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**Accreditation of higher educational establishments of the USA**

*O. Voshchevska, candidate of pedagogical science, associate-professor*

В статті розкривається питання функціонування системи вищої освіти США, розглядаються характерні риси, що суттєво відрізняють американську модель системи вищої освіти від інших країн. Автор розкриває історію становлення акредитаційних органів в США. Розглянуто процедуру та необхідність проведення акредитації у вищих навчальних закладах США. Роз'яснюється важливість високого рангу акредитації вузу для самих закладів освіти, виробництва, федерального уряду, для студентів. Автор подає дані щодо рейтингу 10 кращих вузів світу.

**Вищий навчальний заклад, акредитаційна комісія, підготовка фахівців, рейтинг вищих навчальних закладів.**

**Problem of research in the general context.** The educational phenomenon of the USA raises great interest of scientists in different countries, who deal with the problems of training and education, educators, youth: it is clear that economic, scientific-technical achievements of that highly developed country are caused first of all by the effective decision of education problems. One of the main characteristics, that differentiate higher education of the USA is a non-state accreditation of higher educational institutions.

**Analysis of the latest researches and publications.** Separate aspects of American educational system were studied by O. Danevich, G. Glotova, S. Zapryagaev, S. Zaretska, G. Semeko, E. Kaverina, O. Romanovskiy, X. Tab, M. Johnson and others. Questions about accreditation of higher educational establishments were revealed in the works of O. Danevich, G. Glotova, S. Zapryagaev.

**The aim of the article** is acquaintance with the history of creation and peculiarities of higher accreditation committee functioning in the USA.

**The description of the main body of the research.** We will reveal the main features that greatly differentiate system of higher education in the USA from other countries.

First of all we will mark, that state and public control on higher educational establishments' activity is a very important factor of qualified training of higher category specialists. Let's reveal these aspects in details.

B Little, researcher of american educational system indicates, that the whole educational system is formed bottom –up and not vice versa [4]. First of all it should be mentioned that education policy is regulated by each state. The state but not the federal government sets the financial norms of higher educational establishment activity, determines educational requirements for specialists' training in universities and colleges. Only the state can make the rank of higher educational establishment lower and even forbid to give diplomas.

It is necessary to mark, that scientists [7; 8; 9] consider, that success of the USA in the sphere of education greatly depends on the fact that the state does not take part in the activity of higher education, unlike European system of education. Higher education of the USA has voluntary accreditation system, when higher educational establishments are financed by state and checked by state organs. In the USA there is a system of public and public-state accreditation of higher education establishments. A very important norm is set here: financing of educational establishment directly depends on the results of accreditation!

Non-state accreditation of higher educational establishments is exceptionally the american phenomenon that was founded in XX century. In agrarian education professional association of colleges elaborated criteria of knowledge evaluation of graduates that were the basis of specialties' accreditation, established requirements to entrants etc. It should be noted that the first accreditation of higher agrarian educational establishments was made in 1907. In that year Council of agrarian education of American agrarian association together with American association of agrarian colleges published the first list of American higher educational establishments, that provided necessary professional training of agrarians [5].

First agencies for coordinating efforts on higher educational establishments' activity were created in 1949. The leading among them was Council for Higher Education Accreditation, that was founded by seven the most important associations of higher education establishments, that functioned as organs of specialized accreditation.

By the middle of XX century, accreditation organs functioned separately, independently. For improvement of higher educational activity evaluation procedures in 1949 different accreditation agencies and National Committee of Regional Accrediting Agencies were united into regional agencies. As the result of its activity, NCRAA each year published the list of educational establishments, which successfully passed regional accreditation. It should be noted, that in 1969 NCRAA became Federation of Regional Accrediting Commissions of Higher Education.

But at that time accreditation although formed single requirements to higher educational establishments activity, informed public about the level of specialists' training, did not influence greatly state educational policy. The question of accreditation coordination activity became very crucial. In order to use results of accreditation for higher educational establishments financing, the state had to control, influence these processes. In 1975 NCA and FRACHE were united and COPA – Council on Post-Secondary Accreditation which now consists of more than 40 specialized accreditation bodies was created.

COPA is a nongovernmental organization that coordinates the work of accreditation bodies and combines AIAB -Accreditation Institute of Assessment Body), ASAB - Accreditation of Special Assessment Body, PPAA - Presidents Policy Assembly on Accreditation.

