



HANDBOOK  
OF  
ACCREDITATION

*Accreditation Commission for Programs  
In Hospitality Administration*

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## INTRODUCTION

### The Role and Value of Accreditation

Accreditation is an activity long accepted in the United States, but generally unknown in most other countries because other countries rely on governmental supervision and control of educational institutions. The record of accomplishment and outstanding success in the education of Americans can be traced in large part to the reluctance of the United States to impose governmental restrictions on institutions of postsecondary education, and to the success of the voluntary American system of accreditation in promoting quality without inhibiting innovation. The high proportion of Americans benefiting from higher education, the reputation of universities in the United States for both fundamental and applied research, and the widespread availability of professional services in the United States all testify to postsecondary education of high quality, and to the success of the accreditation system that the institutions and professions of the United States have devised to promote that quality.

Accreditation is a status granted to an educational institution or a program that has been found to meet or exceed stated standards of educational quality. In the United States, accreditation is voluntarily sought by institutions and programs and is conferred by non-governmental bodies.

Accreditation has two fundamental purposes: to assure the quality of the institution or program and to assist in the improvement of the institution or program. Accreditation, which applies to institutions or programs, is to be distinguished from certification and licensure, which apply to individuals.

Bodies conducting institutional accreditation are national or regional in scope and comprise the institutions that have achieved and maintain accreditation. These bodies consider the characteristics of whole institutions. For this reason an institutional accrediting body gives attention not only to the educational offerings of the institutions it accredits, but also to such other institutional characteristics as student personnel services, financial conditions, and administrative strength.

Bodies conducting programmatic or specialized accreditation, such as the Accreditation Commission for Programs in Hospitality Administration, are national in scope and conduct accreditation of a program preparing students for a profession or occupation. Such bodies are often closely associated with professional associations in the field. A specialized accrediting body focuses its attention on a particular program within an institution of higher education, and provides a basic assurance of the scope and quality of professional or occupational preparation.

## Commission for Programs in Hospitality Administration

In fulfillment of one of its primary objectives, i.e. to encourage the assessment and enhancement of quality hospitality education programs, the Council on Hotel, Restaurant and Institutional Education (CHRIE) established an Accreditation Commission for Programs in Hospitality Administration whose specific duties, responsibilities, and functions were to insure a continual and effective system for the accreditation of hospitality education programs at the baccalaureate level. The Commission's membership includes voting representatives from accredited hospitality programs, hospitality industry professionals, the public at large, and ex-officio representatives from two-year programs, international programs, tourism/travel administration, and CHRIE. The Commissioners serve without compensation.

In accordance with the policies, procedures, and requirements regarding autonomy of accrediting bodies promulgated by the Council on Postsecondary Accreditation (COPA) and by the U.S. Department of Education (DOE), or their successors, the Accreditation Commission has the following powers and responsibilities:

1. To develop and enhance standards and guidelines for evaluating program effectiveness in the field of hospitality administration education; to foster excellence in the same; and to publish those standards and guidelines for evaluating program effectiveness.
2. To ensure the effectiveness of, and objectivity in, the accreditation process.
3. To provide counsel and assistance to established and developing hospitality administration programs, and to disseminate information to all programs that might stimulate improvement in hospitality administration education.
4. To ensure that the accreditation process recognizes the diversity of hospitality administration education, and provides assurance that programs are of acceptable quality.
5. To develop and maintain a policy manual and other manuals for institutional self-study, and to distribute these upon request.
6. To develop and maintain an evaluator's manual, implement the appropriate training of all evaluators, and appoint site visitation teams.
7. In collaboration with CHRIE: to set and collect fees for the accreditation process, maintain appropriate records, and disburse appropriate payments for expenses incurred through the accreditation process.
8. To schedule the process for accreditation for hospitality administration education programs, and to coordinate the entire review process.
9. To be solely responsible for the final decision on accreditation of a hospitality administration programs
10. To receive, review, and arbitrate written appeals from any program claiming to be aggrieved by a negative action of the Commission.
11. To function as the policy-making body in all matters of accreditation within hospitality administration education programs.

