



Policy Changes Proposed on First Reading

Title: **Criteria for Accreditation and Assumed Practices**

Background

At its meeting in February 2012, the Board adopted on second reading the new Criteria for Accreditation and Assumed Practices. Adjustments to the Criteria Core Components or Assumed Practices are considered by the Board annually, usually with first reading in February and second reading in June. These adjustments are based on comments received from institutions and peer reviewers when they find that certain Core Components and Assumed Practices require clarification or are subject to misinterpretation.

Key to Proposed Changes

Policy wording to be deleted or revised is shown as strikethrough (~~old wording~~); new policy language, whether through addition or revision, is shown in bold (**new wording**).

Comments Invited

The Commission invites comments on these changes before the Board takes final action at its meeting on June 12 - 13, 2014. Comments can be sent to policycomments@hlcommission.org. Comments on these policies are due by May 16, 2014.

Policy CRRT.B.10.010	Criteria for Accreditation
	<p>Criterion Two. Integrity: Ethical and Responsible Conduct The institution acts with integrity; its conduct is ethical and responsible.</p> <p>Core Components</p> <p>2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical policies and processes for behavior on the part of its governing board, administration, faculty, and staff.</p> <p>2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.</p> <ol style="list-style-type: none"> 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. 2. Students are offered guidance in the ethical use of information resources. 3. The institution has and enforces policies on academic honesty and integrity. <p>Criterion Three. Teaching and Learning: Quality, Resources, and Support</p>

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

- 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
 2. All instructors are appropriately ~~credentialed~~ **qualified**, including those in dual credit, contractual, and consortial programs.
 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
 5. Instructors are accessible for student inquiry.
 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

- 4.A. The institution demonstrates responsibility for the quality of its educational programs.
1. The institution maintains a practice of regular program reviews.
 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, **or relies on the evaluation of responsible third parties.**
 3. The institution has policies that assure the quality of the credit it accepts in transfer.
 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the

	<p>quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.</p> <p>Core Components</p> <p>5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its aAdministration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>
	<p><i>Policy Number Key</i> <i>Section CRRT: Criteria and Requirements</i> <i>Chapter B: Criteria for Accreditation</i> <i>Part 10: General</i></p>
	<p><i>Last Revised: February 2012</i> <i>First Adopted: August 1992</i> <i>Revision History: Criterion Three revised August 1998, revised February 2002, revised February 2007. New Criteria for Accreditation adopted February 2003, effective January 2005, New Criteria for Accreditation adopted February 2012, effective January 2013</i></p>

<p>Policy CRRT.B.10.020</p>	<p>Assumed Practices</p>
	<p>A. Integrity: Ethical and Responsible Conduct</p> <p>7. The institution portrays clearly and accurately to the public its current status with the Higher Learning Commission and with specialized, national, and professional accreditation agencies.</p> <p>a. An institution offering programs that require specialized accreditation or recognition by a state licensing board or other entity in order for its students to be certified or to sit for the licensing examination in states where its students reside either has the appropriate accreditation and recognition or discloses publicly and clearly the consequences to the students of the lack thereof. The institution makes clear to students the distinction between regional and specialized or program accreditation and the relationships between licensure and the various types of accreditation.</p> <p>b. An institution offering programs eligible for specialized accreditation at multiple locations discloses the accreditation status and recognition of the program by state licensing boards at each location.</p>

	<p>An institution that advertises a program as preparation provides a program that prepares students for a licensure, certification, or other qualifying examination publicly discloses its pass rate on that examination, unless such information is not available to the institution.</p>
	<p><i>Policy Number Key</i> <i>Section CRRT: Criteria and Requirements</i> <i>Chapter B: Criteria for Accreditation</i> <i>Part 10: General</i></p>
	<hr/> <p><i>Last Revised: June 2013</i> <i>First Adopted: August 1992</i> <i>Revision History: Criterion Three revised August 1998, revised February 2002, revised February 2007. New Criteria for Accreditation adopted February 2003, effective January 2005, New Criteria for Accreditation adopted February 2012, effective January 2013</i></p>