

## Introducing the Program Accreditation Standards

To fully understand what is required to meet program accreditation standards, you **MUST** review the [full document that includes the precise language for each standard as well as related guidance and what is required for review](#) as evidence that the standard is being met.

This version has been created as an *introduction*, to gain a general sense of the kinds of issues that are addressed in the standards and begin to understand the overall concepts that are addressed. While it in no way captures all the nuance and detail that is required to fully understand each standard, it can serve as a general introduction for those first exploring accreditation standards for college programs for students with intellectual disability.

<b>MISSION STANDARDS</b>
<ul style="list-style-type: none"> <li>• The program has a written mission statement consistent with Higher Education Act requirements             <ul style="list-style-type: none"> <li>○ Communicated to all stakeholders</li> <li>○ Reviewed regularly</li> </ul> </li> </ul>
<b>STUDENT ACHIEVEMENT STANDARDS</b>
<ul style="list-style-type: none"> <li>• Satisfactory Academic Progress (SAP) policy that includes evaluating student progress in academics, socialization, independent living and career development.</li> <li>• Program level student outcomes (statement of what students are expected to learn and be able to do upon graduation)</li> <li>• Individualized learning plans for each student</li> <li>• Written report at end of each term</li> <li>• Established retention and pace of completion rates</li> </ul>
<b>CURRICULUM STANDARDS</b>
<ul style="list-style-type: none"> <li>• Inclusive program of study that aligns with requirements for a CTP Program</li> <li>• Person centered curriculum driven by student choice</li> <li>• Wide array of college courses</li> <li>• In person (on campus)</li> <li>• Career development and internships</li> <li>• Inclusive social experiences</li> <li>• Inclusive independent living instruction</li> </ul>
<b>FACULTY AND STAFF STANDARDS</b>
<ul style="list-style-type: none"> <li>• Staff have education and training commensurate with their roles</li> <li>• Participate in ongoing professional development and training.</li> <li>• Program coordinates with all mentors and others who work with students</li> <li>• Job descriptions and regular staff evaluation</li> <li>• Reasonable retention of staff</li> <li>• Training and supervision for mentors</li> <li>• Faculty and staff training on UDL</li> <li>• Faculty training on individual student learning needs</li> </ul>

<b>FACILITY, EQUIPMENT AND SUPPLY STANDARDS</b>
<ul style="list-style-type: none"> <li>• Students have access to institutional facilities, equipment and supplies consistent with other students with the same student status.</li> </ul>
<b>ADMINISTRATIVE AND FISCAL CAPACITY STANDARDS</b>
<ul style="list-style-type: none"> <li>• The program is a part of a department or unit of the institution</li> <li>• Ongoing input from stakeholders</li> <li>• Plan for fiscal sustainability</li> </ul>
<b>STUDENT SERVICES STANDARDS</b>
<ul style="list-style-type: none"> <li>• The admission policies and practices ensure that all students who are admitted meet the definition of “students with intellectual disabilities” in the HEA.</li> <li>• Academic advising is provided that aligns with the IHE process for all students</li> <li>• Students and families attend regular orientation activities</li> <li>• Plan for family communication</li> <li>• Students can access all services, social and recreational activities as other students</li> <li>• Individualized support to obtain CIE</li> </ul>
<b>LENGTH/STRUCTURE OF PROGRAM OF STUDY STANDARDS</b>
<ul style="list-style-type: none"> <li>• The program aligns with the college calendar</li> <li>• Specifies the number of weeks of instructional time and the number of clock hours in the program</li> <li>• Awards a credential that is issued by the institution</li> </ul>
<b>STUDENT COMPLAINTS STANDARDS</b>
<ul style="list-style-type: none"> <li>• Established relationships with IHE offices involved with student complaints or discipline.</li> <li>• Process for explaining grievance procedures to students and their parents</li> <li>• Support for students involved in a grievance process</li> </ul>
<b>PROGRAM DEVELOPMENT, PLANNING &amp; REVIEW STANDARDS</b>
<ul style="list-style-type: none"> <li>• The program evaluates its program components regularly</li> <li>• Implements program revisions based on the evaluation</li> <li>• Verifies that students who get FSA meet definition of ID</li> </ul>