Exploring Alternatives

A case activity for accreditation models
Step One: Q&A Regarding the Individual Credential Landscape

Individual Credentials

Short, targeted

Long, Broad

Traditional, accredited institutions

Noninstitutional providers

Credential length/depth

Orientation to market
Provider Assurance Models

<table>
<thead>
<tr>
<th>Short, targeted</th>
<th>Long, Broad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional, accredited institutions</td>
<td>Orientation to market</td>
</tr>
</tbody>
</table>

Credential length/depth
Look at your case materials

<table>
<thead>
<tr>
<th>Institution or program being accredited?</th>
<th>A: Regional Accreditation Only</th>
<th>B: Business, Only</th>
<th>C: Business + Accounting</th>
<th>D: Program Specific: Recognition (rather than Acc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>Institution</td>
<td>Program</td>
<td>Program</td>
<td>Program</td>
</tr>
<tr>
<td>Accredited, recognized, credentialed</td>
<td>Accreditation</td>
<td>Accreditation</td>
<td>Accreditation</td>
<td>Recognition/ Program Credentialing</td>
</tr>
<tr>
<td>Accrédiator affiliated with</td>
<td>Regional accreditors are independent</td>
<td>Independent</td>
<td>Independet</td>
<td>Professional Organization</td>
</tr>
<tr>
<td>Core, Specialization, both</td>
<td>N/A</td>
<td>Core (business) Specializations (supply chain, accounting...)</td>
<td>Specialization (managerial, tax, internal audit, etc.)</td>
<td></td>
</tr>
<tr>
<td>Sample organization</td>
<td>Middle States Commission on Higher Education, Southern Association of Colleges and Schools™</td>
<td>AACSB, ACBSP, IACBE</td>
<td>AACSB, ACBSP</td>
<td>Internal Auditing Educational Partnership (IIA-IAEP), IMA Endorsement</td>
</tr>
</tbody>
</table>
# Models from other disciplines

<table>
<thead>
<tr>
<th>Accreditation Model</th>
<th>Accreditation Model</th>
<th>Accreditation Model</th>
<th>Accreditation Model</th>
<th>Accreditation Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>E: National Accreditation Program of the Canadian Supply Chain Sector Council (NAP)</td>
<td>F: Accreditation Board for Engineering &amp; Technology (ABET)</td>
<td>G: American Psychological Association</td>
<td>H: Individual credentials: Badging</td>
<td></td>
</tr>
<tr>
<td>Institution or program being accredited?</td>
<td>Program</td>
<td>Program</td>
<td>Programs: Doctoral, internships, and Postdoctoral residencies</td>
<td>People</td>
</tr>
<tr>
<td>Accredited, recognized, credentialed</td>
<td>Accreditation/ Certificates/ Recognition</td>
<td>Accreditation</td>
<td>Individual Credential: Badging</td>
<td></td>
</tr>
<tr>
<td>Accreditor affiliated with</td>
<td>Independent</td>
<td>Independent</td>
<td>APA is an organization of researchers, educators, clinicians, consultants and students</td>
<td>Could have requirements of program, too</td>
</tr>
<tr>
<td>Core, Specialization, both</td>
<td>Core (supply chain as the analogy of accounting)</td>
<td>Core (engineering as an analogy for accounting)</td>
<td>Specializations (Counseling, clinical, School)</td>
<td>Likely at the specialization level</td>
</tr>
<tr>
<td>Additional</td>
<td>Relatively new organization focused on the HR needs of the supply chain industry</td>
<td>4 Commissions that accredit different engineering programs with significant involvement from member societies</td>
<td>Information Systems badging through IBM</td>
<td></td>
</tr>
</tbody>
</table>
Let’s map the models
Provider Assurance Models

<table>
<thead>
<tr>
<th>Short, targeted</th>
<th>Long, Broad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credential length/depth</td>
<td>Traditional, accredited institutions</td>
</tr>
</tbody>
</table>

A. Regional Accreditation Only
B. Business Accreditation Only
C. Business + Accounting Accreditation
D. Program Specific Recognition (rather than accreditation)

Orientation to market

Noninstitutional providers
Provider Assurance Models

Short, targeted

Long, broad

Traditional, accredited institutions

Noninstitutional providers

A. Regional Accreditation Only
B. Business Accreditation Only
C. Business + Accounting Accreditation
D. Program Specific Recognition (rather than accreditation)
E. National Accreditation Program of the Canadian Supply Chain Sector Council (NAP)
F. Accreditation Board for Engineering & Technology (ABET)
G. American Psychological Association (APA)
Provider Assurance Models

- Short, targeted
- Long, Broad

Traditional, accredited institutions

Noninstitutional providers

H. Individual credentials: Badging

A. Regional Accreditation Only
B. Business Accreditation Only
C. Business + Accounting Accreditation

E. National Accreditation Program of the Canadian Supply Chain Sector Council (NAP)
F. Accreditation Board for Engineering & Technology (ABET)
G. American Psychological Association (APA)

D. Program Specific Recognition (rather than accreditation)
**Task Instructions**

- Each table is assigned 1 accounting model and 1 model from outside of accounting
  - For each model, we created reading packets that include information about organizations who exemplify the model. You have 3 copies of the packets for the models assigned to your table.

1. For each model identify and document its strengths and weaknesses
  - You have a form to capture your insights. Designate one person’s form as the summary document for your table that you’ll turn in.

2. As a group, define one program scenario within accounting (educational environment) and create your “ideal model” for how you would provide assurance about its quality/outcomes.
  - Record on your large paper for the debrief.
  - Debrief begins at 3:30.
Debrief: Strengths and Weaknesses
Debrief: Ideal Models
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help or Open poll in your web browser