

**GUIDELINES FOR THE REVIEW OF
EXISTING ACADEMIC PROGRAMS AT
PUBLIC SENIOR INSTITUTIONS**

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Section I

Introduction

Act 359 of 1996 charges the South Carolina Commission on Higher Education "with examining the state's institutions of higher learning relative to both short and long-range programs and missions." This language serves as a legislative reaffirmation of a long-standing practice at the Commission of using peer review documents, in conjunction with data collected from other sources, to evaluate existing academic programs on an institution-by-institution basis.

The Commission sees the review of existing academic programs as a critical component in its statewide mission of ensuring the quality and integrity of degree programs in the public higher education sector. In its broadest contexts, program review serves as an instrument for gauging the health of the state's academic programs as well as a strategic planning device for determining the present and future needs of specific discipline areas (i.e., new program development) throughout South Carolina. In terms of other areas of Commission responsibility, existing program review can have implications for facilities planning, access and equity planning, and general research and policy analysis. And yet existing program review is not simply a summative process that seeks to leverage change at the state level. It also serves a formative purpose at the individual institution and program levels where the Commission's external peer reviewers and final recommendations regarding specific programs can help colleges and universities to recognize areas for improvement and publicize areas of strength.

Moreover, program review is a richly descriptive evaluation process that emphasizes qualitative assessment, thereby complementing the largely quantitative slant of the performance funding process in South Carolina. As noted in KPMG Peat Marwick's 1998 *South Carolina Education Performance Audit*, program review "is an important counterpart of performance funding because most of the performance measures are input measures rather than output measures, so the State needs a mechanism to measure the quality (or output) of programs" (p. 5-8). In this sense, existing program review can complement performance funding and new program approval by emphasizing program outcomes, thereby enabling the Commission and the institutions to plan better the state's instructional offerings.

In more specific terms, the Commission seeks to achieve a statewide perspective on existing academic programs by asking the following questions:

1. What generalizations can be made pertaining to the level of development and overall quality of undergraduate/graduate programs in this discipline in South Carolina?

2. Does the state support an adequate number of programs of this type? Does it offer too many programs of this type?
3. Are the programs meeting the Commission's productivity standards?
4. How important is the continuation of these programs to South Carolina? To the region? To the individual institution? To the field?
5. Are sufficient resources, including facilities and library access, available to programs in this discipline around the state?
6. What common strengths do programs of this type have throughout the state? Common weaknesses? What individual strengths/weaknesses or other unique characteristics do programs of this type have throughout South Carolina?
7. Is it appropriate to offer the program via distance education? And, if so, does the institution possess guidelines or a plan for integrating the program successfully into its distance education offerings?
8. What direction should the state follow in the future in considering requests for new undergraduate or graduate programs in this field of study?

Section II

General Policies, Source Materials, and Commission Actions

A. General Policies

The Commission places programs it reviews on an eight-year cycle. (See Appendix C for the current program review cycle.) This cycle is developed in consultation with the chief academic officers of the colleges and universities and is categorized using broad descriptors (i.e., English, Life Sciences, Business, etc.).

All academic programs at public senior institutions, including programs that possess accreditation through a Commission-recognized accrediting agency, undergo the academic program review process. (See Appendix D for a list of Commission approved accrediting bodies.) In the case of accredited programs, the Commission's peer review team relies on the accreditation team's final report or on an institutional self-study developed for use by the accreditation team as the primary review source. (See the Source Materials section below for further clarification on these documents.)

Institutional centers, bureaus, and institutes will be reviewed simultaneous with the disciplines with which they are most closely associated. Commission staff will work with the chief academic officer at each institution to determine

which centers to review with which academic programs. Institutions will submit a one-page summary (budget synopsis for last five years and narrative on center activities over the period) for each center under review.

B. Source Materials

Measuring the success of academic programs is a complex and multifaceted task, and, consequently, the Commission reviews a broad range of source materials concerning each academic program under review. The Commission draws from qualitative as well as quantitative data so as to formulate a comprehensive picture of the health of individual programs. It then makes statewide determinations as to the quality of the discipline in South Carolina based largely on the cumulative evaluation of individual programs and on other relevant data. The following narrative details the development and application of the sources used in the program review process. (Note: Numbers 1 and 5 are developed by institutions, although only Program Self-Studies are developed specifically for the Commission's academic program review process.)