In fulfilling these charges, the Commission has developed the following:

1. Eligibility requirements for programs seeking accreditation.
2. Objectives of the accreditation process, including overall objectives of the accreditation of programs in hospitality administration, specific objectives of hospitality administration accreditation, and specific objectives of the accrediting process in evaluating a program in hospitality administration.
3. Standards for accreditation
4. An accrediting process that includes a programmatic self-study, a visiting team evaluation, and final Commission action.

## I. ELIGIBILITY REQUIREMENTS FOR PROGRAMS SEEKING ACCREDITED STATUS

Each program applying for affiliation with the Accreditation Commission must initially demonstrate that it satisfies each of the following requirements. Taken together, these requirements define the kind of program that the Commission considers a part of its educational universe and within the scope of the accrediting activities for which it assumes responsibility.

The program:

1. must be part of an educational institution accredited by a regional or national accrediting body recognized by the U.S. Secretary of Education. An international program may petition the Accreditation Commission for its review to determine whether the program fulfills the intent of this condition;
2. has a statement of mission and objectives appropriate to a postsecondary program;
3. offers postsecondary educational instruction leading to a baccalaureate degree (or its equivalent) in hospitality administration;
4. must have institutional approval for courses and degree(s) offered;
5. has formally designated a director (or the equivalent) of the program;
6. has been in continuous operation for at least four years and has had at least three years of graduating classes by the time of review;
7. has a teaching faculty assigned to the program;
8. makes freely available to all interested persons (and especially to its potential and enrolled students) an accurate, fair, and substantially complete description of its program and related activities, policies, and procedures;
9. admits students under policies and procedures that are appropriate to the program and do not discriminate with respect to age, sex, ethnic background, race, creed, or disability.

## II. OBJECTIVES OF ACCREDITATION PROCESS

The objectives of the accreditation body derive from the minds and experiences of individuals and groups who are seeking to realize certain values and fulfill certain purposes. The overall (general) objectives may be derived from the early history of the accrediting body, in articles of incorporation, bylaws, and subsequent amendments to these. Such statements may also include terms like 'accreditation,' 'quality,' etc., which require clear definition.

Overall objectives are usually stated so broadly as to make it difficult if not impossible for evaluators to make a reasoned judgment about whether or not they are being achieved. It is necessary, therefore, to find specific objectives in official documents of the accrediting body, or to construct a set of specific objectives that relate back to, and are consistent with, the overall objectives.

The material that follows represents the overall and specific objectives developed by the Accreditation Commission for programs in hospitality administration.

### A. Definition

#### *Accreditation*

Accreditation is a communal self-regulatory process by which voluntary associations (1) recognize educational institutions or programs that have been found to meet or exceed stated standards of educational quality; and (2) assist in further improvement of the institutions or programs. The first of these purposes is called quality-assessment; the second, quality-enhancement.

The quality of an entity or process cannot be determined by the possession of a fixed series of characteristics, but only in terms of the objectives or purposes it seeks to achieve. Quality, therefore, must be defined contextually. Educational quality thus requires determining (1) the appropriateness of institutional/program objectives, and (2) the effectiveness with which the institution/program is utilizing its resources to achieve these objectives.

### *Standards*

Accrediting standards represent those generalizable conditions or characteristics determined to be essential in order for objectives to be achieved. Standards are to be expressed qualitatively, be applicable to a diversity of institutions or programs, and must consider educational outcomes (outputs) as well as resources and processes (inputs). For standards to be valid, they must be capable of being derived from the educational objectives stated, and must be appropriate, clear, and explicit.

### *Hospitality Administration*

Hospitality administration is defined as the decision-making process with respect to the proper allocation of resources to achieve **the** objectives of hospitality, i.e., the providing of food, lodging, and related services.

