



THE COUNCIL OF PRIVATE COLLEGES OF AMERICA

Candidate Level Requirements and Actions Section 6 Worksheet

Institution _____ Date Started _____

Institution Certification Coordinator _____

Phone Number _____ Email address _____

Assigned Certification Facilitator _____

VI. A. Description of Program Objectives: Educational program objectives are clearly defined and simply stated. They indicate the benefits for reasonably diligent students. The character, nature, quality, value, source of the instruction, and educational services that are used to help students achieve the objectives are set forth in language understood by the types of students enrolled. If a program prepares for an occupation, field of occupations, or vocation, the objectives clearly state the types of occupations for which preparation is given.

- ___ 1. Provide samples of the educational objective(s) for up to five of your most popular (highest enrollments) programs. For degree-granting institutions, these five programs should include one program from each of the academic levels in your institution (associate, bachelors, master's, first professional, and/or doctorate). Explain how the objectives help the potential student decide if the program is appropriate for him or her.
- ___ 2. Explain how the institution's advertising and promotional literature, both print and electronic, are in consonance with program objectives.
- ___ 3. State how the program objectives relate to the kind of education or training offered and identify the expected student learning outcomes in terms of skills, knowledge, licenses, degrees, or other credentials that graduates/completers will attain.
- ___ 4. Describe how the institution ensures that its program objectives are current and relevant through research and the use of consultants, subject experts, or advisory committees.
- ___ 5. Describe how the learning objectives for the program and learning outcomes for the courses, research projects, dissertation and all other required academic or professional activities clearly stated. (The learning objectives should indicate the outcomes and competencies a graduate of the doctoral degree program will attain upon successful completion of the program, including expected skills, knowledge, attitudes, and insights characteristic of doctoral degree holders.)

- ___ 6. Explain how the learning outcomes are advanced, focused, and scholarly, and that they provide the breadth and depth of learning required for doctoral degree programs. (Material and topics in the curricula should clearly be at the frontiers of knowledge and contribute to competence in the subject area or profession at an advanced level.)
- ___ 7. If a dissertation is required in a program, explain how the program requires the student to work with a supervisory/dissertation committee that is knowledgeable in methods of graduate level study and research as well as the subject area concerned.

VI. B. Appropriate Program Objectives: The program objectives must be reasonably attainable through electronically delivered, online, or other methods of distance study. Appropriate objectives include the development of skills, providing job-related training, the imparting of knowledge and information, the training in the application of knowledge and skills, and the development of desirable habits and attitudes. Evaluation of the program is based on the stated objectives and the success with which students achieve the objectives.

- ___ 1. Describe the process by which the program objectives are determined and revised, and identify relevant communities of interest that play a role (e.g., Advisory Committees, employer groups, etc.).
- ___ 2. Describe how program objectives are appropriate for the subjects/degrees taught and explain how the objectives include the development of skills, providing job-related training, the imparting of knowledge and information, the training in the application of knowledge and skills, and the development of desirable habits and attitudes.
- ___ 3. Explain how program objectives for each program or degree relate to the employment needs of prospective students and the requirements of organizations that might hire them.
- ___ 4. Describe how program objectives are attainable through the distance study method.
- ___ 5. Explain how the data from the evaluation of objectives are used for quality control and improvement of programs and educational services.
- ___ 6. Explain how the evaluation of the program is based on the stated objectives and the success with which students achieve those objectives.
- ___ 7. For combination resident /distance study programs, describe which is the predominant form of instruction and why.

VI. C. Comprehensive Curriculum (“Curriculum” is the program of instruction): The curriculum is sufficiently comprehensive for students to achieve the stated program objectives, and its content is supported by sound research and practice. The institution has policies and procedures for determining credit hours and/or clock hours it awards for its courses and/or programs.

- ___ 1. Describe how curriculum development is guided by a plan that is usually implemented by a team that includes members with expertise in curriculum development, subject matter/content, instructional design, editing, media applications (if appropriate), and distance study.
- ___ 2. Provide a copy of your course development manual.
- ___ 3. Explain how the subject matter/content of the curriculum being developed is supported by sound research and practice (what learning principles are used?)