It is interesting to mark, that COPA: a) takes part in collaboration of requirements to accreditation bodies' activity; b) informs National Advisory Committee on the questions of activity and selecting for accreditation higher educational establishments; about work of accreditation bodies; c) participates in publication of requirements for accreditation organs and criteria of higher educational establishment evaluation. National Advisory Committee on questions of activity and selecting of higher educational establishments for accreditation prepares for the Ministry of

Education recommendations about the recognition of accreditation bodies and accreditation results of higher educational establishments. On the basis of received data Ministry of Education of the USA provides financing of higher educational establishments, which have been accredited.

About agrarian education several points should be marked. American Council on Agricultural Education and other associations of higher agrarian educational establishments are voluntary organizations, which coordinate activity of colleges and universities in the country, take part in development requirements for accreditation, publish materials of accreditation bodies etc. State bodies set criteria and periodically control accreditation organs in order to be sure if they really check the quality of agrarian specialists' training.

Briefly reveal the structure of higher educational establishment accreditation in the USA. General approaches that are used by institutional and specialized accreditation bodies include [1; 2; 3]: 1) strict and objective self-analysis of higher educational establishment activity; 2) comprehensive evaluation by experts (educators, specialists, selected according the specificity of the institute, members of public) on effectiveness of higher educational establishment management, administration activity, level of specialists' training etc; 3) making decisions by accreditation bodies.

The process of higher educational establishment is done rather democratically. Administration can get acquainted with the report of experts about functioning of higher educational establishment, gives answers on the questions. After that, materials of self-analysis, experts' report, answers of educational establishment on some points of criticism are studied by Accreditation Committee for accepting the decision about the status of educational establishment. If the university, institute or college does not agree with the decision of accreditation committee, it has the right to appeal according to the accepted norms. It should be added that higher educational establishment is examined in such a way once for 5 or 10 years.

**Conclusion.** To sum it up, it is important to mark, that in objective and comprehensive accreditation of higher educational establishment are interested:

- Higher educational establishments, because accreditation rank is a stimulus for self-

perfection, guarantee of prestige, popularity, and gives more opportunity to increase the number of students, and as the result to increase state financial support and other aids;

- Federal government and states, because accreditation results help to divide and use more effectively state money and to realize its policy;
- Production, because accreditation of higher educational establishment helps to increase the level of students' training. Businessmen, entrepreneurs, having information about accreditation status of the university or college, can more effectively solve questions of sponsor, about giving financing aid to students;
- Students, because accreditation rank of higher educational establishment regulates accepting of academic credits during entrance to the university or in case of transferring to another university.

American higher educational establishments compete with each other, trying to increase its status. And even if there is no state university rating in the USA, different funds and non-state organizations prepare their own informal rating of higher educational establishments. For example, American magazine Newsweek annually defines 100 global world universities, where higher educational establishments traditionally occupy 70-80 positions. For example we will give the list of ten top universities, in 2014 [6]:

1. California technological university (USA);
2. Harvard university (USA);
3. Oxford university (USA);
4. Stanford university (USA);
5. Cambridge university (Great Britain);
6. Massachusetts university (USA);
7. Princeton university (USA);
8. Californian university Berkeley (USA);
9. Imperial College of London;
10. Yale university (USA);

It is interesting to mark, that among 10 top universities of the world – 8 are american!

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В статье рассматриваются вопросы функционирования высшего образования США, а также характерные особенности, благодаря которым

американская модель системы высшего образования США отличается от других стран. Автор раскрывает историю становления аккредитационных органов США. Рассматривается процедура и необходимость проведения аккредитации высшего учебного заведения. Разъясняется важность высокого аккредитационного ранга учебного заведения для самих вузов, производства, федерального правительства, студентов. Автор приводит данные рейтинга 10 лучших вузов мира.

**Высшее учебное заведение, аккредитационная комиссия, подготовка специалистов, рейтинг высших учебных заведений.**

The article deals with the questions of american high school functioning. The author notes that success of the USA in the sphere of education is achieved mainly due to non-intervention of state in the work of higher educational establishment and voluntary accreditation system. It should be noted, that European educational establishments are financed and checked by the state unlike American institutes. Characteristics that strongly distinguish American model of higher education system from other countries are described here. The history of accreditation agencies formation is described here. The author highlights the procedure and the necessity of accreditation in higher educational establishments of the USA. Necessity of high accreditation rank for educational establishments, production, federal government, students is explained here. The author gives the list of ten the best educational institutions in the world.

**Higher educational establishment, accreditation agency, specialists training, higher educational establishments rank.**