1. Program Self-Studies

Institutions must submit to the Commission self-studies for all programs using one of the following formats: a) Programs without accreditation and where no specialized accreditation is available should adhere to the program self-study format found in Appendix A of this document. b) Programs without accreditation and where accreditation is available through a specialized accrediting agency should adhere to the format required by the accrediting body for program self-studies. c) In the case of accredited programs, institutions should submit to the Commission either an accreditation team report or an institutional self-study developed in accordance with accrediting agency guidelines.

Self-studies should be concise, honest appraisals of specific programs that are conducted by the faculty and administration of the institution(s) offering the programs under review. In general, self-studies serve as primary sources of data for the team of external peer reviewers visiting South Carolina as part of the peer review component of the evaluation process (see below). In this way, they provide a much-needed institutional perspective on the strengths and potential weaknesses of programs.

In order to maintain the integrity of the entire program review process, it is imperative that program self-studies be uniform in their content. (See Appendix A for the content and structure of program self-studies in cases where no program accreditation is available.) In coordination with the chief academic affairs officers at the senior public institutions, the Commission staff establishes timelines on an annual basis for the submission of self-studies. Moreover, the Commission's Advisory Committee on Academic Programs, in consultation with the Commission staff, may recommend changes to the self-study format as it sees fit.

a. Using Self-Studies in the Institutional Effectiveness Process

It is important to note, too, that the program assessment element in each self-study is used both for the existing program review process and for the Commission's institutional effectiveness process. For this reason, when self-studies are prepared for the program review process, institutions should make sure that one copy is forwarded to the person on campus who coordinates the institutional effectiveness program and/or prepares the Summary Report on Institutional Effectiveness, due to the Commission each July 1. That person will complete the program assessment component of the program under review and, in so doing, will also complete the institutional effectiveness component on the same program.

2. Site Visits and CHE Peer Review Reports

Site visits play a critical role in the program review process. Site visits are designed to provide an opportunity for external peer reviewers (out-of-state academics in the field under review) to confirm, expand, or elaborate on facts and figures submitted by the institutions in their program self-studies. Institutions choose the peer reviewers in consultation with the Commission staff. Commission peer review teams visit all programs. Prior to Commission peer review visits, the Commission's Advisory Committee on Academic Programs will be given an opportunity to make recommendations on specific areas of focus within the field under review.

Site visits provide opportunities for peer reviewers to meet with administrators, faculty, and students, as well as to tour facilities (e.g., classrooms, libraries, etc.), in order to complement and help place in context written materials already provided. CHE peer reviewers will visit each campus that offers programs (both accredited and non-accredited) within the discipline under review and will be accompanied by a CHE staff member who will provide contextual information as requested by the peer reviewers. (The staff member will not serve as a member of the peer review team.) While most site visits last one full day, Commission staff will try to schedule longer visits at institutions with extensive program offerings in the field under review.

The peer review team's report will include data collected from and recommendations about each program reviewed at each college and university in the state. The peer review team may also comment on the future direction of the field in general and on the status of programs within South Carolina relative to this overall direction. The Commission will make available for review the first draft of the team's report within a few months of the team's visit to South Carolina. Once the final report is received, the Commission will again share it with the institutions. The final report will be reviewed by the Commission's Committee on Academic Affairs and by the full Commission.

3. Supplemental Data and Information on Two-Year Institutions

In many instances, a wealth of data not directly linked to individual programs in South Carolina but which nevertheless pertains to a field at large may provide an important state, regional, or national context for the review of a discipline. In these instances, Commission staff may provide to the Commission and to the institutions supplemental data from statistically reliable sources. These sources may include data on employability in a certain field, salaries for graduates, or changing curriculum patterns in a field. As with the other sources used in the program review process, the Commission will integrate information from this segment into its recommendations regarding specific programs under review and its recommendations on the statewide status of the field.

Moreover, where appropriate, and as a means of encouraging cooperation between and among higher education sectors in the state, the Commission may also make recommendations regarding articulation between programs under review at senior institutions and programs at two-year institutions in the state (i.e., technical colleges and USC regional campuses).

