

A close-up, slightly blurred photograph of a fountain pen with a silver and black finish, resting on a document. The document has a line labeled 'Signature' and another line below it. The background is a dark, muted color. The text 'Specialized Accreditation' is overlaid in white, sans-serif font on the left side of the image.

Specialized Accreditation

RITA GURA, INTERIM DEAN, HEALTH CAREERS

Introduction

Definition

- Program specific accreditation
- Comprehensive
- External evaluation
- Ensures programs meet certain academic standards
- Health Careers most common

Introduction

Standards and benchmarks

- Most Common Standards:
 - Program Mission, Goals, Outcomes
 - Curriculum
 - Sequencing and Content
 - Faculty Qualifications
 - Educational Outcomes
 - Resource Availability
 - Assessment and Planning
 - Institution and Program Integrity

Standard 1: Mission, Goals, Outcomes

1A	Mission
1B	Goals
1C	Student Achievement & Program Outcomes
1C1	Grad Rate
1C2	Licensure Rate
1C3	Employment Rate
1C4	Entry-level Performance
1C5	Graduate Outcomes
1C6	Other Expected Program Outcomes

Standard 2: Assessment, Planning

2A	Assessment Process
2B1	Admission
2B2	Enrollment
2B3	Faculty
2B4	Resources
2B5	Policies
2C	Curriculum
2D	Planning

Standard 3: Institution & Program: Integrity

3A	State Authorization
3B	Institutional Accreditation
3C	Policies: Workload & Academic Standards
3D	Policies: Nondiscrimination
3E	Policies: Faculty & Staff
3F	Policies: Outside of Due Process
3G	Policies: Compatibility
3H1-3H5	Policies: Accreditation Compliance

Standard 4: Program Faculty

4A	Core: Qualifications
4B	Core: Minimal Experience
4C	Core: Service
4D	Associated: Qualifications
4E	Core: Regular Assessment
4F	Associated: Regular Assessment
4G	PD: Qualifications
4H	PD: Effective Leadership
4I	Clin Ed Coordinator: Qualifications
4J	Clin Ed Coordinator: Effective
4K	Collective Faculty: Blend
4L	Collective: Responsible for Academic Regs
4M	Collective: Responsible for Curriculum
4N	Collective: Determine Ready for Clin Practice
4O	Clin Ed Faculty: Qualifications

Standard 5: Students

5A	Policies: Recruitment & Admission
5B	Provided Relevant Info
5C	Enrollment Agreements
5D	Policies: Students
5E	Policies: Retention & Progression

Standard 6: Curriculum Plan

6A	Plan Based on Contemporary Information
6B	General Ed & Basic Sciences
6C	Curriculum Model
6D	Organization of Curriculum
6E	Course Syllabi
6F	Course Objectives
6G	Variety of Instructional Methods
6H	Variety of Evaluation Processes
6I (6I1-6I8)	Distance Education, if applicable
6J (6J1-6J5)	Clin Ed
6K	Length
6L	Degree

Standard 7: Curricular Content

7A	Gen Ed Courses
7B	Clinical Sciences
7C	Work Under Direction & Supervision PT
7D	Practice Expectations
7D1-7D14	Ethics, Values & Responsibilities
7D15-7D16	Pt/Client Management
7D17-7D22	Plan of Care
7D23 a-i	Intervention
7D24 a-n	Test & Measures
7D25	Documentation
7D26	Respond to Emergencies
7D27-7D29	Participation in Health Care Environment
7D30-7D31	Practice Management

Standard 8: Resources

8A	Sufficient Number Core Faculty
8B	Secretarial/Admin/Technical Support
8C	Financial Resources
8D	Space, Equipment, Technology
8D1	Space: Classroom & Lab
8D2	Space: Offices
8D3	Space & Equipment: Access Outside Class
8D4	Equipment
8D5	Technology Resources
8E	Library/Learning Resource Center
8F	Clin Ed: Sufficient Sites
8G	Clin Ed: Written Agreements
8H	Student Services

Purpose of Specialized Accreditation

Quality and Standards

- Provides structure
- Strengths and areas for improvement

Program Integrity

- High Quality

Specialized Accreditation Process

Internal and External Stakeholders

Annual and/or Interim Reports

Self-Study Report

Onsite/Virtual Visit

Visit Reports

Response to Reports

Onsite Meetings:

- Administration
- Faculty
- Students
- Faculty
- Advisory Committee Members
- Clinical/External Partners
- Financial Aid
- Student Support Services
- Library
- Wellness

Self Study Report

Step I:

Narrative Response to Accreditation Standards

Standard 2:
The program is engaged in effective, on-going, formal, comprehensive processes for self-assessment and planning for the purpose of program improvement.