### B. Overall Objectives of the Accreditation of Programs in Hospitality Administration

1. To provide public assurance that programs in hospitality administration are of acceptable quality.
2. To provide guidance to programs in the continued improvement of their educational offerings and related activities.
3. To promote higher educational and ethical standards of professional education and enhance the public understanding of the hospitality field.

### C. Specific Objectives of Hospitality Administration Accreditation

To foster excellence in the field of hospitality administration by developing standards and guidelines for evaluating program effectiveness.

To ensure that the accrediting process recognizes and respects the diversity of programs in hospitality administration.

To ensure that the accrediting process evaluates not only the presence of essential resources and processes, but also the achievement of programmatic outcomes.

To require, as an integral part of the accrediting process, a programmatic self-study that is analytical, interpretive, and evaluative, and an on-site review by a visiting team of peers.

To encourage programs to view self-study and evaluation as a continuous internal obligation.

To provide counsel and assistance to both developing and established programs, including disseminating information between and among programs that will stimulate improvement of educational programs and related activities.

To ensure that the evaluation, policy, and decision-making processes reflect the community of interests directly affected by the accrediting body, including effective public representation.

To publish or otherwise make publicly available the names and affiliations of members of its policy and decision-making bodies and the names of its principal administrative personnel.

### D. Specific Objectives of the Accreditation Process in Evaluating a Program in Hospitality Administration

### Mission and Objectives

1. To assure that the program is guided by a clear mission appropriate for postsecondary education, the community of interests served, and the resources available.
2. To assure that the mission of the program is consistent with the mission of the parent institution.
3. To require that the program's statement of mission is translated into specific objectives stated in verifiable terms and consistent with the mission statement.
4. To assure that the mission and objectives are clearly stated and understood, and are publicly available.
5. To require that the mission and objectives are continuously reviewed and evaluated.

### Evaluation and Planning

1. To verify that the program has effective mechanisms for systematic self-evaluation and planning, and that all program components and services, together with the persons who serve in them, are evaluated periodically to determine their effectiveness in fulfilling the program's objectives.

### Administration and Governance

1. To assure that the program has sufficient operational independence, consistent with the institution's objectives and procedures, to achieve its educational objectives.
2. To verify that the program has leadership that is effective and consistent with its Objectives.
3. To assure that those courses that constitute the common body of knowledge in hospitality administration are under the administrative prerogative of the programmatic unit in hospitality administration.

### Curriculum

1. To assure that the curriculum is based on those knowledge components, skills, values, and attitudes, that the community of interests has identified as essential for the graduate of the hospitality program to function as a responsible practitioner, citizen, and person.
2. To assure that curricular offerings are developed, regularly reviewed, and evaluated in terms of their effectiveness in achieving programmatic objectives.
3. To assure that effective means of assessing learning outcomes have been developed.
4. To ensure that the curriculum includes an appropriate mix of theoretical and applied experiences for achieving the educational objectives.

### Faculty/Instructional Staff

1. To assure that the educational program has faculty whose credentials and experiences are appropriate and adequate for the stated educational objectives.
2. To assure that teaching effectiveness and the effectiveness of advising are regularly evaluated.
3. To assure that the faculty participate in the continuous process of evaluation and improvement of programs.
4. To verify that the professional development and growth of the faculty is encouraged and supported.
5. To assure that the balance between full-time and part-time faculty is appropriate for the realization of the program's objectives, and that sufficient full-time faculty are employed to provide advisement, academic planning, curricular development, and program direction, as well as instruction.

### Students

1. To require the program to demonstrate its accountability to students, not only in educational offerings, but also in admissions policies and procedures, advisement and counseling, and other related activities.
2. To assure that opportunities are provided for the students to obtain an exposure to, and appreciation of, the dynamics of the industry environment.

