide additional evidence if the information provided does not fully address the new or revised standard or requirement; or*
- *In the case of evidence of major deficiencies in meeting the standards, refer the accrediting organization's Transition Framework to the committee on recognition for additional review. The committee may call for the accrediting organization to take additional steps to meet the new or revised standard or requirement or call for a new recognition review.*

COMPLETING THE TRANSITION FRAMEWORK AND INTERIM REPORTS DUE IN 2019

- *All March 2019 Interim Reports are now to be submitted for the June 2019 meeting. The reports are based on the 2010 policy requirements. CHEA staff will be in contact to provide revised deadlines for those accreditors impacted.*
- *In addition, the interim reports will include the evidence for the first part of the Transition Framework (Framework requirements with the due date of April 30, 2019). CHEA will suggest formats to integrate this additional evidence to avoid redundancy and to streamline efforts.*
- *The Interim Reports with the additional information regarding the 2019 standards and requirements will be reviewed by the committee, following the 2019 policy. The 2019 procedure does not differ from the 2010 policy in this regard.*
- *Evidence of meeting the remaining standards and requirements in the Transition Framework is to be submitted by the January 1, 2020 due date.*
- *All November 2019 Interim Reports are to be based on the 2019 policy, with the exception that the evidence required for the Transition Framework due January 1, 2020 does not need to be submitted until January 1. CHEA staff will be in contact to provide revised deadlines for those accreditors impacted.*

STANDARDS AND REQUIREMENTS FOR WHICH EVIDENCE IS TO BE PROVIDED ON OR BEFORE APRIL 30, 2019

Para 7: Scope Statement Content Detail

"The accrediting organization submits a clear statement of its proposed scope of recognition, which will be used to inform the public of the accreditation activities for which the accrediting organization holds recognition. The scope statement includes the following information: (1) types of institutions or programs; (2) degree levels; (3) geographic boundaries of accreditation activity, including specification of United States and international locations; and (4) degree areas or professional fields of study." Note: If any required information is not included in a current scope statement, please provide in the narrative and submit to CHEA as a change of scope.

Para 8: Notification of Scope Editorial Changes

"If a recognized accrediting organization alters its CHEA-recognized scope of accreditation in non-substantive ways, e.g., editorial revisions, it promptly notifies CHEA staff and includes a brief description of what led the accrediting organization to make the alterations." Note: As applicable, provide a description of alterations and what led to these modifications, including the accreditor's modified scope statement.

Para 10: Implementation and Enforcement of Standards, Policies or Procedures

"To be recognized, the accrediting organization provides evidence that it implements and enforces its standards, policies or procedures." Note: Provide specific examples of how standards are both implemented and enforced. This same requirement is outlined in CHEA Standard 11A whereby the accrediting organization is to demonstrate public accountability for performance and transparency.

Para 10F: Accreditor – Quality Improvement Capacity and Ongoing Attention to Appropriate Innovation

“Encourage and assist institutions and programs in ongoing improvement of academic quality and performance, including a commitment to flexibility and appropriate innovation in promoting academic quality.” *Note: Describe how ongoing improvement (e.g., strengthening or changing practices) is encouraged and, where appropriate, include evidence of successful innovation (e.g., establishing alternative delivery methods, new credentialing).*

Para 11A1: Providing Details About Accredited Status

“Inform the public of the reason(s) for the accrediting organization’s accreditation actions (i.e., decision made by the accrediting organization, as the result of an institution or program review to grant, reaffirm, deny, withdraw or defer accreditation, or award candidacy or pre-accreditation, or to impose notice, warning, show cause or probation status) in a timely and readily accessible manner, including the institutional or program comments if any.” *Note: Provide evidence that the public is informed of accreditation actions related to all institutions and programs, accompanied by details about why the status has been awarded, including any conditions imposed. This information is also to be provided in a Directory. See Standard 12D3. (This standard includes the requirements of former CHEA Standard 12B5.)*

Para 11C2: Capacity and Competence in International Activities

“Provide evidence of the accrediting organization’s capacity and competence to engage in international accreditation activities, including language and cultural differences, consideration of ongoing quality assurance activities in the country, national and local factors that would affect the accreditation process and attention to the safety of all those involved.” *Note: Describe the various means by which the accreditor addresses these differences and variation in accreditation activities in the country of the institution or program and any relevant local factors.*

Para 11C4: Notice to the Public About Areas Accommodating Differences – International

“When describing the accreditation status of international institutions and programs, provide notice to the public of the nature and content of the accommodations that were made for local conditions and alternative evaluation standards or practices that were used as part of the accreditation process and decision-making.” *Note: Provide evidence that the public is informed of how the accrediting organization is addressing differences in local conditions and evaluation as these relate to any decision about accredited status.*

