

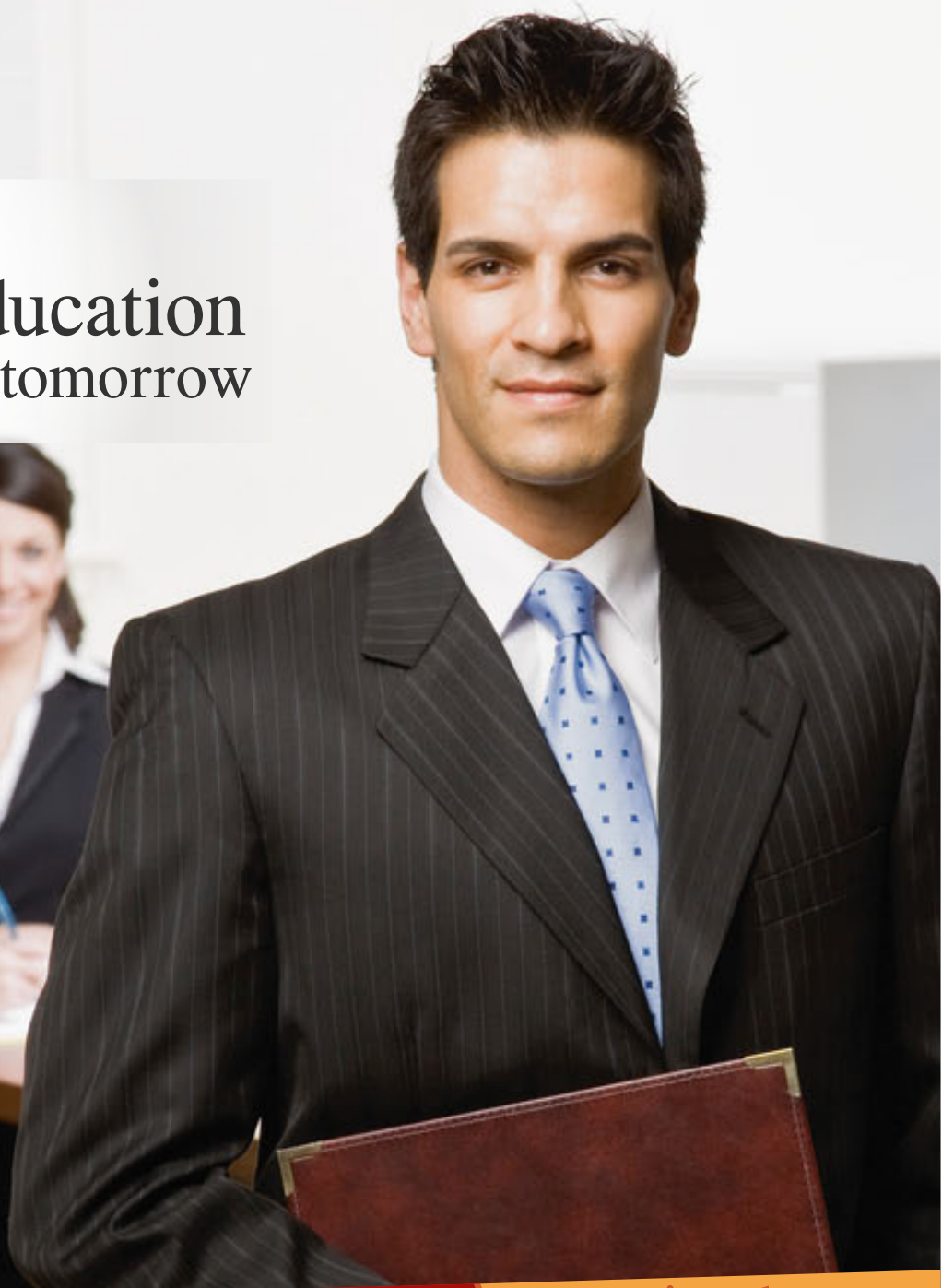


IOEAB.ORG

International Online Education Accrediting Board



Endorsing
Online Education
For a better tomorrow



www.ioeab.org



An Overview

IOEAB, the International Online Education Accrediting Board, is a not-for-profit association devoted to the promotion and improvement of online distance learning education world-over.

