

ASAC MODEL BORROWED FOR IPCA

Criteria for Certifying and Accrediting Applied Social Science Programs .

Definitions.

IPCA, following ABET, recognizes and supports the prerogative of institutions to adopt and use the terminology of their choice, but it is necessary for all IPCA member societies and staff to have a consistent understanding of terminology. With that purpose in mind, the Institute and its member societies and associations will use the following basic definitions:

Program Educational Objectives – Program educational objectives are broad statements that describe what graduates are expected to attain after graduation. Program educational objectives are based on the needs of the program’s constituencies including business, government and industry.

Student Outcomes – Student outcomes describe what students should be expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.

Assessment – Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures as appropriate to the outcome being measured. Appropriate sampling methods both quantitative and qualitative may be used as part of an assessment process.

Evaluation – Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes are being attained. Evaluation results should effect decisions and actions regarding program improvement. The criteria for certification/accreditation are contained in two sections.

Core Competencies - Specific knowledge attained and demonstrated which is deemed by constituencies necessary for performing at a high level in the workplace

Constituencies – Those who have an interest in supporting excellence in higher education. Common constituencies include business, government and industry.

General Criteria – General Criteria apply to all Applied Social Science/ Professional Studies programs certified and or accredited by IPCA and its member societies. Each program certified or by IPCA must satisfy every Criterion that is in the General Criteria that is specified in this document by attestation and documentation.

Program Criteria – The Program Criteria provide discipline specific certification/accreditation criteria provided by the member society. Programs must show that they demonstrate substantial compliance (70% or more) of the specific Program Criteria implied by the program title. Any overlapping requirements need be satisfied only once.

It is the responsibility of the program seeking accreditation to demonstrate clearly that the program meets the following criteria.

I. GENERAL CRITERIA FOR BACCALAUREATE AND ASSOCIATE DEGREE PROGRAMS

Criterion 1. Student performance must be evaluated. Student progress must be monitored to assure success in attaining student outcomes, thereby enabling program graduates to attain the goals and educational objectives of the institution. Students must be advised regarding curriculum, professional responsibility and career opportunities. The program must demonstrate that it has effective policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for creditable work (e.g. professional certifications) in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements. WE DO THIS IN CATEGORY #3

Criterion 2. Program Educational Objectives The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies (such as business, government and industry), and these criteria. There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria.

WE DO THIS IN CATEGORY 1

Criterion 3. Student Outcomes The program must have documented student outcomes that prepare graduates to attain the program educational objectives. There must be a documented and effective process for the periodic review and revision of these student outcomes.

A. Baccalaureate degree programs must demonstrate that graduates have:

(a) an ability to apply knowledge of the discipline related applied sciences (b) an ability to design and conduct research, as well as to analyze and interpret data (c) an ability to formulate or design a system, process, or program to meet desired needs (d) an ability to function on multidisciplinary teams (e) an ability to identify and solve applied social science problems (f) an understanding of professional and ethical responsibility (g) an ability to communicate effectively (h) the broad education necessary to understand the impact of solutions in a global and societal context (i) a recognition of the need for and an ability to engage in life-long learning (j) a knowledge of contemporary issues (k) an ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice.

B. Associate degree programs must demonstrate that graduates have:

(a) an ability to apply knowledge of the discipline related disciplines (b) an ability to understand the importance of research, as well as to analyze and interpret data (c) an ability to identify, formulate, and solve applied social science problems (d) an ability to function on team (e) an understanding of professional and ethical responsibility (f) an ability to communicate effectively (g) a recognition of the need for and an ability to engage in life-long learning (h) a knowledge of contemporary issues (i) an ability to use the techniques, skills, and modern applied science tools necessary for professional practice

CATEGORY 3

Criterion 4. Continuous Improvement The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained.

The results of these evaluations must be systematically utilized as input for the continuous improvement of the program. Other available information may also be used to assist in the continuous improvement of the program. CATEGORY 5

Criterion 5. Curriculum The curriculum requirements specify subject areas appropriate to applied science programs but do not prescribe specific courses. The program's faculty must assure that the curriculum devotes adequate attention and time to each component, consistent with the objectives of the program and institution.

The curriculum must include: a. a combination of college-level research methods , statistical analysis and basic sciences (some with experimental experience) appropriate to the discipline b. applied science topics appropriate to the program c. a general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives. Students in baccalaureate degree programs must also be prepared for applied social science practice through a curriculum culminating in a capstone experience based on the cumulative knowledge and skills acquired in earlier course work.

Criterion 6. Faculty Each faculty member teaching in the program must have expertise and educational background consistent with the contributions to the program expected from the faculty member. The competence of faculty members must be demonstrated by such factors as education, professional credentials and certifications, professional experience, ongoing professional development, contributions to the discipline, teaching effectiveness, and communication skills. Collectively, the faculty must have the breadth and depth to cover all curricular areas of the program. The faculty serving in the program must be of sufficient number to maintain continuity, stability, oversight, student interaction, and advising. Each faculty member must have sufficient responsibility and authority to improve the program through definition and revision of program educational objectives and student outcomes as well as through the implementation of a program of study that fosters the attainment of student outcomes.

CATEGORY 2

Criterion 7. Facilities Classrooms, offices, laboratories, and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs. Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories available to the program.

The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty.

CATEGORIES 1and 3

Criterion 8. Institutional Support Institutional support and leadership must be adequate to ensure the quality and continuity of the program. Resources including institutional services, financial support, and staff (both administrative and technical) provided to the program must be adequate to meet program needs. The resources available to the program must be sufficient to attract, retain, and provide for the continued professional development of a qualified faculty. The resources available to the program must be sufficient to acquire, maintain, and operate infrastructures, facilities, and equipment appropriate for the program, and to provide an environment in which student outcomes can be attained.

CATEGORY 1

Criteria 9. The institution and program must foster the growth of the discipline through support of professional associations. Faculty and students must be encouraged to participate in professional associations through attendance of conferences, presenting academic papers at conferences and serving on executive boards of associations and societies.

CATEGORY 5

II. GENERAL CRITERIA FOR MASTER'S LEVEL PROGRAMS Criteria for master's level applied social science programs are inclusive of those for baccalaureate level applied science programs with the following additions: one year of study beyond the baccalaureate level and a project or research activity resulting in a report that demonstrates both the mastery of the subject matter and a high level of communication skills.

III. PROGRAM CRITERIA

Each program must satisfy applicable specific Program Criteria adopted by the Member society. Program Criteria provide the specificity needed for interpretation of the General Criteria as applicable to a given discipline. If a program, by virtue of its title, becomes subject to two or more sets of Program Criteria, then that program must satisfy each set of Program Criteria; however, overlapping requirements need to be satisfied only once.

PROGRAM CRITERIA FOR Security Studies and similarly named applied social science /professional studies programs. Member Society. NEACJS, IFPO

These program criteria apply to Baccalaureate Level Security Studies programs and similarly named applied social science programs.