Para 12A: Legal Authority to Operate

“Has legal authority to operate.” *Note: Provide evidence to support legal status of an independent accrediting organization or a parent entity that houses an accreditation unit, as applicable. See 12A Guidelines for examples of legal authority.*

Para 12D3: Accessible and Detailed Directory

“In a readily accessible directory, all currently accredited institutions or programs and the corresponding levels of accreditation and accreditation status, including any accreditation status conditions imposed by the accrediting organization (i.e., restrictions or other specifications affecting an accreditation status, including but not limited to, the length of a term of accreditation, warning, show cause, suspension or other conditions defined in the accrediting organization’s policy).” *Note: Provide a directory of all currently accredited institutions or programs, including details on accreditation status as described in this standard. See also Standard 11A1.*

Para 12J: Procedural Due Process and Conflict of Interest Policy

“Assures procedural due process in accreditation activities, including, without limitation, (1) publication of an appeals policy that informs the institution or program of the process to be used and actions that may be taken (i.e., the grounds for appeal, the process by which the appeal will be conducted and heard by individuals independent of the body that made the decision to deny or remove accreditation and any costs associated with an appeal) and (2) an effectively administered conflict of interest policy that covers all accrediting organization staff, site visitors and members of accreditation-recommending and decision-making bodies.” *Note: Provide evidence of implementation of procedural due process and a conflict of interest policy as determined by the accreditor.*

STANDARDS AND REQUIREMENTS FOR WHICH EVIDENCE IS TO BE PROVIDED ON OR BEFORE JANUARY 1, 2020:

Para 10C: Importance of Institution or Program Performance to Accredited Status

“As a central part of the accrediting organization’s decision-making about accreditation status, address how well institutions or programs meet the accrediting organization’s performance expectations, including, at a minimum, performance expectations consistent with institution or program mission and type. Performance expectations may emanate from the accrediting organization working with its institutions or programs, or from an institution or program or from both.” *Note: Provide evidence that the accreditor’s performance expectations are being met and how well.*

Para 11A3: Timely Action for Substantially Underperforming Institutions or Programs

“Provide a procedure for the accrediting organization to take timely action to prevent substantially underperforming institutions or programs from achieving or maintaining accredited status. The procedure includes application of indicators to determine institution or program performance weakness, procedure for intervention and options for action by the accrediting organization in such cases.” *Note: Provide evidence that accredited institutions or programs are appropriately monitored and provide examples where necessary action has been taken in a timely manner, including denial or withdrawal of accreditation. See 11A3 Guidelines for examples.*

Para 11A4: Accreditor – Ongoing Attention to Appropriate Innovation

“Include ongoing attention to appropriate innovation in demonstrating public accountability.” *Note: Describe, as applicable, any new or creative measures used by the accrediting organization to foster innovation by its institutions or programs (e.g., new delivery methods, alternative credentialing).*

Para 11B1: Institution or Program – Informing the Public About Performance and Student Achievement

“Provide timely, readily accessible, accurate and consistent aggregate information to the public about institutional or programmatic performance and student achievement, as such information is determined by the institution or program, based on quantitative or qualitative information with external verification as appropriate.” *Note: Provide evidence that all accredited institutions or programs inform the public about performance and student achievement. See 11B1 Guidelines for examples of “student performance” and “student achievement.” (This standard includes the requirements of former CHEA Standard 12B1.)*

Para 11B3: Institutions and Programs – Ongoing Attention to Appropriate Innovation

“Provide evidence of ongoing attention to appropriate innovation.” *Note: Describe measures to foster appropriate innovation by institutions or programs (e.g., alternative delivery systems or alternative credentialing).*

Para 12E: All Accreditation Standards to be Met

“Requires that all accreditation standards be met for an institution or program to obtain and maintain accredited status.” *Note: Provide evidence that the accreditor has such a requirement and how the requirement also allows for institutions and programs to address deficiencies, as applicable. See 12E Guidelines for suggestions.*

Para 12M1: Accreditor Self-Review – Aggregate Information on Performance

“Review of aggregate information regarding the extent to which the accredited institutions or programs are achieving their expectations for student learning.” *Note: Describe how the accrediting organization reviews aggregate information. “Aggregate information” refers to compilations of data or material about what happens to students (e.g., completion, graduation, retention, success with academic transfer, success with entry to graduate school, success in moving into the world of work and other evidence, as appropriate).*

Para 12M2: Accreditor Self-Review – Evidence of Promoting Academic Quality and Student Success

“Collection and review of evidence that the accrediting organization’s own performance promotes academic quality and student success and serves both higher education and the public.” *Note: Provide information to affirm this promotion and service.*



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