**Eligibility Application for NASPAA Accreditation: Template**

*Adopted December 2011*

*Revised June 2022*

INTRODUCTION

The Eligibility application is an opportunity for first-time applicant programs to engage with COPRA and receive developmental support prior to the self-study process. The applicant program is given initial feedback on its application from the Commission and has the opportunity to connect with a mentor prior to, and during, the self-study process, if the program chooses. The key to successful accreditation is to understand that the NASPAA Accreditation process is mission-focused and program improvement oriented.

Basic Information (some information may be collected in Basic info tab of online website) Name of institution seeking review:

Name of degree submitted for review: Contact information at degree program:

Program Representative Name

Address Phone Fax Email

Program web link:

Contact information for Chief Academic Officer at institution: Name

Address Email

Please verify program is a member of NASPAA: □

[PRECONDITION 1: Program Eligibility](https://www.naspaa.org/sites/default/files/docs/2019-11/NASPAA%20Accreditation%20Standards%20-%202019%20FINAL%20with%20rationale.pdf)

Because an accreditation review is a program evaluation, eligibility establishes that the program is qualified for and capable of being evaluated. The institution offering the program should be accredited (or similarly approved) by a recognized regional, national, or international agency. The primary objective of the program should be professional education. Finally, the program should have been operating and generating sufficient information about its operations and outcomes to support an evaluation.

External Quality Assurance

Is the program at an institution accredited by a U.S. national or regional accrediting body? y/n

If yes,

Provide name of accreditor. (Pull down menu)

List year of most recent recognition. (Select year)

If no,

Provide name of quality assurance body (or bodies) that recognizes the institution. Provide contact information for quality assurance body. (Text box)

Briefly describe the review mechanisms or provide link to Q.A. body website where the review process is discussed. (Text box)

Additional Questions for Programs Outside the U.S.

Briefly describe the relationship between your institution and any relevant governmental and non-governmental bodies related to accreditation, recognition, or licensure not previously discussed. (Text box)

Please provide contact information for government officials relevant to this review, not previously listed. (Text box)

Are there any potential legal impediments that NASPAA should consider in conducting a program review in your country or region? y/n

If so, please explain. (Text box)

[PRECONDITION 2: Public Service Values](https://www.naspaa.org/sites/default/files/docs/2019-11/NASPAA%20Accreditation%20Standards%20-%202019%20FINAL%20with%20rationale.pdf)

The mission, governance, and curriculum of an eligible program shall demonstrably emphasize public service values. Values are important and enduring beliefs, ideals and principles shared by members of a community about what is good and desirable and what is not. Public service values consist of the values that should guide public and nonprofit professionals. NASPAA’s public service values are consistent with globally recognized sustainable development goals to build effective, accountable, and inclusive institutions at all levels. NASPAA’s public service values include, but are not limited to: pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; cultivating global, regional, and local awareness; and promoting participation and inclusiveness by demonstrating respect, equity, and fairness in dealings with members of society, stakeholders, and fellow public servants. NASPAA expects an accreditable program to define the boundaries of the public service values it emphasizes, be they procedural or substantive, as the basis for distinguishing itself from other professional degree programs.

Guiding Mission

Please provide the program’s mission statement (Text box)

Public Values

Please provide a brief summary of the public service values your program demonstrably emphasizes, citing one example of the demonstration of each public value. Connect this to your mission. (Text box)

Briefly describe what faculty and student diversity means in the context of your program and the environment in which it operates. (Text box)

Briefly describe the code of conduct or other ethical expectations at your institution.

Provide links if relevant. (Text box)

[PRECONDITION 3: Primary Focus](https://www.naspaa.org/sites/default/files/docs/2019-11/NASPAA%20Accreditation%20Standards%20-%202019%20FINAL%20with%20rationale.pdf)

The degree program's primary focus shall be that of preparing students to be leaders, managers, and analysts in public service, specifically the professions of public and nonprofit affairs, public administration, and public policy and only master's degree programs engaged in educating and training professionals for the aforementioned professions are eligible for accreditation. Variations in nomenclature regarding degree title are typical in the field of public service education. Related degrees in policy and management are eligible to apply, provided they can meet the accreditation standards, including advancing public service values and competencies. Specifically excluded are programs with a primary mission other than that of educating professionals in public and nonprofit affairs, administration, and policy (for example, programs in which public and nonprofit affairs, administration, and policy are majors or specializations available to students pursuing a degree in a related field).

