



**OKOLA**

ORGANIZATION FOR ONLINE LEARNING ACCREDITATION

***Organization for Online  
Learning Accreditation***



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## Mission Statement

Our mission is to nurture and conserve high quality, educationally profound and widely accepted distance education. We work to ensure that the accreditation framework by OKOLA lays importance on structural regulations for the improvement of Educational Institutions and Education itself, as a whole.

## **OKOLA - Redefining educational standards!**

OKOLA (Online and distance learning accreditation council) is an internationally recognized, independent accrediting body. It works in pursuit of promoting and accrediting online universities that offer quality distance education.

OKOLA (Online and distance learning accreditation council) was created with the concept to promote and regularize the ongoing standards in the field of distance education and it has been successful in doing so. Presently, it offers the most progressive, latest and highly refined accreditation program that represents and covers all areas of distance learning methods.



## **PART – A**

# **MISSION, INTEGRITY AND ADMINISTRATIVE ROLE**

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves. In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission; understanding of and support for the mission pervade the organization. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission. The organization upholds and protects its integrity.

- ➔ The mission documents present the organization's function in a multicultural society.
- ➔ The mission documents affirm the organization's commitment to honor the dignity and worth of individuals.
- ➔ The organization's required codes of belief or expected behavior are congruent with its mission.
- ➔ The mission documents provide a basis for the organization's basic strategies to address diversity.
- ➔ The board, administration, faculty, staff, and students understand and support the organization's mission.
- ➔ The organization's strategic decisions are mission-driven.
- ➔ The organization's planning and budgeting priorities flow from and support the mission.
- ➔ The goals of the administrative and academic subunits of the organization are congruent with the organization's mission.
- ➔ The organization's internal constituencies articulate the mission in a consistent manner.



## **PART – A**

# **MISSION, INTEGRITY AND ADMINISTRATIVE ROLE**

- ➔ Board policies and practices document the board's focus on the organization's mission.
- ➔ The board enables the organization's chief administrative personnel to exercise effective leadership.
- ➔ The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.
- ➔ People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.
- ➔ Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.
- ➔ Effective communication facilitates governance processes and activities.
- ➔ The organization evaluates its structures and processes regularly and strengthens them as needed.
- ➔ The activities of the organization are congruent with its mission.
- ➔ The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.
- ➔ The organization understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities).
- ➔ The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.
- ➔ The organization's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.
- ➔ The organization deals fairly with its external constituents.
- ➔ The organization presents itself accurately and honestly to the public.
- ➔ The organization documents timely response to complaints and grievances, particularly those of students.



## PART – B

# Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- ➔ The board has approved and disseminated statements supporting freedom of inquiry for the organization's students, faculty and staff, and honors those statements in its practices.
- ➔ The organization's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.
- ➔ The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.
- ➔ The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.
- ➔ The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research.
- ➔ The organization and its units use scholarship and research to stimulate organizational and educational improvements.
- ➔ The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.



## PART – B

# Acquisition, Discovery, and Application of Knowledge

- ➔ The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education.
- ➔ The organization assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise.
- ➔ The organization demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.
- ➔ Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.
- ➔ Learning outcomes demonstrate effective preparation for continued learning.
- ➔ Regular academic program reviews include attention to currency and relevance of courses and programs.
- ➔ In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.  
? Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.
- ➔ Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.
- ➔ The organization supports creation and use of scholarship by students in keeping with its mission.
- ➔ Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.
- ➔ The organization provides curricular and co-curricular opportunities that promote social responsibility.
- ➔ The organization's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.



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## **PART – B**

# **Acquisition, Discovery, and Application of Knowledge**

- ➔ The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional social responsibility.
- ➔ The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.
- ➔ The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights.





## PART – C

# Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. The organization has the capacity and the commitment to engage with its identified constituencies and communities. The organization demonstrates its responsiveness to those constituencies that depend on it for service. Internal and external constituencies value the services the organization provides.

- ➔ The organization's commitments are shaped by its mission and its capacity to support those commitments.
- ➔ The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.
- ➔ The organization demonstrates attention to the diversity of the constituencies it serves.
- ➔ The organization's outreach programs respond to identified community needs.
- ➔ On responding to external constituencies, the organization is well-served by programs such as continuing education, outreach, customized training, and extension services.
- ➔ The organization's structures and processes enable effective connections with its communities.
- ➔ The organization's co-curricular activities engage students, staff, administrators, and faculty with external communities.
- ➔ The organization's educational programs connect students with external communities.
- ➔ The organization's resources—physical, financial, and human—support effective programs of engagement and service.
- ➔ Planning process project should be undergoing engagement and service.



## PART – C

# Engagement and Service

- ➔ Collaborative ventures exist with other higher learning organizations and education sectors.
- ➔ The organization's transfer policies and practices create an environment supportive of the mobility of learners.
- ➔ Community leaders testify to the usefulness of the organization's programs of engagement.
- ➔ The organization's programs of engagement give evidence of building effective bridges among diverse communities.
- ➔ The organization participates in partnerships focused on shared educational, economic, and social goals.
- ➔ The organization's partnerships and contractual arrangements uphold the organization's integrity.
- ➔ The organization's evaluation of services involves the constituencies served.
- ➔ Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.
- ➔ The organization's economic and workforce development activities are sought after and valued by civic and business leaders.
- ➔ External constituents participate in the organization's activities and co-curricular programs open to the public.
- ➔ The organization's facilities are available to and used by the community.
- ➔ The organization provides programs to meet the continuing education needs of licensed professionals in its community.



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