4. Institutional Strategic Plans

As a means of linking Commission strategic planning processes, of which the review of existing academic programs is one, with institutional planning processes, the Commission will also review institutional strategic plans submitted by the colleges and universities as a component of academic program review. While institutions need not include specific references to disciplines up for review in the coming year, the Commission encourages them to do so and to provide narrative about the current health and future direction of these disciplines on their campuses.

C. Commission Actions

The Commission recognizes that existing program review may very well lead to a variety of outcomes, some formally adopted by the Commission or by the individual institutions and some more indirect. However, it is the intent of the Commission on Higher Education that the outcomes from the program review process should have the tangible effect of improving the quality of the individual programs under review and of enhancing the quality of programs in the field statewide. For this reason, the Commission takes two actions related to each program review. It tailors the first action to individual programs while generally focusing on broader statewide issues in its second action.

1. The Commission will issue a standardized "report card" on each individual program reviewed at each institution that includes information on strengths and weaknesses of the individual program as well as a recommendation for Excellence, Approval, Probation, or Termination. This "report card" is then distributed to the institutions, to the general public, including to the print and electronic media outlets throughout the state, and to the General Assembly. (Note:

“Report Cards” are prepared for programs with specialized accreditation as well as for programs without accreditation.)

The Commission will use the following definitions in regard to program status levels:

Excellence: undergraduate programs of regional distinction; graduate programs of national distinction

Approval: the program meets the general expectations of the peer reviewers; some improvements may be in order

Probation: certain modifications or corrective actions are required to improve the quality of the program; the Commission may opt to assess the program’s viability again after a period of time in which the institution has an opportunity to address program shortcomings

Termination: in the professional judgement of the peer reviewers and of the Commission, the program lacks the quality or the student enrollment to justify its continuation

2. The Commission will issue a set of recommendations that specifically address the following statewide concerns: a) the future needs for programming in the field; b) the overall health and vitality of the discipline throughout the state; and c) suggestions for improvements that could enable programs in the discipline to reach the recommendations made in areas one and two.

Section III

Program Review Procedures

The narrative above provides information on the components of program review and on general policies related to the practice. This section outlines how the program review process works in a series of procedures enumerated below.

1. At least one year prior to each scheduled program review (see Appendix C for the Commission review cycle), CHE staff will notify the chief academic officers at public, senior institutions of the programs scheduled for review on their respective campuses. This notification will include a deadline for submitting program self-studies for programs using one of the following formats: a) Commission format for programs where no accreditation is available (see Appendix A); b) accreditation agency self-study format for programs that do not hold accreditation but where accreditation is available; or, c) accreditation agency self-study or accreditation team report for programs holding accreditation.

2. Institutions notify the Commission one year in advance (or as soon as known) of the dates of accreditation team site visits for specially accredited programs.
3. Institutions submit program self-studies. (Submitted on dates agreed upon by CHE staff and chief academic officers.)
4. CHE staff and chief academic officers establish dates for site visits by CHE peer review team. In some fields (e.g., education, law, medicine, architecture), CHE peer reviewers may be able to visit campuses at the same time as accreditation teams. In cases where simultaneous CHE peer review and accreditation review are not possible, a separate CHE peer review team site visit will be required.
5. CHE staff chooses reviewers after receiving nominations and rankings of consultants from chief academic officers.
6. Peer review teams visit campuses.
7. Draft report of CHE peer review team shared with chief academic officers for comments on errors of fact.
8. Peer review team submits final report to Commission.
9. Where appropriate, Commission staff compiles additional data on the field in general and on program linkages with similar programs at two-year institutions in the state.
10. Commission staff summarizes peer review team report.
11. Commission staff submits proposed program report cards to Advisory Committee on Academic Programs for information purposes.
12. Commission staff submits final CHE peer review report, staff summary on CHE peer review report, and proposed program "report cards" to Commission's Committee on Academic Affairs.
13. Following approval by Committee on Academic Affairs, full Commission reviews program review materials and makes recommendations on program status (via program "report cards") and general recommendations regarding the status of the field in the state.

Appendix A¹

Contents of Academic Program Self-Studies for Programs without Specialized Accreditation

Section I: Undergraduate Programs

The following are essential components of a programmatic self-study institutions must complete for all programs without specialized accreditation. While this is by no means a comprehensive list, it covers the major areas that should be addressed in the self-study document. When specific data are requested, institutions should display the data for the most recent five-year period, unless otherwise noted.