### Resources

1. To verify the presence and adequate maintenance of physical facilities and equipment appropriate and essential for the achievement of the educational objectives of the program.
2. To verify that the program has the necessary financial resources to achieve its educational objectives and the financial stability to enable it to continue to meet contractual obligations and achieve its objectives over a reasonable future period.
3. To assure that the program has appropriate and adequate library and learning resources for the support of the program's objectives.

### III. STANDARDS FOR ACCREDITATION

The basic premises in accreditation are the objectives or purposes of the process. These must be appropriate, clear, and explicit.

Accrediting *standards* represent those generalizable conditions or characteristics that have been determined to be essential for the program to have in order to achieve its objectives. Standards are to be expressed qualitatively, to be applicable to a diversity of institutions or programs, and must consider educational outcomes (outputs) as well as resources and processes (inputs). For standards to be valid, they must be capable of being derived from the objectives. They must also be appropriate, clear, and explicit.

The standards, which follow, are believed to represent those conditions or characteristics that should be present in a program of hospitality administration seeking accredited status.

#### Mission and Objective

1. The program is guided by a clear mission appropriate for postsecondary education, the community of interests served, and the resources available.
2. The program mission is consistent with the mission of the parent institution.
3. The general program mission is clarified in specific curricular and co-curricular objectives.

#### Commentary.

A program's mission might be, in part, 'to meet the educational needs of (it-- ) community.' A derived specific objective might be "to provide training in applying specific knowledge (in a given area)" or to develop a specific designated skill. These objectives may be detailed in course outlines, fieldwork guidelines, etc.

4. The mission statement and program objectives are clearly stated and publicly available.
5. Mechanisms are available for periodic review of the program's -mission and objectives.

#### Evaluation and Planning

1. All program components are routinely evaluated. Mechanisms are in place and regularly utilized for assessing the educational effectiveness of the program.
2. Results of self-evaluation processes are translated into programmatic change.
3. The program of self-evaluation and planning processes gets the support it needs to be carried out effectively.
4. The program has procedures for maintaining an ongoing record of attainment of its graduates and utilizes the information thus derived in its academic planning.

#### Administration and Governance

1. The program is structured with sufficient operational independence, consistent with the objectives of the institution, to enable it to achieve its objectives.
2. The structure of the programmatic unit provides opportunity for effective leadership, which promotes the objectives of the programmatic unit.
3. The courses that constitute the common body of knowledge in hospitality administration are under the administrative prerogative of the programmatic unit in hospitality administration.

#### Curriculum

1. The curriculum is designed to meet the program's mission and objectives.

2. Subject-matter content, learning activities, and output evaluation are consistent with program mission and objectives.
3. The curriculum provides students not only with a common body of knowledge in hospitality administration, but with opportunities for students to receive a broad education and awareness of values, skills, and attitudes that will prepare them for imaginative and responsible citizenship roles in business and society. It enables them to understand and apply the concepts of problem solving in general and in organizational and industry-related issues. This common body includes the following.
  - A. General education. Studies in areas of human achievement other than the purely professional are important in the education of hospitality administrators. Students shall have an opportunity for study in the natural and physical sciences, social sciences, and communication, as well as in the arts and humanities.
  - B. Hospitality administration. Knowledge and understanding of the general principles of the following areas, and specific applications in hospitality management
    - historical overview of the hospitality industry and the profession;
    - the marketing of hospitality goods and services;
    - the operations relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services;
    - accounting procedures/practices;
    - financial management of hospitality goods and services;
    - the economic environment of profit and non-profit organizations;
    - the legal environment of profit and non-profit organizations;
    - ethical considerations and socio-political influences affecting organizations;
    - quantitative methods and management information systems, including computer applications;
    - the planning for, and utilization and management of, personnel, including the improvement of student understanding of human behavior;
    - organization theory, behavior, and interpersonal communication;
    - administrative processes, including the integration of analysis and policy determination at the overall management level; and
    - provision of sufficient areas of specialization to allow students to develop individual interests and talents.
  - C. Work experience. Relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic Program.

