



## **STANDARDS FOR ACCREDITATION**

The basic premises in accreditation are the objectives or purposes of the process.

The standards, which follow, are believed to represent those conditions or characteristics that should be present in a program of hospitality administration seeking accredited status.

### **MISSION, OBJECTIVES, and OUTCOMES**

#### **Standards:**

- 1. A mission statement for the program exists and is aligned with the missions of the School/College and the parent institution.*
- 2. There are identifiable program learning objectives.*
- 3. There are specific and measurable student learning outcomes.*

### **PLANNING AND ASSESSMENT**

#### **Standards:**

- 1. All program components are routinely evaluated. Mechanisms are in place and regularly utilized for assessing the educational effectiveness of the program.*
- 2. Results of self-evaluation processes are translated into programmatic change.*
- 3. The program of self-evaluation and planning processes gets the support it needs to be carried out effectively.*
- 4. The program has procedures for maintaining an ongoing record of attainment of its graduates and utilizes the information thus derived in its academic planning.*
- 5. There is evidence of on-going planning activities within the program.*

6. *Current students have a reasonable involvement in the evaluation of the program.* (This standard applies to two year programs)
7. *The program has a process for significant input from industry representatives and uses the information for program planning.* (This standard applies to two year programs)

## ADMINISTRATION AND GOVERNANCE

### Standards:

1. *The program is structured with sufficient operational independence, consistent with the mission and objectives of the institution, to enable the program to achieve its mission successfully.*
2. *The structure of the programmatic unit provides opportunity for effective leadership that promotes the objectives of the programmatic unit.*
3. *The courses that constitute the common body of knowledge in hospitality administration are under the administrative prerogative of the programmatic unit in hospitality administration.*

## CURRICULUM

### Standards:

1. *The curriculum is designed to meet the program's mission and objectives.*
2. *Subject-matter content, learning activities, and output evaluation are consistent with program mission and objectives.*
3. *The curriculum provides students not only with a common body of knowledge in hospitality administration, but also with opportunities for students to receive a broad education and awareness of values, skills, and attitudes that will prepare them for Imaginative and responsible citizenship roles in business and society. It enables them to understand and apply the concepts of problem-solving in general, and in organizational and industry-related issues. This common body includes the following.*
  - (a) **General education.**
  - (b) **Hospitality administration.**
  - (c) **Work experience.**

4. *The curriculum is designed to provide a sequential development and logical progression in coursework.*
5. *The curriculum includes an appropriate mix of theoretical and applied experiences for achieving the educational objectives.*
6. *The curriculum provides a balanced mix and flexibility in hospitality elective offerings.*
7. *In curricula designed with more than one area of specialization or concentration including distance education, the objectives and requirements of each are clearly distinguished.* (this standard applies to four year programs)
8. *Opportunities are provided for advanced work in some of the subject-areas, consistent with the program's objectives and capabilities.* (this standard applies to four year programs)
9. *For each course offered specifically by the degree program or under the prerogative of the program, there is a detailed and organized instructional outline, course of study, syllabus, or teaching guide showing specific objectives, subject-matter, learning outcomes, and teaching method, and learning activities.*
10. *The curriculum provides clear evidence that the program encourages creative leadership in and response to social, economic and technological developments, and the application of evolving knowledge in the behavioral and quantitative sciences. In the event that the program involves any relationship with organizations outside of the institution, such a relationship must include a written agreement defining the learning activity and responsibilities involved and assuring that the relationship is consistent with the mission and objectives of the program.*

### **FACULTY/INSTRUCTIONAL STAFF**

#### **Standards:**

1. *The preparation and qualifications of all members of the instructional staff are suited to the field and level of their assignments. Those in conventional academic fields hold advanced academic degrees or present evidence of scholarship or creative achievement appropriate to their positions; those in professional or technical fields have equally appropriate preparation and attainments.*
2. *The faculty is numerically sufficient to achieve the objectives of the program and to perform the responsibilities assigned to it-instruction, advisement, academic planning, curricular development, and program direction.*

3. *Professional, clerical, and paraprofessional staff is available and adequate to assist instructional faculty in materials preparation, supervision, tutoring, and other general tasks.*
4. *Conditions of service, including appointment, promotion, salary, workload, etc. are equitable and administered ethically.*
5. *The faculty is substantively involved in curricular development and evaluation and in the formulation of academic policies and practices.*
6. *Mechanisms are in place and regularly utilized for evaluating teaching effectiveness and effectiveness in career and academic advisement.*
7. *There is an appropriate balance between full-time and part-time faculty/staff to enable the program's objectives to be realized.*
8. *Most program core requirements are taught by full-time faculty. (4 year standard)*
9. *There is evidence that the professional development of the faculty/staff is encouraged, supported, and evaluated.*
10. *Members of the faculty/staff demonstrate continuous professional growth, productivity, and enhancement of experience in their areas of expertise.*

### **STUDENT SERVICES AND ACTIVITIES**

#### **Standards:**

1. *Accurate and clearly stated information about admission, progression, retention, dismissal and graduation requirements is available in written form. These requirements meet or exceed the minimum standards of the parent institution.*
2. *Transfer credit is granted for courses taken at another institution only when the course work, and the level of the transfer applicant's achievement, permits the student to complete satisfactorily the remaining upper division professional course work. Opportunities for appropriate guidance and counseling are available to all students. Opportunities exist for students to receive exposure to career preparation services. (4 year standard)*
3. *Effective procedures exist to assure the reasonable progress of students toward meeting stated graduation requirements.*
4. *Students have reasonable involvement in the evaluation of the program's procedures and policies in the area of student services.*

## **PHYSICAL AND LEARNING RESOURCES**

### **Standards:**

- 1. The program has access to appropriate physical resources, such as classroom space, office space, and facilities and equipment in order to satisfactorily meet the program's mission, objectives, and learning outcomes.*
- 2. The program has a carefully constructed, functioning, and monitored plan for the continued maintenance, replacement, modernization, and support of laboratory equipment and related facilities.*
- 3. Appropriate learning resources and facilities are available to support the program's objectives.*
- 4. Classroom Multi-media teaching equipment and materials are appropriate and adequate to meet the needs of both the faculty and the students.*
- 5. The library access system (including reference materials, texts, and on-line data bases) reflects the current needs of both the students and faculty.*

## **FINANCIAL RESOURCES**

### **Standards:**

- 1. Financial resources are sufficient to support the educational objectives and meet contractual obligations.*
- 2. Evidence indicates the program has sufficient financial stability to enable it to continue to meet its contractual obligations and achieve its educational objectives over a reasonable future period.*