Program Purpose, Goals, and Objectives

Each program should supply a clear and concise statement of purpose that is related to the mission of the program, the supporting unit(s), and the institution. Goals and objectives should be measurable and the time frame for their achievement should be reasonable. Also, it may be helpful to differentiate between long-term and short-term goals.

Organizational Chart

Each program should prepare a chart showing the reporting lines and any linkages the program maintains with the rest of the institution. This section should also contain a brief description of the processes used by the program in making budgetary, curricular, and faculty selection decisions.

Size of the Supporting Unit(s)

Each program should provide, in tabular form, current information related to the size of the department or other supporting unit (or units, in the case of interdisciplinary programs), including at least the following: undergraduate faculty (FTE and headcount; support staff FTE and headcount; undergraduate student FTE and headcount; degrees awarded annually; instructional and general expense budget of the organizational unit supporting the program; the portion of program budget used for undergraduate programs. (The data for this section for faculty, staff, and students may be different from that of the program as reported in the student data section in that the "unit" housing the program may include other degree programs and/or levels of degrees.)

¹ If you are reading these guidelines on the Commission's website, click on the appropriate hypertext links to access Appendices C (Program Review Cycle) and D (CHE List of Approved Accrediting Agencies).

Program Faculty

Each program should provide faculty information according to the outline below. Except as noted, narrative and statistical tables should cover the last five years.

A. Profile of Program Faculty:

1. Total number, FTE, and headcount of faculty teaching, differentiating between full-time, part-time, and teaching Assistantships
2. Number of faculty advising in the program
3. Number and percent of faculty in each rank displayed by tenure, rank, gender, and race
4. Description of the retention/turnover of full-time program faculty for the past five years
5. Individual listing of current faculty showing rank, credentials, and areas of specialization

B. Faculty Involvement in Program/Department (3 Years):

1. Student/faculty ratio
2. Average course load
3. Additional instructional responsibilities including special topics seminars, undergraduate thesis advising, independent study, student applied research, etc
4. Process for teaching evaluation
5. Role of adjunct faculty and teaching assistants in program

C. Campus and Public Service: The program should provide a summary of campus and public service activities.

D. Current Faculty Research: The program should provide a summary of scholarship, creative activity, and additional faculty research activity.

Students

The program should supply information on students in the program according to the outline below. Except as noted, narrative and statistical tables should cover the last five years. [Asterisks denote data to be provided by CHE.]

A. Undergraduate Student Profile:

- *1. Average age; Sex; ethnicity; citizenship
2. FTE credit hour production by level
- *3. Headcount enrollments by full-time, part-time, and by level
- *4. SAT and/or ACT score ranges of new freshmen in the program, and
- *5. Degrees awarded

B. Admissions Criteria (3 years)

C. Student Achievements (3 years)

1. Awards
2. Publications
3. Exhibitions
4. Professional presentations
5. Applied Research Projects

Curriculum

Each program should outline its program structure and degree requirements, list required courses, and indicate the frequency of course offerings. The institution should comment, as appropriate, regarding any curriculum changes over the last five years and the reasons for these changes.

Programmatic Climate

Each program should discuss the following topics, providing data as needed: student/faculty satisfaction with the scholarly community; quality of academic advisement; activities to promote *esprit de corps*; critical mass of faculty and student; activities related to promoting diversity among students and faculty; special lectures, seminars, or other program enhancements; collaborative arrangements with other departments, industry, government, or higher education institutions.

Facilities and Equipment

Each program should discuss the adequacy of classroom, research, laboratory, library, and office space available to the program. This section should also include a discussion of the adequacy of instructional equipment and library and computer resources used to complement classroom instruction.

Program Assessment

Each program should describe the process by which it assesses itself; the qualitative and quantitative information it has collected (e.g. portfolios, exit interviews, degree completion ratio, average time to completion, percent of graduates employed in their field, results of program assessment, standardized or licensing examinations, alumni satisfaction with program); and the specific way that this information has been used for program improvement.

Conclusions

Each program should discuss the strengths and weaknesses of the program as well as projected changes or initiatives for improvement.

Section II: Graduate Programs

The following are essential components of a programmatic self-study that institutions must complete for all programs without specialized accreditation. While this is by no means a comprehensive list, it covers the major areas that should be addressed in the self-study document. When specific data are requested, the institution should display data for the most recent five-year period, unless otherwise noted.

