



CHANGE THE WORLD FROM HERE

**A Rosetta Stone of Accreditation Terms  
and  
Crosswalks to Accreditation Standards**

**Alan Ziajka, Ph.D.  
Associate Vice Provost for Academic Affairs and  
University Historian  
University of San Francisco**

**December 1, 2017**

## **Table of Contents**

<b>Introduction .....</b>	<b>2</b>
<b>Some USF Accreditation History .....</b>	<b>3</b>
<b>A Rosetta Stone of Accreditation Terms.....</b>	<b>5</b>
<b>Crosswalk WASC/AACSB .....</b>	<b>39</b>
<b>Crosswalk WASC/CCNE .....</b>	<b>58</b>
<b>Crosswalk WASC/CTC .....</b>	<b>70</b>
<b>Crosswalk WASC/ABA .....</b>	<b>81</b>

## **Introduction**

In July of 1799, soldiers in Napoleon's army stationed in the Egyptian town of Rashid, also known as Rosetta, discovered a large, black, granite-like slab. The slab (or stele) contained three panels, all inscribed with different scripts. Fortunately, the French soldiers who discovered the slab were commanded by classically-educated officers who immediately recognized that one panel was inscribed with Greek letters, and they took the slab to Napoleon, a self-styled linguist. The object came to be known as the Rosetta Stone. In addition to a panel of classical Greek, the Rosetta Stone contained a panel written in the ancient Demotic language, and another panel in Egyptian hieroglyphics. Scholars fluent in ancient Greek and Demotic, the writing systems used by Egyptian scribes during the three centuries before the birth of Christ, soon dated the Rosetta Stone to 196 B.C., and determined that the Rosetta Stone's three panels described rituals surrounding the worship of Pharaoh Ptolemy V. Eventually, the hieroglyphics on the stone were deciphered by Jean-Francois Champollion of France and Thomas Young of England, who compared the stone's hieroglyphics to the Greek and Demotic scripts, and to other ancient texts. The translation of the hieroglyphics on the Rosetta Stone opened up ancient Egyptian language, culture, history, and literature to Egyptologists and historians.

In our current project, we will define and compare the terms used by five of USF's accreditation agencies: the WASC Senior College and University Commission (WSCUC), the Association to Advance Collegiate Schools of Business-International (AACSB), the Commission on Collegiate Nursing Education (CCNE), the California Commission on Teacher Credentialing (CTC), and the American Bar Association (ABA). The resulting Rosetta Stone of translated accreditation terms will serve as the foundation for building accreditation crosswalks from the standards of WSCUC, USF's major regional accreditation agency, to each of the accreditation standards used by the other professional agencies. By building these crosswalks between accreditation standards, we will have a clearer picture of how the work that has already been done by USF's individual schools for each professional accreditation agency informs our preparation for the next self-study for WSCUC. The crosswalks will also highlight what areas may be missing from each professional accreditation self-study with reference to the WSCUC standards, and will show what needs to be developed for WSCUC. Overall, the accreditation Rosetta Stone and crosswalks will help guide our efforts toward the development of a successful WSCUC self-study.

## **Some USF Accreditation History**

In 1950, the University of San Francisco was first accredited by the Western College Association (WCA), the antecedent of the Western Association of Schools and Colleges (WASC). For six decades, USF was reaccruited by WASC approximately every five to seven years. In 2010, WASC, now the WASC Senior College and University Commission (WSCUC) reaffirmed USF's accreditation for 9 years, and in October of 2014, USF filed a required interim report, which received

a positive review from WSCUC. The next WSCUC accreditation self-study will be due in the spring of 2018.

The USF School of Management (known as the College of Commerce and Finance when it opened its doors in 1925) was first accredited by the American Assembly of Collegiate Schools of Business (AACSB) in 1953, and periodically thereafter. In December of 2015, USF submitted a Continuous Improvement Report (CIR) to AACSB-International, and an AACSB visiting team came to USF at the end of February 2016. The visiting team indicated that two AACSB standards needed some additional work, and a Sixth Year Report will be submitted in January 2017 to address those needs. The School of Management also administers the Master of Public Administration (MPA), which is separately accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). USF's MPA was first accredited by NASPAA in 2012, an accreditation reaffirmed every year since then.

The School of Nursing and Health Professions (established as the Department of Nursing in 1948, and upgraded to a School in 1954), saw its Bachelor of Science in Nursing accredited by the National League of Nursing in 1958. The Master of Science in Nursing was accredited by that same organization in 1994. In 2003, the School of Nursing was first accredited by the Commission on Collegiate Nursing Education (CCNE). In April of 2015, CCNE granted reaccreditation to the Bachelor of Nursing, the Master of Nursing, and the Doctor of Nursing programs. The School of Nursing and Health Professions also administers the Master of Public Health (MPH), which was first accredited by the Council on Education for Public Health (CEPH) in 2014. In February 2015, the WASC Senior College and University Commission (WSCUC) approved the online Master of Public Health through its substantive change process, and in May 2015, WSCUC approved the online Doctor of Nursing Practice through its substantive change process. The Doctor of Psychology (PsyD) in Clinical Psychology is also administered by the School of Nursing and Health Professions, and efforts are underway to obtain accreditation for that program from the American Psychological Association (APA).