Commentary:

Standard 3 (a, b and c) may be met in a variety of ways. Some may prescribe individual courses in each area; others may choose different patterns to achieve the learning objectives desired. Imaginative and innovative curricula that seem to be at variance with the standard may be found to meet the intent of the standard.

4. The curriculum is designed to provide a sequential development and logical progression in coursework.
5. The curriculum includes an appropriate mix of theoretical and applied experiences for achieving the educational objectives.
6. In curricula, which are designed with more than one area of specialization or concentration, the objectives and requirements of each are clearly distinguished.
7. Opportunities are provided for advanced work in some of the subject-areas, consistent with the program's objectives and capabilities.
8. For each course offered specifically by the degree program or under the prerogative of the program, there is a detailed and organized instructional outline, course of study, syllabus or teaching guide showing specific objectives, subject-matter, teaching method, etc., of the course.
9. The program demonstrates commitment to developing and testing innovative and experimental approaches to learning and improvement of the quality of the program.
10. The program demonstrates that it has developed effective means of assessing learning outcomes.
11. The curriculum provides clear evidence that the program encourages creative leadership in, and response to, social, economic, and technological developments, and the application of evolving knowledge in the behavioral and quantitative sciences.

12. Curriculum review and evaluation are systematically performed and involve all appropriate communities of interest.
13. In the event that the program involves any relationship with organizations outside of the institution, such a relationship must include a written agreement defining the learning activity and responsibilities involved and assuring that the relationship is consistent with the mission and objectives of the program.

#### Faculty/Instructional Staff

1. The preparation and qualifications of all members of the instructional staff are suited to the field and level of their assignments. Those in conventional academic fields hold advanced academic degrees or present evidence of scholarship or creative achievement appropriate to their positions; those in professional or technical fields have equally appropriate preparation and attainments.
2. The faculty is numerically sufficient to achieve the objectives of the program and to perform the responsibilities assigned to it: instruction, advisement, academic planning, curricular development, program direction, and research.
3. Professional, clerical, and paraprofessional staff are available and adequate to assist instructional faculty in materials preparation, supervision, tutoring, and other general, tasks.
4. Conditions of service, including appointment, promotion, salary, and workload, etc., are equitable and administered ethically.
5. The faculty is substantively involved in curricular development and evaluation, and in the formulation of academic policies and practices.
6. Mechanisms are in place and regularly utilized for evaluating teaching effectiveness, and effectiveness in career and academic advisement.
7. There is an appropriate balance between full-time and part-time faculty/staff to enable the program's objectives to be realized.
8. There is evidence that the professional development of the faculty/staff is encouraged, supported, and evaluated.
9. Members of the faculty/staff demonstrate continuous professional growth, productivity, and enhancement of experience in their areas of expertise.

#### Student Services and Activities

1. Accurate and clearly stated information about admission, progression, retention, dismissal, and graduation requirements is available in written form. These requirements meet or exceed the minimum standards of the parent institution.
2. Transfer credit is granted for courses taken at another institution only when the course work and the level of the transfer applicant's achievement permit the student to complete satisfactorily the remaining upper division professional course work.
3. Opportunities for appropriate guidance and counseling are available to all students.
4. The program and facilities are organized in such a way that students obtain an exposure to, familiarization with, and appreciation of the dynamics, values, and norms of the industry environment
5. Effective procedures exist to assure the reasonable progress of students toward meeting stated graduation requirements.
6. The students have a reasonable involvement in the planning and evaluation of the program.

#### Resources

##### *Physical*

1. The program has access to physical resources, e.g., classroom space, office support, instructional media, facilities, and equipment, essential for the achievement of the program's objectives.

##### Commentary:

These may include facilities for experiential learning in food and beverage, housekeeping, property management or design, etc., and must be of adequate size relative to the enrollment in the program. Laboratory (e.g., kitchen) experiences shall take place in facilities that are

approved by federal, state, and local agency codes and have sufficient experienced personnel and adequate equipment to enable the program's objectives to be met.