Program Purpose, Goals, and Objectives

Each program should supply a clear, concise statement of purpose that is related to the mission of the program, the supporting unit(s), and the institution. Goals and objectives should be measurable and the time frame for their achievement should be reasonable. Also, it may be helpful to differentiate between short-term and long-term goals.

Organizational Chart

Each program should prepare a chart showing the reporting lines and any linkages the program maintains with the rest of the institution. This section should also contain a brief description of the processes used by the program in making budgetary, curricular, and faculty selection decisions.

Size of the Supporting Unit(s)

Each program should provide, in tabular form, current information related to the size of the department or other supporting unit (or units in the case of interdisciplinary programs), including at least the following: graduate faculty FTE and headcount; support staff FTE and headcount; master's and doctoral student FTE and headcount; degrees awarded annually; instructional and general expense budget of the organizational unit supporting the program; the portion of the program budget used for graduate programs; externally funded research; and other externally generated funds. (The data for this section for faculty, staff, and students may be different from that of the program reported in the student data section in that the "unit" housing the program may include other degree programs and/or levels of degrees.)

Program Faculty

Each program should provide faculty information according to the outline below. Except as noted, narrative and statistical tables should cover the last five years.

A. Profile of Program Faculty:

1. Total number, FTE and headcount, of faculty teaching, differentiating between full-time, part-time, and teaching assistantships
2. Number of faculty advising in the program

3. Number and percent of faculty in each rank displayed by tenure, rank, gender, and race
4. Description of the retention/turnover of full-time program faculty for the past five years
5. Individual listing of current faculty showing rank, credentials, and areas of specialization

B. Faculty Involvement in Program/Department (3 years):

1. Student/faculty ratio
2. Average course load
3. Additional instructional responsibilities including special topics seminars, thesis/dissertation, advising, independent study, student research, etc.
4. Process for teaching evaluation
5. Role of adjunct faculty in program

C. Campus and Public Service: Provide a summary of campus and public service activity.

D. Current Faculty Research: Provide a summary of scholarship, creative activity, and additional faculty research activity.

Students

Each program should supply information on students in the program according to the outline below. Except as noted, narrative and statistical tables should cover the last five years. [Asterisks denote data to be provided by CHE.]

A. Graduate Student Profile:

- *1. Average age; sex; ethnicity; citizenship
2. FTE credit hour production
- *3. Headcount enrollments by full-time/part-time
- *4. Degrees awarded

B. Admissions Information:

1. Current admissions criteria
2. Number applied, accepted, and enrolled (3 years)

C. Student Achievements (3 years):

1. Awards
2. Publications
3. Exhibitions
4. Professional presentations
5. Applied Research Projects

D. Financial support of Graduate Students:

1. Departmental and institutional funds

2. Percent of students on financial aid
3. Average level of support
4. Ratio of grant-to-loan funds
5. Number of teaching and research assistantships
6. Selection process for financial awards

Curriculum

Each program should outline the program structure and degree requirements, list the required courses, and indicate the frequency of course offerings. The institution should also comment, as appropriate, regarding any curriculum changes over the last five years and the reasons for these changes.

Programmatic Climate

Each program should discuss the following topics, providing data as needed: student/faculty satisfaction with the scholarly community; quality of academic advisement; activities to promote *esprit de corps*; critical mass of faculty and student; activities related to promoting diversity among student and faculty; special lectures, seminars, or other program enhancements; collaborative arrangements with other departments, industry, government, or higher education institutions.

Facilities and Equipment

Each program should discuss the adequacy of classroom, research, laboratory, library, and office space available to the program. The program should also include in this section a discussion of instructional equipment and library and computer resources used to complement classroom instruction.