The School of Education began as the Department of Education in 1948, and was accredited by the California Commission on Teacher Credentialing that same year. In 1972, the Department was upgraded to the School of Education. In March of 2015, the Commission on Teacher Credentialing (CTC) visiting team gave the School its unanimous recommendation for reaccreditation. Many CTC Team members said they would "love to join the community and work" at USF. In May 2015, CTC assigned accreditation to all of SOE's credential programs for seven years.

The School of Law was founded in 1912, and was first known as the University of St. Ignatius College of Law. The renamed School of Law was first accredited by the American Bar Association (ABA) in 1935, and periodically thereafter. In February 2015, the School of Law submitted its self-study for reaccreditation to ABA. In March of 2015, ABA conducted a site visit, the ABA site visit team submitted its report at the end of August 2015, and ABA's final decision on reaccreditation is pending.

The balance of this report will define and compare the key accreditation terms used by all of USF's major accreditation agencies, and with those definitions in hand, we will build crosswalks from the current WSCUC accreditation standards to the standards of each of USF's major accreditation agencies.



### A Rosetta Stone of Accreditation Terms\*

WASC (WSCUC)	AACSB	CCNE	CTC	ABA
<p><b>Assessment (of student learning):</b> An ongoing, iterative process consisting of four basic steps: (1) defining learning outcomes, (2) choosing a method or approach and then using it to gather evidence of learning, (3) analyzing and interpreting the evidence; and (4) using this information to improve student learning.</p>	<p><b>Assurance of Learning:</b> Refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Schools use assurance of learning to demonstrate accountability and assure external constituents such as potential students, trustees, public officials, supporters, and accrediting organizations that the school meets its goals. Assurance of learning also assists the school and faculty members to improve programs and courses. By measuring learning, the school can evaluate its students' success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accreditation is concerned with broad, program-level focused learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.</p>	<p><b>Assessment for Program Improvement:</b> The process of utilizing results of assessments and analyses of actual student and faculty outcomes in relation to expected outcomes to validate and revise policies, practices, and curricula as appropriate.</p>	<p><b>Assessment:</b> A process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards. Assessment processes must treat each candidate in a fair and equitable manner according to explicit guidelines published by the institution. Information gained through assessment for the accreditation process is not used for employment purposes. An assessment and evaluation system is a comprehensive and integrated set of procedures that measure candidate performance, completer preparedness, and program effectiveness, thereby, allowing an institution to monitor a candidate's knowledge and skill development, manage academic programs and practice, and identify strengths and weakness of the educator preparation programs and unit. The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.</p>	<p><b>Assessment of Student Learning:</b> A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students. Formative assessment methods are measurements at different points during a particular course or at different points over the span of a student's education that provide meaningful feedback to improve student learning. Summative assessment methods are measurements at the culmination of a particular course or at the culmination of any part of a student's legal education that measure the degree of student learning. A law school need not apply multiple assessment methods in any particular course.</p>

<p><b>Capstone:</b> A culminating project or experience usually associated with undergraduates but also applicable to graduate education, that generally takes place in the student's final year of study and requires review, synthesis, and application of what has been learned over the course of the student's college experience. The results may be a product (e.g., original research, an innovative engineering design, an art exhibit) or performance (e.g., a recital, an internship, student teaching). The capstone can provide evidence for assessment of a range of outcomes, (e.g., core competencies, general education outcomes, and institution-level outcomes, as well as those for the major or graduate degree).</p>	<p><b>Capstone:</b> A culminating class at either the undergraduate or graduate level. For example, a student's work from a case analysis assigned in a senior capstone course is assessed for writing effectiveness.</p>	<p>No exact equivalent to WASC, though <b>clinical practice experiences</b> serve as planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level. Clinical practice experiences may be known as clinical learning opportunities, clinical practice, clinical strategies, clinical activities, experiential learning strategies, or practice.</p>	<p><b>Culminating Activity:</b> Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.</p>	<p>No exact equivalent to WASC, though <b>simulation courses and law clinics</b> provide substantial experience not involving an actual client, that are reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and includes the following: (i) direct supervision of the student's performance by the faculty member; (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and (iii) a classroom instructional component. A law clinic provides substantial lawyering experience that involves advising or representing one or more actual clients or serving as a third-party neutral, and includes the following: (i) direct supervision of the student's performance by a faculty member; (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and (iii) a classroom instructional component.</p>
<p><b>Closing the Loop:</b> Refers to the four-step assessment cycle, described above, and the need to complete the cycle in order to improve learning. "Completing the cycle" or "closing the loop" may be understood as completing steps 1 through 4 in the assessment process, and then repeating the cycle to see whether the changes implemented have produced the</p>	<p><b>Closing the Loop:</b> Using assessment information for continuous improvement, including documentation that the process is being carried out on an ongoing, systematic basis. Regardless of the assessment processes that are deployed, the school must demonstrate assessment data are being used to inform the leadership and faculty about the effectiveness of their</p>	<p>See <b>assessment for program improvement</b> above: The process of utilizing results of assessments and analyses of actual student and faculty outcomes in relation to expected outcomes to validate and revise policies, practices, and curricula as appropriate.</p>	<p>No exact counterpart to closing the loop, though <b>Unit and Program Assessment and Evaluation</b> (see below) is close to the WASC concept.</p>	<p><b>Evaluation of Program of Legal Education, Learning Outcome, and Assessment Methods</b> is similar to the WASC concept: The dean and the faculty of a law school shall conduct ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the</p>