Preparing Professionals for Public Service

Please provide a brief summary of the primary focus of your program in preparing students to be leaders, managers and analysts in the professions of public and nonprofit affairs, administration, and policy. (Text box)

Briefly describe placement and typical careers of recent graduates in the professions of public and nonprofit affairs, administration, and policy. (Text box)

[PRECONDITION 4: Course of Study](https://www.naspaa.org/sites/default/files/docs/2019-11/NASPAA%20Accreditation%20Standards%20-%202019%20FINAL%20with%20rationale.pdf)

Students should interact and collaborate extensively with faculty and each other, engage in hands on collaborative work, be socialized into the public service values of the profession, and be able to develop their interpersonal and communication skills through ample faculty observation and feedback. The normal expectation is that professional degrees in public service require at least 36 semester credit hours of study, or the equivalent. Programs departing from campus- centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this precondition are being achieved and that such programs are under the supervision of fully qualified faculty. This determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

* Special Condition: Fast-tracking Programs that combine undergraduate education with a graduate degree in public service in a total of less than six academic years or the equivalent are not precluded from accreditation so long as they meet the criteria of an accredited graduate degree.
* Special Condition: Dual Degrees Programs may allow a degree in public service to be earned simultaneously with a degree in another field in less time than required to earn each degree separately. All criteria of an accredited, professional, graduate degree in public service must be met and the electives allowed to satisfy requirements for the other degree must be appropriate as electives for a degree in public service.
* Special Condition: Executive Education Programs may offer a degree in public service designed especially for college graduates who have had at least five years of cumulative experience in public service, including at least three years at the middle-to- upper level. The degree program must demonstrate that its graduates have emerged with the universal competencies expected of a NASPAA-accredited program, as well as with the competencies distinctive to executive education.

Characteristics of program

Number of students currently enrolled in program

Full time

Part time

Please indicate which populations your program primarily serves. (chart) (Choose primary focus, secondary focus, can select more than one)

Pre-career students

In service professionals Experienced Executives

How many semester credit hours or their equivalent are required for program completion? (select number)

If there are any differences for different populations, please explain. (Text box)

If less than 36 semester credit hours, please explain rationale for completion requirements as it relates to program mission. (Text box)

Is any part of the program offered online? (select)

No

Yes, some courses offered online.

Yes, the entire program can be completed either online or on main campus.

Yes, program courses can only be completed online.

Does the program offer courses at remote sites and locations? (select)

No

Yes, (chart)

Name of site

Some courses can be completed at this site

The entire program can be completed at this site

Please describe any other unique delivery modalities the program employs, consortia, etc. (Text box)

Does your program offer a fast-tracking baccalaureate/masters option? y/n

Please list any dual degree programs the program accommodates. (Text box)

Does this program offer Executive Education as defined in the NASPAA Standards special conditions? y/n

Is the entire degree devoted to executive education? y/n

Does Exec Ed exist as a track within the degree to be reviewed? y/n

If a track or concentration, please provide a summary of any policies that differ from the main program, especially with regard to admissions, placement, curriculum and competency assessment, and completion requirements. In the case of significant differences, please explain the rationale for housing both programs in a single degree with regard to the mission. (Text box)

Please comment on sufficiency with regard to any unique delivery modalities the program offers. (Text box)

Capacity to conduct an evaluation

When was the degree program established? (select year)

If program has been in operation less than four years, please provide a rationale as to the sufficiency of program data to support an evaluation. (Text box)

Please provide the number of full time faculty members or their equivalent that exercise substantial determining influence for the program ([click here for definition](https://www.naspaa.org/sites/default/files/docs/2019-11/2019%20Self-Study%20Instructions%20FINAL.pdfhttps%3A/www.naspaa.org/sites/default/files/docs/2019-11/2019%20Self-Study%20Instructions%20FINAL.pdf)). (select number)

Please note percentage of program faculty academically qualified, as defined in the glossary. (select percent)

NASPAA accreditation heavily relies on comprehensive program evaluation, assessment of learning and evidence of making improvements on the basis of this data. In preparation for such an accreditation, we would like to know about what experience you have with assessment for perhaps other accreditations and/or resources/experience with assessment. Please describe your program's experience with program or departmental assessment, including (if relevant) resources available for recordkeeping and tracking data over time, aspects of assessment specific to unique program modalities, past programmatic changes based on findings from assessment, meetings of program faculty to assess program direction, or other context you think would be useful to the Commission. (Text box)

Many NASPAA accredited programs find a formal evaluation plan and timeline useful. Does your program already have an evaluation plan in place? An example might be a plan provided to a regional accrediting body, or to an assessment administrator at your university. If so, please provide a written copy of the plan. (Text box + attachment)