Offices are available for the program director, faculty, and staff as needed. Every effort is made to ensure that those who are involved with student counseling and advisement have access to quarters that provide privacy and ensure confidentiality.

Physical resources and facilities are equitably available to day and evening sessions and are located so that each student or group of students has access to them.

2. The program has a carefully constructed, functioning, and monitored plan for the continued maintenance, replacement, modernization, and support of laboratory equipment and related facilities.

### *Financial*

1. Financial resources are sufficient to support the educational objectives and meet contractual obligations.
2. Evidence indicates that the program has sufficient financial stability to enable it to continue to **meet** its contractual obligations and achieve its educational objectives over a reasonable future period.

### *Library and Learning Resources*

1. The library collection reflects a systematically planned and current acquisition program and response to faculty recommendations.
2. Appropriate learning resources and facilities are available to support the program(s) offered.
3. The size of the facilities and amount of learning resources available are consistent with the enrollment and the institution's educational objectives.
4. Audio-visual teaching equipment and materials are appropriate and adequate for the educational program.
5. All learning resources are readily available and used.

#### Commentary:

Libraries that support the hospitality administration program are technical and non-technical, including books, journals, and other reference material.

Computer hardware, software, and support resources available for teaching and research are of sufficient capacity and accessibility to support the curriculum's objectives.

## IV. THE ACCREDITATION PROCESS

The accreditation process requires three major efforts after submission of the Application for Accreditation is filed--a programmatic self-analysis, an evaluation by professional colleagues, and a review and decision by the Accreditation Commission.

### Programmatic Self-Study

Through self-study, the program mobilizes its various elements to reflect on the purposes and effectiveness of the program, examine its strengths and weaknesses, and, where problems or opportunities are identified, begin to work toward their solution or fulfillment. The following questions are critical:

What **are** the program's objectives?

Are these objectives appropriate now and for this particular program?

Are all of its efforts so organized and designed as to make it possible to achieve these objectives?

Are the resources available to carry out the programs? Will they continue to be available?

What evidence exists to show that the objectives are being achieved?

Programs are expected to use the Commission's Standards for Accreditation as the primary basis for their self-study. The format and questions in the Self-Study Guide have been developed to assist programs in describing and appraising their status with respect to each standard. Once the questions have served the purpose of eliciting essential information, the material is then organized in a concise, readable, but substantial document to be used for internal planning by faculty members, administrators, and students.

Visiting Team Evaluation:

After the Self-Study Report has been received in the Commission office, the program is visited by a team assembled by the Commission staff.

Dates of Visit: The dates for the on-site evaluation are agreed upon by the Commission's Staff Director and the program head. These dates are normally selected at least one year in advance of the visit.

Selection of Team Chairperson: The role of the chairperson is a central factor in the success of the accreditation process. The chairperson must be of sufficient professional stature to command the respect of the program, be prepared by experience to understand its objectives, and be able to represent the Commission effectively. The primary responsibility of one who chairs an evaluation team is to keep all team members aware that they must look at the program as a whole and, thus, must work as a team, pooling resources and insights, stimulating and questioning each other, searching and discussing until issues are clear and a consensus emerges.

Well in advance of the scheduled date for the evaluation, the Director, with a consideration of the nature and needs of the particular program, proposes a team chairperson to the program head and solicits comments. While the Commission always reserves the right to appoint the chair as well as members of the team, the views of the program are important in ensuring the appropriateness and effectiveness of evaluators.

Selection of Team Members: The Commission maintains an active file of evaluators, usually recommended by institution and program heads, colleagues who have themselves participated in the evaluation process, Commission members, and the Commission staff. The Commission relies on the personal and professional integrity of individuals to refuse any assignment where even the slightest potential for conflict of interest exists.