- ___ 4. Describe the ways in which the program instructors/faculty and administrators have determined that the curriculum/curricula is sufficiently comprehensive for students to achieve the stated program objectives.
- ___ 5. If offering CEU's, describe the institution's policy on measuring, determining, and assigning CEU's.
- ___ 6. Explain and document the policy and procedures for determining the number of clock hours assigned to each program.
 - a. Provide a copy of the institution's policy for determining clock hours.
 - b. Provide documentation of the institution's evaluation and verification of students' work in establishing the appropriate clock hours.
- ___ 7. Explain and document how each degree program is clearly at its specific postsecondary level (i.e., associate, bachelors, masters, first professional or doctorate) by comparing curricula from other appropriately certified institutions. When making the comparison, include the following information for each institution, including your own;
 - a. program objectives
 - b. number of credits required
 - c. core courses and electives
 - d. general education courses required
 - e. course descriptions
- ___ 8. Explain the institution's policy and procedures for determining credits hour.
 - a. Provide a copy of the institution's credit hour policy.
 - b. Explain and provide documentation justifying that the amount of academic credit assigned to each course and degree program is appropriate and accurate.
 - c. Describe what formulas, procedures, and internal audits of degree credit assignments are conducted.

VI. D. Up-to-Date Curriculum ("curriculum" is the program of instruction): The curriculum/curricula reflect(s) current knowledge and practice. Effective procedures are used continuously to keep it/them up-to-date. Internal course/program reviews are conducted on a periodic basis.

- ___ 1. Explain the procedures for assuring that the curriculum/curricula reflect current knowledge and practice appropriate to the subject matter.
- ___ 2. Explain what procedures are in place to keep the program curriculum current. Provide the schedule used to initiate these procedures.
- ___ 3. Document that internal course/program reviews are conducted on a periodic basis and provide a sample of the last course/program review.

VI. E. Comprehensive and Up-to-Date Instructional Materials ("instructional materials" are the components that make up the curriculum or program of instruction): Instructional materials are sufficiently comprehensive to enable students to achieve the announced program objectives. The instructional materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.

- ___ 1. Describe the ways in which the program instructors/faculty and administrators determine that instructional materials are sufficiently comprehensive and have sufficient depth and breadth to meet program objectives.
- ___ 2. Explain how the instructional materials prepare students to meet any employment opportunities and/or profession stated or implied in the institution's advertisements, catalogs, websites, and/or program objectives.
- ___ 3. Describe the schedules and procedures for monitoring, reviewing, and revising, if necessary, instructional materials.
- ___ 4. Describe the procedures for correcting content errors in instructional materials between regularly scheduled reviews and revisions.
- ___ 5. Describe how instructional materials reflect current knowledge and practice.

VI. F. Examinations and Other Assessments: Examinations and other assessment techniques are adequate evidence of the achievement of the stated learning objectives and outcomes. The institution must publish its academic grading policies, assignment marking system, course extension policy, and information on issuance and completion of incomplete grades, and apply them with fairness and consistency.

- ___ 1. Describe what types of examinations and other evaluative techniques are used. Provide documentation.
- ___ 2. Explain how the number and length of examinations are determined.
- ___ 3. Explain how examinations, assignments, and other evaluation tools measure the achievement and mastery of announced course/program objectives and outcomes.
- ___ 4. Describe how required assignments and examinations measure the student's ability to master and apply skills or knowledge that is stated as outcomes for the course/program.
- ___ 5. Provide the institutions:
 - a. academic grading policies
 - b. assignment marking system
 - c. course extension policy
 - d. information on issuance and completion of incomplete grades
- ___ 6. Explain the procedures for assuring that grades are applied with fairness and consistency.
- ___ 7. For those institutions using proctoring exams:
 - a. Explain the procedures for proctoring examinations
 - b. Explain how the institution is meeting these requirements
 - c. Provide instructions to proctors
- ___ 8. Describe the procedures to verify that the student has completed all required courses

VI. G. Authorship: Qualified persons competent in their subjects or fields develop the curriculum content and the proposed delivery method(s) prepare instructional materials.

- ___ 1. If commercially produced textbooks are used:
 - a. Provide a list of titles, authors, publishers, ISBN, and copyright dates/editions
 - b. Describe any customization rights accorded the institution by outside publishers
 - c. Explain how the instructional material is approved for electronic delivery (if applicable)
- ___ 2. Describe how qualified people develop the curriculum content and instructional materials.
- ___ 3. Describe how study guides are prepared for use with standard texts.
- ___ 4. Provide a sample of a study guide
- ___ 5. If outside authors prepare instructional materials specifically for the program (other than textbooks), provide their qualifications for preparing the materials, including for distance study.
- ___ 6. List the outside educational consultants, if any, who have been retained to assist in writing instructional materials, describe their roles, and give their qualifications.
- ___ 7. Explain how subject matter experts and/or instructors/faculty are involved in writing and revising instructional materials.