It is the premier accrediting board for evaluating online universities offering Bachelor's, Master's, Associate and Doctoral degree programs and other relevant certificate courses. As a reputable accrediting board, IOEAB is responsible for assuring that member institutions and their educational programs are capable of preparing students for their chosen careers. The accrediting process also assures students and the public that high standards of online career education are being met.

The board's membership has provided new opportunities and challenges for IOEAB that has expanded the association's role as a source of information, training and networking for the promotion of distance learning education. Apart from awarding universities recognition and accreditation, the board provides complete background information about accreditation, its importance, and the latest developments and trends in the field of distance education. The association also maintains cordial and close relationships with its counterpart accrediting bodies worldwide to learn from their valuable experiences.

Our Philosophy

“To foster and preserve high quality online education worldwide through independent and established evaluation and judgment of educational institutions present in the field.”

What are the benefits of becoming accredited from IOEAB?

Accredited institutions from IOEAB are world leaders, read the following benefits of becoming a member of IOEAB:

- **Accreditation provides dependability:** Accreditation indicates quality to all, from counselors to employers, educators to public et al.
- **Accreditation builds confidence:** Accreditation is an expression that builds confidence in the educational program, the policies, and the procedures of the institution by its peers.
- **Accreditation provokes self-improvement:** Accreditation is an source of stimulation to improve services, programs, and staff through periodic self-studies and evaluations by an outside board.



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- **Accreditation promotes high standard education:** Accreditation is an assurance of high standards and educational quality through the institution's adherence to established criteria, policies, and standards.
- **Accreditation is a recognized test:** Accreditation brings the institution recognition through the extension of special status by several states under their legislation and regulations, as well as recognition given by federal, state, and local agencies in referring students to accredited schools.
- **Accreditation permits institutions to become members:** Accreditation allows an institution and its courses to be listed in the IOEAB Directory of Accredited Institutions.
- **Accreditation allows the use of IOEAB seal:** Accreditation allows the promotional use of the IOEAB seal and reference to accreditation by the IOEAB Accrediting Commission.
- **Accreditation helps students in winning fee compensations:** Accreditation allows students to qualify for tuition reimbursement under certain state, industry, or union/corporate plans requiring enrollment with an accredited school.
- **Accreditation increases student's credit acceptance:** Accreditation increases, but does not guarantee, the acceptance of academic credits of graduates at other educational institutions.
- **Accreditation quickens advertising acceptance:** Accreditation quickens the acceptance of advertising by newspapers, magazines, radio and television stations, and other advertising mediums.
- **Accreditation helps analyze staff:** Accreditation offers a completely unique professional development opportunity to the institutions staff members to serve on examining committees visiting other institutions.



SECTION 1

Management and Authority

An applicant institution is required to document compliance with all major requirements discussed below in regards to the existence and composition of a qualified and experienced body of educational and other professionals that review and authorize educational and administrative plans for the institution as Governing Board. These requirements expect an institution's appropriate administrative structure to effectively supervise, fulfil its aims and objectives, establishes the means to evaluate the effectiveness of the institution by means of:

1. The Board and its Degree Granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies and has a governing board of at least five members, a legal body with specific authority over the institution. The board should be an active policy making body for the institution, ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board must not be controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board should be free of any contractual, employment, or personal or familial financial interest in the institution.

2. Board Operations

The board must maintain broad and significant influence upon the institution's programs and operations, playing an active role in policy-making, and ensures that the financial resources of the institution provide a sound educational program. The board should not be controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members should be free of any contractual, employment, or personal or familial financial interest in the institution. The institution is expected to have a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

3. Governance and Administration

The governing board of the institution should be responsible for the selection and the periodic evaluation of the chief executive officer. The legal authority and operating control of the institution should be clearly defined for the following areas within the institution's governance: Structure – the institution's mission, fiscal



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stability of the institution, institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services and related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs. The board must maintain a policy to address conflict of interest for its members.