From this file, and with the help of the team chairperson, the Commission staff selects a prospective team. The list of team members is then sent to the program head for comments concerning the proposed members. The final determination of the team membership is then made by the Commission staff, and the office of the Director issues an invitation to the proposed members. Because it is sometimes necessary to make changes in the team, the chairperson will not proceed with arrangements for the visit until notified by the Director that all members of the team have accepted their assignments.

Format of Visit: Upon learning of the team's membership, the team chairperson communicates with the program head to discuss arrangements for the team's arrival, accommodations, etc. The program should arrange for charges for the team's lodging and meals to be billed directly to the institution/program.

After its arrival at the institution, the team holds a preliminary informal meeting, after which it meets with key members of the program/institution for additional orientation, either of a general or specific nature, which the program deems appropriate and essential. This first

meeting is informal, and should provide an opportunity for allaying any tensions and anxieties that may be evident.

The following days of the visit are spent in conducting a rigorous review of the program. Team members will be involved in the following activities:

1. Interviewing individuals and groups, such as principal central administrative officers, program administrators faculty, students, members of advisory committees, and industry representatives knowledgeable about the program.
2. Performing essential data-gathering functions. Analyzing the resulting information.
3. Writing a basic, substantive site visit report, including recommendation to the Commission.
4. Presenting the findings of the team to the program/administration during an exit interview session. This will provide an oral preview of all major points that will be made in team report, but will not include the recommendation of the team concerning accredited status.

**Report and Recommendation to the Commission:** The chairperson of the team, working with his or her colleagues, is responsible for the preparation of the team report for submission to the Commission. When the chairperson has completed an initial draft of the report, and has sent it to the other team members for correction, he or she forwards it to the program head who is allowed a brief period to correct factual errors. The final report is then completed by the chairperson and sent to the program head for duplication.

**Program Responsibilities for Duplication and Mailing:** Reproduction of the report should be handled by the program being evaluated. This procedure is not only the simplest and least expensive, but protects the confidentiality of the report more than any other method.

Each copy of the final report should be three-hole (3-hole) punched for the Commissioners' 3-ring binders.

One (1) copy of the report is sent by First class service to each member of the visiting team. Each package must be marked **CONFIDENTIAL**

Eight (Eight) copies of the report are sent by First class service to the Accreditation Commission: The envelope or box must be marked **CONFIDENTIAL**.

CAHM  
P.O. Box 400 / 203 S. Morris Street  
Oxford, MD 21654

**The package must be marked CONFIDENTIAL**

**Program Fees:**

**Initial Application Fee** \$100.00 due with completed application

**Accreditation Fee** \$500.00 due upon completion of Team Visit.

Team Visit Expenses will be determined after the completion of visit and are due upon receipt of completed *Expense Report* from each team member; fees include the cost of travel, lodging, meals, parking, tolls and other miscellaneous travel fees.

**Annual Dues** \$400.00 (following initial accreditation year)

## COMMISSION ACTION

The Commission requests that the program head prepare a candid response to the final evaluation report of the team. Addressed to the Commission, this response becomes part of the official record, to be considered along with the program's self-study report and the team's evaluation report before the Commission takes final action.

The Commission will consider each program's application for accreditation at the earliest possible regularly scheduled meeting after the complete report is available.

Accreditation, once granted, is viewed as a continuing status, that is removed only for cause and then with scrupulous observance of due process. It is however, periodically reaffirmed through comprehensive evaluation by the Commission. The timing of these reviews varies in accordance with the circumstances at a given institution, and with the Commission's judgement as to how it can best serve the program's needs while simultaneously meeting its broader responsibilities. The interval between comprehensive evaluations for programs continued in accreditation cannot, however, be longer than seven years. In the interim, programs prepare and submit reports annually to the Commission. In addition, programs are often required to submit special reports indicating progress in areas of concern, or to undergo limited evaluations focussed on specified matters. When a program undergoes a substantive change, or if its educational effectiveness is questioned at any time, the Commission will take appropriate action. It reserves the right to review a program at any time that circumstances require.