***Note:***

* *All supporting documents must be combined with this completed form into a single bookmarked PDF and submitted electronically to* [*aspa@aspa-usa.org*](mailto:aspa@aspa-usa.org)*.*
* *A non-refundable $500 application fee must be mailed (ASPA, 3023 N Clark St., #317, Chicago, IL 60657), or a request for electronic payment can be made to* [*aspa@aspa-usa.org*](mailto:aspa@aspa-usa.org)*.*
* *Notify the ASPA office* [*aspa@aspa-usa.org*](mailto:aspa@aspa-usa.org) *prior to submission of an application package.*
* *Incomplete applications will not be considered.*

|  |  |  |  |
| --- | --- | --- | --- |
| Accrediting Agency | | | |
| Agency Webpage URL | | | |
| Address | | | |
| City | State | Zip Code | |
| Phone | Email | | |
| Endorsements – all 4 boxes must be checked to indicate applicant has reviewed and endorses each statement:  Our agency has reviewed and agrees to uphold the [ASPA Code of Good Practice](https://www.aspa-usa.org/code-of-good-practice/) (see page 4 of this form).  We have reviewed the [eligibility criteria and the dues structure](https://www.aspa-usa.org/membership/) on the ASPA website.  We understand that: ASPA is a membership organization and membership does not equate to recognition, nor does it certify the status, performance, or integrity of the accrediting organization; organizations seeking membership do so on a voluntary basis; and ASPA is under no obligation to accept any organization as a member.  We understand that requests for additional information or updated applications must be submitted within 60 days of the request, otherwise the application will be closed. | | | |
| Chief Elected Officer Name | (Electronic signature accepted)  Signature | | Date |
| Chief Accreditation Officer Name/Title | (Electronic signature accepted)  Signature | | Date |

| ***Complete all sections. If the answer is short, it can be typed directly in this form with an indication of the page number where supporting information can be found in attached documentation if applicable, otherwise indicate the specific page number(s) where evidence supporting the response is located.*** (response cells will expand to accommodate text) |
| --- |
| 1. Describe how the agency meets ASPA’s definition of **specialized** or **professional**: *an organization with a national scope that accredits higher education programs or institutions that prepare individuals for entry into practice in a specialized discipline or defined profession or educates individuals in a concentrated area of study*.   (*Provide a brief narrative or indicate page # of attached document where this information can be found.)* |
| Agency Response |
| 1. Describe where the accredited programs are housed, and how ASPA’s definition of **higher education institutions** is met: *institutions that offer curricula for professional preparation, are authorized by a federal agency or legally authorized in a State to award postsecondary degrees, diplomas and certificates, and are eligible for accreditation by a specialized or professional accrediting organization by virtue of their primary function of preparing individuals for entry into a profession or specialization within a field. Settings such as hospitals (or similar) that serve as teaching/training centers that allow practitioners the opportunity for specialized postgraduate training or experiential placements for students may be considered higher education institutions.*   (*Provide a brief narrative or indicate page # of attached document where this information can be found.)* |
| Agency Response |
| 1. Describe the nature and scope of accrediting activity:   *(Provide a brief narrative or indicate page # of attached document where this information can be found.)* |
| Agency Response |
| 1. Provide the date when the first program/institution was granted accreditation: |
| Agency Response |
| 1. Provide the number of institutions that sponsor accredited programs: |
| Agency Response |
| 1. Provide the name(s) and titles of the principal staff:   *(Provide list here or indicate page # of attached document where this information can be found.)* |
| Agency Response |
| 1. Provide the name(s) and titles of the decision-making body members, including affiliations (e.g., Accreditation Agency Chair, Harry Rosen, Professor, Department of Science, University of Toronto):   *(Provide list here or indicate page # of attached document where this information can be found.)* |
| Agency Response |
| 1. Describe the frequency of meetings of the decision-making body: |
| Agency Response |
| 1. Provide evidence of adherence to good accreditation practice for items **a.** through **h.** Be sure to include agency’s policies and procedures in this submission.   or  if recognized by either the US Secretary of Education or CHEA, attach a copy of the “letter of recognition” to show evidence of meeting criteria **a.** through **h.** and proceed to item #10. |
| Agency Response |
| * 1. conducts its accreditation process (*evidence must demonstrate that the process is documented*)   *(Indicate page # where this information can be found in policies and procedures.)* |
| Agency Response |
| 1. establishes and revises accreditation standards (*evidence must demonstrate that standards are regularly and/or periodically reviewed; and the review process includes involvement of stakeholders*)   *(Indicate page # where this information can be found in policies and procedures.)* |
| Agency Response |
| 1. makes decisions on accreditation actions (*evidence must demonstrate that decisions involve review of self-study report and information from site visit; the decision-making body includes stakeholder representation; and there is an appeal process*)   *(Indicate page # where this information can be found in policies and procedures.)* |
| Agency Response |
| 1. demonstrates respect for institutional autonomy and academic freedom (*evidence must demonstrate that standards and/or policies address institutional autonomy, faculty input in decision making, and allowance for innovation in compliance*)   *(Indicate page # where this information can be found in standards or policies and procedures.)* |
| Agency Response |
| 1. selects and trains reviewers (*evidence must demonstrate a description of peer reviewers’ qualifications; selection process and training; and that the process addresses inter-rater reliability and consistency*)   *(Indicate page # where this information can be found in policies and procedures.)* |
| Agency Response |
| 1. promotes assessment and continuous quality improvement of accredited programs (*evidence must demonstrate that standards address self-assessment and quality improvement of programs; and processes address self-assessment and quality improvement of the accreditor*)   *(Indicate page # where this information can be found in standards or policies and procedures.)* |
| Agency Response |
| 1. provides public information about accredited programs, accreditation standards and policies and procedures (*evidence must demonstrate that public information is provided about accredited programs,* *accreditation standards and policies and procedures*)   *(Provide a link to where the information can be found on the agency’s website.)* |
| Agency Response |
| 1. responds to complaints (*evidence must demonstrate that complaint procedures and policies are documented*)   *(Indicate page # where this information can be found in policies and procedures.)* |
| Agency Response |
| 1. Attach a copy of the accreditation standards or evaluation criteria. |
| Agency Response |
| 1. Provide a listing of agencies that recognize or require its accreditation activity (i.e., Certification/ Licensing Boards etc.).   *(Provide a brief narrative or indicate page # of attached document where this information can be found.)* |
| Agency Response |