4. Independent Governing Board

The governing board should be free from undue influence from political, religious or other external bodies and protects the institution from such influence. The governing board should also have a policy whereby members can be dismissed only for appropriate reasons and by a fair process. There should be a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.



SECTION 2

Mission Statement

An applicant institution is required to document compliance with all major requirements discussed below in regards to the written and published mission of the institution to assure educational quality, enhance institutional effectiveness, and promote continuous improvement for student learning opportunities, through a strategic plan based upon a comprehensive and extensive analysis in order to accomplish the mission of the institution.

1. Mission Statement

The institution must be equipped with a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission must address teaching & learning and, where applicable, research and public service. The institution should engage in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and outcomes; result in continuing improvement in institutional quality; and demonstrate the institution is effectively accomplishing its mission. The mission statement must be current and comprehensive, accurately guiding the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

2. Organizational structure

The institution should have a clearly defined and published organizational structure that delineates responsibility for the administration of policies. The institution is expected to have qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. It must define and publish policies regarding appointment and employment of faculty and staff.

3. Control

The institution should evaluate the effectiveness of its administrators on a periodic basis. Its chief executive officer should hold ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. The institution must also operate with integrity in all matters placing primary responsibility for the content, quality and effectiveness of the curriculum with its faculty.



SECTION 3

Academic Programs

An applicant institution is required to document compliance with all major requirements discussed below in regards to the Institution's academic programs that are devised efficiently and effectively meeting the needs of students on the basis of facilitated research. These requirements complement content area standards, which designate what students are expected to learn in various curriculum areas and academic programs.

1. Curriculum

For each major in a degree program, the institution should assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify any major, this requirement applies to a curricular area or concentration. The institution's use of technology must enhance student learning - appropriate for meeting the objectives of its programs. Students should be given access to and training in the use of technology.

2. Educational Programs: Undergraduate Programs

The institution must identify college-level general education competencies and the extent to which graduates have attained them. At least 25 percent of the credit hours required for the degree should be earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student must earn 25 percent of the credits required for the degree through instruction offered by the participating institutions. The institution should define and publish requirements for its undergraduate programs, including its general education components. These requirements must also conform to commonly accepted standards and practices for degree programs.

3. Course

At least 25 percent of the discipline course hours in each major at the baccalaureate level should be taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are expected to progressively be more advanced in academic content than its undergraduate programs. The institution should structure its graduate curricula to include knowledge of the literature of the discipline and to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. The majority of credits toward a graduate or a post-baccalaureate professional degree should be earned through instruction offered by the institution awarding the degree.



SECTION 4

Services & Resources

An applicant institution is required to document compliance with all major requirements discussed below in regards to the Sufficiency and suitability of resources and services and technology, developed to support the completion of its mission. The institution uses instructional technology appropriate to its academic mission and the methods of delivery of its academic program. All financial records are regularly audited by independent bodies, and results of audit clearly indicated and published.

1. Student Affairs and Services

The institution should be appropriate to support its teaching, research, and service mission, ensuring that users have access to regular and timely instruction in the use of the library and other learning/information resources. The institution should also provide a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.

The institution must publish a clear and appropriate statement of student rights and responsibilities and disseminate the statement to the campus community, protecting the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data. The institution should employ qualified personnel to ensure the quality and effectiveness of its student affairs programs.

2. Financial Resources

The institution's recent financial history should demonstrate financial stability. It should provide financial profile information on an annual basis and other measures of financial health as requested. All information must be presented accurately and appropriately, representing the total operation of the institution. It must audit financial aid programs as required by federal and state regulations. The institution must exercise appropriate control over all its financial resources; maintaining financial control over externally funded or sponsored research and programs.

3. Physical Resources

The institution should exercise appropriate control over all its physical resources and takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. The institution should operate and maintain physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission related activities.



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