

Assumed Practices Checklist

A. Integrity: Ethical and Responsible Conduct		Evidence	Who	Date
1.	The institution has a conflict of interest policy that ensures that the governing board and the senior administrative personnel act in the best interest of the institution.			
2.	The institution has ethics policies for faculty and staff regarding conflict of interest, nepotism, recruitment and admissions, financial aid, privacy of personal information, and contracting.			
3.	The institution provides its students, administrators, faculty, and staff with policies and procedures informing them of their rights and responsibilities within the institution.			
4.	The institution provides clear information regarding its procedures for receiving complaints and grievances from students and other constituencies, responds to them in a timely manner, and analyzes them to improve its processes.			
5.	The institution makes readily available to students and to the general public clear and complete information including:			
	a. statements of mission, vision, and values			
	b. full descriptions of the requirements for its programs, including all pre-requisite courses			
	c. requirements for admission both to the institution and to particular programs or majors			
	d. policies on acceptance of transfer credit, including how credit is applied to degree requirements. (See full policy for more details)			
	e. all student costs, including tuition, fees, training, and incidentals; its financial aid policies, practices, and requirements; and its policy on refunds			
	f. policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements (if any)			
	g. a full list of its instructors and their academic credentials			
	h. its relationship with any parent organization (corporation, hospital, or church, or other entity that owns the institution) and any external providers of its instruction.			
6.	The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.			
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.			

	a. 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. (See full policy for more details)			
	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.			
	c. An institution that advertises a program as preparation 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.			
	8. The governing board and its executive committee, if it has one, include some “public” members. (See full policy for more details)			
	9. The governing board has the authority to approve the annual budget and to engage and dismiss the chief executive officer. (See full policy for footnote)			
	10. The institution documents outsourcing of all services in written agreements, including agreements with parent or affiliated organizations.			
	11. The institution takes responsibility for the ethical and responsible behavior of its contractual partners in relation to actions taken on its behalf.			
B. Teaching and Learning: Quality, Resources, and Support		Evidence Notes	Who	Date
	1. Programs, Courses, and Credits			
	a. The institution conforms to commonly accepted minimum program length: 60 semester credits for associate’s degrees, 120 semester credits for bachelor’s degrees, and 30 semester credits beyond the bachelor’s for master’s degrees. Any variation from these minima must be explained and justified.			
	b. The institution maintains structures or practices that ensure the coherence and quality of the programs for which it awards a degree. (i.e. 15 of 60 credits are earned at the institution itself) Any variation from the typical minima must be explained and justified. (See full policy for more details)			
	c. The institution’s policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (See full policy for more details)			
	d. The institution adheres to policies on student academic load per term that reflect reasonable expectations for successful learning and course completion)			
	e. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education.			
	f. The institution has a process for ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor.			
	g. The institution has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student’s program.			
	h. The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula. Any variation is explained and justified. (See policy for full details)			

	2. Faculty Roles and Qualifications			
	a. Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. (See policy for full details)			
	b. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.			
	c. Faculty participate substantially in:			
	<ul style="list-style-type: none"> • Oversight of the curriculum-its development and implementation, academic substance, currency, and relevance for internal and external constituencies; 			
	<ul style="list-style-type: none"> • Assurance of consistency in the level and quality of instruction and in the expectations of student performance; 			
	<ul style="list-style-type: none"> • Establishment of the academic qualifications for instructional personnel; 			
	<ul style="list-style-type: none"> • Analysis of data and appropriate action on assessment of student learning and program completion. 			
	3. Support Services			
	a. Financial aid advising clearly and comprehensively reviews students' eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.			
	b. The institution maintains timely and accurate transcript and records services.			
C. Teaching and Learning: Evaluation and Improvement		Evidence Notes	Who	Date
	1. Instructors have the authority for the assignment of grades. (This requirement allows for collective responsibility, as when a faculty committee has the authority to override a grade on appeal.) (See full policy for detail)			
	2. The institution refrains from the transcription of credit from other institutions or providers that it will not apply to its own programs.			
	3. The institution has formal and current written agreements for managing any internships and clinical placements included in its programs.			
	4. A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.			
	5. Instructors communicate course requirements to students in writing and in a timely manner.			

	6. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.			
D. Resources, Planning, and Institutional Effectiveness		Evidence Notes	Who	Date
	1. The institution is able to meet its current financial obligations.			
	2. The institution has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years.			
	3. The institution has future financial projections addressing its long-term financial sustainability.			
	4. The institution maintains effective systems for collecting, analyzing, and using institutional information.			
	5. The institution undergoes an external audit by a certified public accountant or a public audit agency that reports financial statements on the institution separately from any other related entity or parent corporation. (See policy for full details & footnote)			
	6. The institution's administrative structure includes a chief executive officer, chief financial officer, and chief academic officer with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight.			