

獣医学教育改善シンポジウム

(科学研究費基盤A)

3月31日(月) 15:00 ~ 18:00 第1会場

座長： 徳力幹彦 (日大)

米国・カナダ獣医学部のアクレディテーションについて
(通訳付き)

Dr. Donald Simmons

(Director of Education and Research of the AVMA)

DESIGNING AN ACCREDITATION PROCESS

Dr. Donald Simmons (Director of Education and Research of the AVMA)

Accreditation of higher education (above grade 12) programs is an American process developed more than one hundred years ago to assure the quality of education by non-governmental groups. Accreditation has evolved over the years as improvements in educational delivery systems have been developed, new technologies and knowledge have evolved, and new specialty areas have been recognized.

Accrediting agencies are non-profit organizations charged with providing quality assurance processes for a variety of educational institutions (universities/colleges) and for specific and focused programs (for example--veterinary medicine and interior design). The goal of accreditation is to assist in the improvement of education.

Accrediting agencies are established independently or as a part of other organizations (for example, a professional association). If an accrediting agency is associated with a professional organization, the accreditation decision processes must be separate and removed from influence by that organization.

Accreditation processes require a number of elements to assure fair and workable systems. Required elements include, but are not limited to: 1) a body/group that is charged with managing the entire program and making the accreditation decisions (may be called council, committee, board, etc.); 2) a means to select the accrediting body; 3) a system to establish the educational standards for accreditation; 4) a system to conduct the accreditation processes; 5) a means to report accreditation findings and the assigned status to each program; and 6) a means for appeal of accreditation decisions. In addition, there must be means to fund, house, and staff the activities of the accrediting agency.

Processes for accreditation must be developed that assure absence of conflict of interest for all participants, training for all individuals involved in accreditation, and continuous review of the standards for accreditation.

Key to accreditation is the desire of programs to voluntarily participate in a program of educational quality assurance that leads to accreditation. The entire process must be built also on trust and integrity between the accreditor and the programs being accredited. Some licensing requirements dictate that programs be accredited if the graduates of that program are allowed to practice in the profession represented. This fact can be interpreted as required accreditation rather than voluntary accreditation.

The public must have access to knowledge of the accreditation process and be made aware of the programs that have been accredited. The accreditation status of a program is used by students seeking educational opportunities in selected fields of study; that is, an accredited program can be viewed by the public as a quality educational program. The United States federal government depends on the accreditation status as proof of quality education necessary to fund student educational loans.