**ASPA Code of Good Practice**

The ASPA Code of Good Practice provides guiding principles for members in conducting the accreditation process.

***An accrediting organization holding membership in the Association of Specialized and Professional Accreditors:***

1. ***Promotes quality in education through accreditation processes that:***
2. Focus on student learning informed by programmatic and institutional missions and goals.
3. Evaluate educational quality in an unbiased manner.
4. Encourage programs and institutions to provide pertinent, clear and accessible public information about student achievement.
5. Encourage diversity, equity, and inclusion.
6. ***Conducts accreditation processes with integrity and professionalism that:***
7. Maintain autonomy in governance and operations through appropriate relationships, practices and avoidance of conflict of interest.
8. Implement policies and procedures to ensure fair and consistent application of standards and decision making that includes due process, confidentiality, and expedient response to appeals and complaints.
9. Develop, review and revise standards and accreditation procedures on a regular basis with the participation of communities of interest.
10. Maintain sufficient financial, personnel, and other resources for effective operations, while ensuring efficient accreditation processes for programs and institutions.
11. Cooperate with other agencies whenever possible to avoid conflicting standards and to minimize duplication of effort by programs and institutions.
12. Provide evaluations to assist programs and institutions in developing their own approaches and solutions, making a clear distinction between accreditation requirements and recommendations for improvement.
13. Provide accurate, clear, accessible, and timely information to communities of interest about accreditation: standards, procedures and status of programs and institutions.
14. Maintain an effective training and professional development program for all accreditation staff and volunteers.
15. Ensure that decision-makers and evaluators have the appropriate expertise, experience, and training for each review.
16. Include periodic evaluations of the accreditation process that incorporate input from accredited programs and institutions.
17. Encourage diversity, equity, and inclusion.
18. ***Recognizes institutional independence and academic freedom through accrediting activities that:***
19. Encourage institutional freedom to make academic decisions while fulfilling the commitment to the accreditation requirements.
20. Respect the rights of programs and institutions to determine and implement missions and goals.
21. Encourage innovation, and thoughtful change that meets the needs of the profession, students and the communities served.
22. Encourage programs and institutions to provide clear and accessible public information about their approaches to diversity, equity, and inclusion.

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