Program Assessment

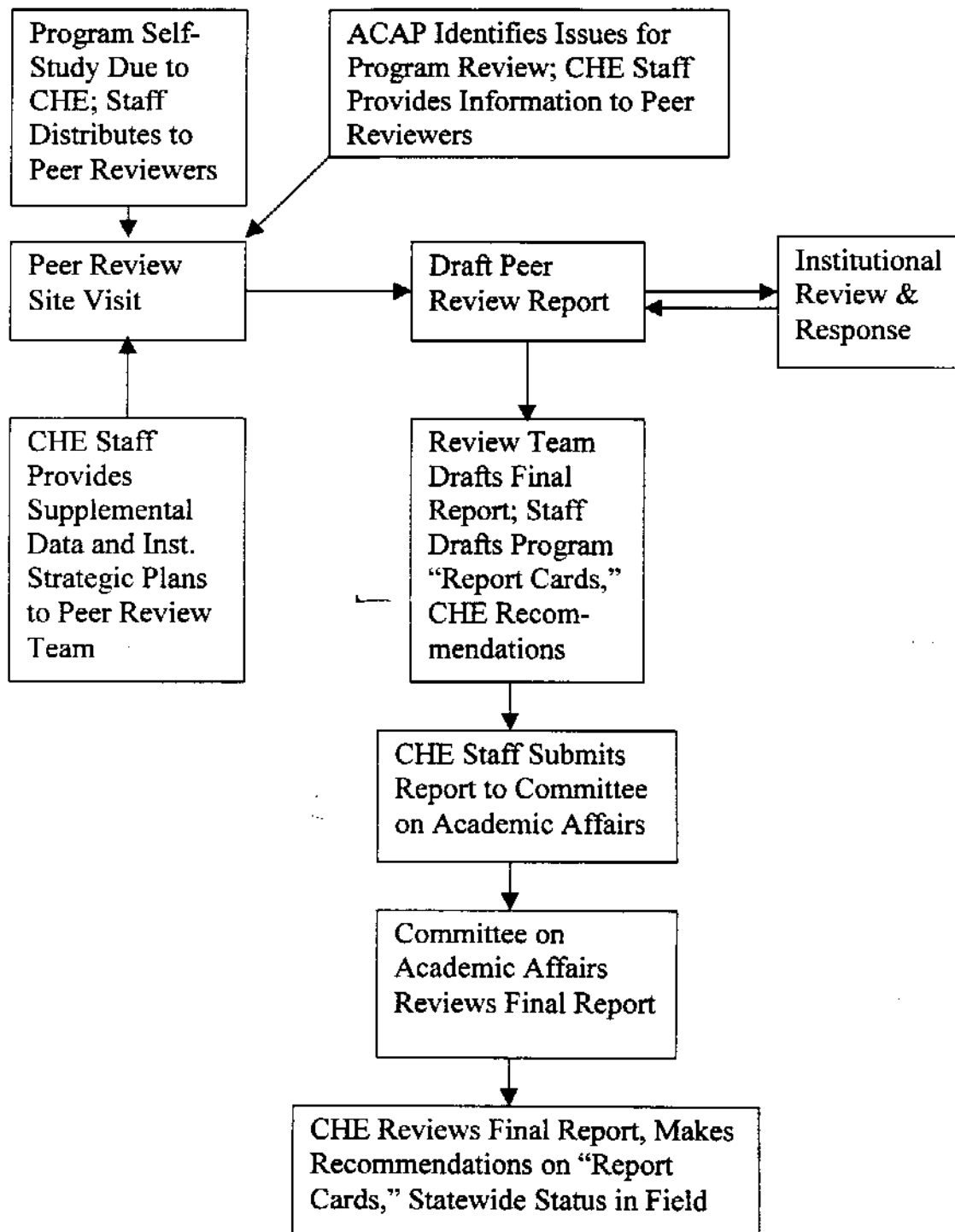
Each program should describe the process by which it assesses itself; the qualitative and quantitative information it has collected (e.g. portfolios, exit interviews, degree completion ratio, average time to completion, percent of graduates employed in their field, results of program assessment, standardized or licensing examinations, alumni satisfaction with program); and the specific way that this information has been used for program improvement.

Conclusions

Each program should discuss the strengths and weaknesses of the program as well as projected changes or initiatives for improvement.

Appendix B

CHE Existing Academic Program Review Process



Note on Appendix C:

The Commission staff is currently updating the Program Review Cycle to reflect changes in accreditation dates and other programmatic changes. The updates to the full eight-year cycle will be available this Fall. Updates to the 1998-99 and 1999-00 academic years are the only completed updates at this time; as such, they comprise Appendix C of the current document.