VI. H. Organization of Instructional Materials: The organization and presentation of the instructional materials are in accord with sound principles of learning and grounded in sound instructional design principles.

- ___ 1. Explain how the organization and presentation of the subject matter/content are in accord with sound principles learning and grounded in instructional design principles.
- ___ 2. State if students are required to submit every assignment in prescribed sequence in order to graduate and if a minimum grade is required for each assignment (or for each part or segment of the program).
- ___ 3. Describe any exceptions made to the order in which students may proceed through the program.

VI. I. Electronic Curriculum Delivery: Online and/or written instructional materials are appropriately presented. Online materials fit the content and are delivered using readily available, reliable technology. Institutional prepared materials must be keyed to the reading competence of the students in the program and be legibly reproduced.

- ___ 1. Describe how online and/or written instructional materials are appropriately presented. Provide samples of typical assignment/lesson pages
- ___ 2. For electronically delivered programs, describe how the materials fit the content and are delivered using readily available, reliable technology.
- ___ 3. Explain how the program uses printed instructional materials to complement its online courses.
- ___ 4. Describe the procedures in place to maintain overall quality of the online materials, and any printing, binding, and packaging process for other instructional materials.

___ 5. Explain how institutionally prepared materials are keyed to the reading competence of the students.

VI. J. Study Instructions: Instructions and suggestions on how to study and how to use the instructional materials are made available to assist students to learn effectively and efficiently.

___ 1. Provide examples of instructions and suggestions to students on how to proceed through the program and to learn effectively.

___ 2. Describe how the institution and/or program give(s) guidance or remediation on learning techniques to students as they proceed through the program.

___ 3. Explain how the students are informed on how to access instructions, chat rooms, bulletin boards, and other appropriate resources for an online program.

VI. K. Student Privacy, Integrity and Identity: The institution has clear, specific, published policies related to student privacy, integrity, and academic honesty. The institution has a student identity verification process that ensures that students who earn the credit or completion credentials are the same students who did the course assignments and assessments.

___ 1. Describe the institution's clear, specific academic policies related to student privacy, integrity and academic honesty.

___ 2. Explain and document where these policies are published.

___ 3. Explain how the policy has been implemented or enforced. Provide examples.

___ 4. Describe the institution's student identity verification process and explain how it ensures that the student who earned the credit or completion document is the same student who completed the course assignments and assessments.

VI. L. EDUCATIONAL MEDIA and LEARNING RESOURCES: Learning resources for faculty and students must be available and appropriate to the level and scope of program offerings. Program designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids in creating programs and in teaching students. The institution makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of program learning outcomes.

___ 1. Describe how learning resources for faculty and students are available and appropriate to the level and scope of the program offerings.

___ 2. Explain how the necessary learning and training devices are used to enhance instruction and student motivation.

___ 3. Describe how program designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids in creating programs and in teaching students.

___ 4. Explain how the teaching aids and learning resources are properly integrated with texts and lesson assignments.

- ___ 5. Describe how the institution makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of program learning outcomes.
- ___ 6. Give the name, position, and qualifications of the person(s) who provide or facilitate library services, including media services.
- ___ 7. Explain how the instructors/faculty and staff of the institution and program systematically and regularly evaluate(s) library services to ensure that they are meeting the needs of its users and contributing to the attainment of institutional and program objectives.
- ___ 8. Explain how the faculty and instructional supervisory personnel are involved in the selection of resources.
- ___ 9. Explain how students enrolled in the doctoral degree program have access to library resources sufficient for completing the requirements for the doctoral degree program.

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- ___ 1. Describe what types of examinations and other evaluative techniques are used. Provide documentation.
- ___ 2. Explain how the number and length of examinations are determined.
- ___ 3. Explain how examinations, assignments, and other evaluation tools measure the achievement and mastery of announced course/program objectives and outcomes.
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 - c. Explain how the instructional material is approved for electronic delivery (if applicable)

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- ___ 4. Explain how the teaching aids and learning resources are properly integrated with texts and lesson assignments.

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- ___ 6. Give the name, position, and qualifications of the person(s) who provide or facilitate library services, including media services.
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- ___ 9. Explain how students enrolled in the doctoral degree program have access to library resources sufficient for completing the requirements for the doctoral degree program.