REQUIRED ELEMENTS:

2A The program has documented and implemented on-going, formal, and comprehensive **program** assessment processes that are designed to determine program effectiveness and used to foster program improvement.

Evidence of Compliance:
Narrative:

- Provide a description of the overall assessment process **which includes, but is not limited to, the areas outlined in Elements 2B1-2B5 and 2C** that summarizes the information in the program assessment matrix.
- Describe the overall strengths and weaknesses identified through analysis of cumulative assessment data. If other strengths and weakness have been identified, describe them and provide the source of evidence that led to that determination.
- Describe two examples of changes resulting from the assessment process within the last four years. For each example, describe the rationale for the change and describe the process, timeline and results (if available) of re-assessment to determine if the change resulted in program improvement.

Appendices & On-site Material: See SSR Instructions & Forms

Self Study Report

Step II:

Supporting Documents

- Examples of required supporting documents
- For standard 4 (Program Faculty)

14	4A, 4E	Faculty/course evaluations for core faculty, which may be redacted
15	4A, 4D 6G, 6H & 7D (PTA) 6I, 6J & 7D (PT)	<p>For each course, provide</p> <ul style="list-style-type: none"> two different samples of course materials, including but not limited to: assignments, class activities (role playing, group discussions, discussion boards, etc.), lecture outlines, PowerPoint presentations, handouts, lab activities two different examples of evaluation mechanisms used by the program to measure students' achievement of course objectives, including but not limited to: skill checks, practical exams, assignments, and the corresponding grading rubrics for each example
16	4A, 4G, 4I	Evidence of licensure to practice in any United States jurisdiction for core faculty who are PTs/PTAs and are teaching clinical content; for the program director; and for the clinical education coordinator. For CAPTE accredited programs outside the United States, evidence of licensure or regulated in accordance with their country's regulations

17	4D 4F	If associated faculty are utilized, faculty/course evaluations for associated faculty, which may be redacted
18	4E	At least two examples of completed core faculty development plans, which may be redacted
19	4F	If applicable, an example of completed associated faculty development plans, which may be redacted
20	4H	Evaluations of the program director
21	4J	Evaluations of the clinical education coordinator(s) from multiple sources (eg, students, clinical education faculty)
22	4J	List of clinical faculty development that has occurred within the last 3 years
23	4J	Sample communications within the last year between the clinical education coordinator(s) and the clinical sites and between the ACCE/DCE and the students
24	4J	Sample completed tool(s) used within the last year to assess student performance during clinical experiences
25	4L	Minutes of meetings at which academic regulations are discussed
26	4M	Minutes of meetings at which the curriculum is discussed
27	4N	Minutes of meetings prior to student engagement in clinical education where the core faculty determine the: <ul style="list-style-type: none"> expectations for safety in student performance; and list of skills in which students are expected to be able to perform safely and competently
28	4N	Two sample graded practical exam rubrics for each course that includes the practice of clinical skills
29	4O	Examples of completed tools used to evaluate clinical teaching effectiveness of CIs
30	4O	Summary data of clinical education faculty assessments
31	4O	Summary of data collected about the qualifications of the clinical education faculty (e.g., years of experience, specialist certification, or other characteristics expected by the program) for the clinical education faculty in the active clinical education sites

Benefits of Specialized Accreditation

Enhancing Academic Program Excellence!

Fostering Continued Improvement

- Assessments Typically Included:

- Program Assessment
- Course Level Assessment
 - Course Objectives
 - Course Mapping
- Faculty Assessments
- Outcomes Assessment
- Resource Assessment

- Professional Recognition

- Required vs. Recommended
- Validating Quality of Education
- Enhancing Career Opportunities

Course Mapping Examples

Relationship of Student (Course) Outcomes to Graduate Competencies for the Entry-Level Dental Hygienist:

Competencies of the Graduating Dental Hygiene Student	Addressed Yes/ No	Evaluated Yes/ No	Methods of Evaluation
1. Patient Care The graduate utilizes the dental hygiene process of care, in provision of comprehensive, quality patient care.	Yes	Yes	Self-assessment & critiques of techniques. Clinical radiographic requirements.
2. Health Promotion and Disease Prevention The graduate provides individualized patient educational services to promote health maintenance and disease prevention.	Yes	Yes	Self-assessment & critiques of techniques.000 Clinical radiographic requirements.
3. Health Promotion and Disease Prevention The graduate applies, individually and/or in collaboration with health care professionals, the dental hygiene process of care in planning and providing oral health related programs to the public.	No	No	
4. Professionalism and Ethics The graduate uses evidence-based research, to critically evaluate the validity of foundational knowledge, information, products and/or techniques and their relevance to the practice of dental hygiene.	Yes	Yes	Examination
5. Professionalism and Ethics The graduate applies principles of ethical reasoning, ethical decision making, and critical thinking as they pertain to the academic environment, research, patient care and dental hygiene practice, and demonstrates professional responsibility as it applies to the legal and regulatory concepts in the provision and/or support of oral health care services.	Yes	Yes	Reflective journaling. Self-assessment & critiques of techniques Clinical radiographic requirements.
6. Professionalism and Ethics The graduate performs self-assessment, monitors knowledge and performance, and takes corrective action to address deficiencies in order to provide compassionate and quality care to all patients.	Yes	Yes	Reflective journaling. Self-assessment & critiques of techniques.
7. Professionalism and Ethics The graduate demonstrates cultural sensitivity and the interpersonal and communication skills required for effective functioning with diverse population groups and other members of the health care team.	Yes	Yes	Reflective journaling (Clinical evaluation). Clinical radiographic requirements.
8. Professionalism and Ethics The graduate demonstrates professional growth by participating in professional activities and continuing education.	Yes	Yes	Dental care online courses.

Obj #	Course Objective	Assessment Tool I	Success rate	Assessment Tool II	Success Rate	Assessment Tool II	Success Rate	Average Success Rate
13	EXAMPLE 1. identify common anatomy terms.	Written Exam I	82%	Practical Exam I	94%	Medical Term quiz	100%	92%
14	1 physical therapy management in neurorehabilitation.	Written Exam I	89.30%	Final Exam	89.30%	Quiz 1	88.00%	88.80%
15	2 Identify factors involved when a PT determines which tests, measures and interventions are appropriate to be delegated to a PTA.	Written Exam I	89.30%	Final Exam	89.30%	Quiz 1	88.00%	88.80%
16	3 Define the role of the PTA within the continuum of the Patient/Client Management Model.	Written Exam I	89.30%	Final Exam	89.30%	Quiz 1	88.00%	88.80%
17	4 Explain motor behaviors and changes that occur across the lifespan and variability of motor performance among individuals.	Written Exam I	89.30%	Final Exam	89.30%	Quiz 3	94	90.80%
18	5 Explain the impact of age and age-related changes in exercise and training programs.	Written Exam I	89.30%	Final Exam	89.30%	Quiz 3	94	90.80%

Success Data

Program	2022-2023 Pass Rate	Employment Rate
Dental Hygiene	100%	100%
Diagnostic Cardiac Sonography	100%	100%
Emergency Medical	92.3% First Attempt (66% national average)	Pending
Licensed Practical Nurse	94% (80% national average)	99% (2021, 2022 pending)
Registered Nurse	91% (80% national average)	99% (2021, 2022 pending)
Physical Therapist Assistant	100%	100%
Radiologic Technician	100%	100%

Challenges of Accreditation

Resource Intense

- Time and Financial Investment
- Balancing Accreditation Requirements with Regular Job Duties

Standardization vs. Innovation

Harper College Academic Programs

Career and Technical Programs:

Legal Studies- American Bar Association (ABA)

Graphic Arts- Accrediting Council for Collegiate Graphic Communications (ACCGA)

Liberal Arts:

Music - National Association of Schools of Music (NASM)

Harper College Academic Programs

Health Careers:

Diagnostic Cardiac Sonography AAS

- Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Diagnostic Medical Sonography AAS

- Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Dental Hygiene AAS

- Commission on Dental Accreditation (CODA)

Dietetic Internship

- Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Emergency Medical Services AAS

- Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoA)

Health Information Technology AAS

- Commission for Accreditation for Health Informatics and Information Management Education (CAHIIM)

Massage Therapy Certificate

- Commission on Massage Therapy Accreditation (COMTA)

Medical Office Administration AAS

- Medical Assisting Education Review Board (MAERB)

Nursing:

- CNA approved by the IDPH
- LPN and RN
 - Accreditation Commission for Education in Nursing (ACEND)

○ Phlebotomy Certificate

- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

○ Physical Therapist Assistant AAS

- Commission on Accreditation of Physical Therapy Education (CAPTE)

○ Radiological Technology AAS

- Joint Review Committee on Education in Radiologic Technology (JRCERT)

Conclusion

Importance

Recognition

Gratitude

Question and Answer