APPENDIX C

CHE Program Review Process

1998-99

Classification	Program	CIP Code	Institution	Accreditation Cycle
Education	Teacher Education	13	College of Charleston	Fall 1998
	Teacher Education	13	Coastal Carolina	Fall 1998
	Teacher Education	13	Francis Marion	Fall 1998
	Teacher Education	13	Lander	Spring 1999
	Teacher Education	13	Clemson	Spring 1999
	Teacher Education	13	USC-Aiken	Spring 1999
	Teacher Education	13	SC State	Spring 1999

1999-00

Classification	Program	CIP Code	Institution	Accreditation Cycle
Business & Marketing	Business	52	SC State	1999-00
	Business	52	Citadel	2006
	Business	52	USC-C	1999-00
	Business/Acct.	52	USC-C	1999-00
	Business	52	College of Charleston	1999-00
	Business/Acct.	52	College of Charleston	1999-00
	Business	52	Winthrop	1999-00
	Business	52	Clemson	1999-00
	Business/Acct.	52	Clemson	1999-00
	Business/Acct.	52	Coastal Carolina	2007
	Business	52	USC-S	1999-00
	Business	52	Francis Marion	1999-00
	Business	52	USC-A	1999-00
	Business	52	Lander	2003
	Retailing	8	USC-C	NA
Nursing	Nursing (assoc.)	51	USC-A	1997
	Nursing (BSN)	51	USC-A	1996
	Nursing	51	Lander	2003
	Nursing Anest.	51	MUSC	1998
	Nursing	51	SC State	1998
	Nursing (assoc.)	51	USC-S	1998
	Nursing	51	Clemson	1998
	Nursing (BSN)	51	USC-S	1999
	Nurse Midwife	51	MUSC	2003
	Nursing (diploma)	51	USC-C	2001
	Nursing	51	USC-C	2001
	Nursing (BSN/MS)	51	MUSC	1997

1999-00 (continued)

Classification	Program	CIP Code	Institution	Accreditation Cycle
Home Economics	Home Economics	19	SC State	1999
	Dietetics (Grad)	19	Winthrop	1998
	Dietetics	19	Winthrop	1998
	Dietetics	19	SC State	1999
Foreign Languages	Gr, Sp, Fr.	16	Citadel	NA
	Gr,Sp,Fr, Cl	16	College of Charleston	NA
	Other/General	16	Clemson	NA
	Sp	16	Francis Marion	NA
	Sp	16	Lander	NA
	Sp	16	SC State	NA
	Sp, Fr	16	USC-S	NA
	Gr,Sp,Fr,Cl,It.	16	USC-C	NA
	Sp	16	Winthrop	NA
	For. Lang. Interp.	16	College of Charleston	NA
	Linguistics	16	USC-C	NA
	Comp. Lit.	23	USC-C	NA

Appendix D

Commission on Higher Education Approved Accrediting Agencies

May 1998

ACCREDITATION BOARD FOR ENGINEERING AND TECHNOLOGY, INC.
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS
AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS
AMERICAN BAR ASSOCIATION
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION
AMERICAN COLLEGE OF NURSE-MIDWIVES
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION
AMERICAN COUNSELING ASSOCIATION
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE
AMERICAN DENTAL ASSOCIATION
AMERICAN DIETETIC ASSOCIATION, THE
AMERICAN LIBRARY ASSOCIATION
**AMERICAN MEDICAL ASSOCIATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON
COMMITTEE ON MEDICAL EDUCATION**
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION
AMERICAN PHYSICAL THERAPY ASSOCIATION
AMERICAN PSYCHOLOGICAL ASSOCIATION
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION
AMERICAN VETERINARY MEDICAL ASSOCIATION (AVMA)

ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS¹

COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS

COMMISSION ON OPTICIANRY ACCREDITATION

COMPUTING SCIENCE ACCREDITATION BOARD, INC.

**COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS
(CACREP)**

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

COUNCIL ON SOCIAL WORK EDUCATION

FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH

JOINT REVIEW COMMISSION ON EDUCATION IN RADIOLOGIC TECHNOLOGY

JOINT REVIEW COMMITTEE ON EDUCATION PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY

NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES

NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES

NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

NATIONAL ASSOCIATION OF SCHOOLS OF THEATER

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

NATIONAL LEAGUE FOR NURSING, INC.

SOCIETY OF AMERICAN FORESTERS

¹In South Carolina, for two-year programs only.