desired result.	educational programs. Furthermore, for AACSB accreditation reviews, schools should present examples of student performance on assessment measures and document how and where assessment outcomes have been used for continuous improvement of curricula.			degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.
<b>Co-curricular Learning:</b> Learning that takes place in activities and programs that are not a part of the prescribed sequence of courses in an academic program.	<b>Extracurricular Situations for Learning:</b> For any teaching/learning model employed, students will have access to curricula <i>and extracurricular</i> situations for instruction.	No exact counterpart to Co-curricular Learning as defined by WASC	No exact counterpart to Co-curricular Learning as defined by WASC.	<b>Field Placements and Other Study Outside Field Placements and Other Study Outside the Classroom</b> bears some similarities to the WASC concept: (a) A law school may grant credit toward the J.D. degree for courses that involve student participation in studies or activities in a format that does not involve attendance at regularly scheduled class sessions, including courses approved as part of a field placement program, moot court, law review, and directed research. (b) Credit granted for such a course shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student. (c) Each student's educational achievement in such a course shall be evaluated by a faculty member. When appropriate a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program. (d) The studies or activities shall be approved in advance and periodically reviewed following the school's established



				procedures for approval of the curriculum.
<p><b>Competency:</b> In assessment of student learning, a specific skill, body of knowledge, or disposition. Competency can also refer to the student's ability to demonstrate that learning. <i>Competency</i> is sometimes used interchangeably with <i>outcome</i>, <i>objective</i>, and <i>ability</i>. See <b>core competencies</b> below.</p>	<p><b>Competencies:</b> Skills or Knowledge. Curricula management processes result in curricula that address the broadly-defined skills and knowledge content areas described by the program types. The lists are not intended to be exhaustive of all the areas that a curriculum should cover; in fact, the lists are purposely general. It is up to schools to translate these general areas into expected competencies consistent with the degree program learning goals and students served.</p>	Same concept as WASC.	<p><b>Competency Requirements:</b> The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.</p>	Same concept as WASC.
<p><b>Compliance Checklist:</b> A list of published policies and practices, aligned with the WASC Standards, deemed basic to sound institutional operations. Evaluation teams monitor the check-list when reviewing institutions in order to verify to the commission and the U.S.</p>	<p><b>Eligibility Criteria:</b> The eligibility criteria specify a series of core values that AACSB believes are important. Schools must demonstrate a commitment to and alignment with these values in order to achieve and continue AACSB accreditation. These criteria also provide a</p>	<p><b>A systematic process used to determine program effectiveness.</b> The program uses a systematic process to obtain relevant data to determine program effectiveness. The process is written, ongoing, and exists to determine achievement of program outcomes; is</p>	Same concept as WASC.	Same concept as WASC.

Department of Education that these basic elements are in place. Several elements may require more extensive review (e.g., credit hour and student complaint policies.)	foundation for accreditation by defining the scope of review. They establish the basis for agreement about the entity to be considered and the way that entity is organized and supported in the context of business and management education. For this purpose, eligibility criteria also address certain basic characteristics that bear on the quality of business degree programs, research, and other activities. These characteristics must be present before an applicant is reviewed for initial accreditation or for that applicant to continue accreditation. An applicant for accreditation must be able to show that it has the structure and capacity to deliver and sustain high-quality management education and intellectual contributions. Unless it can do so transparently, it is not prepared to be evaluated against the standards.	comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; and other program outcomes); identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes; includes timelines for collection, review of expected and actual outcomes, and analysis; and is periodically reviewed and revised as appropriate.		
<b>Core Competencies:</b> As defined in WASC Standard 2, Criterion for Review 2.2, institutions must report on graduating students' levels of performance in five core competencies: written communication, oral communication, quantitative reasoning, critical thinking, and information literacy. Not to be confused with "core curriculum"	<b>General Skill Areas:</b> All general management and specialist degree programs at the bachelor's, master's, and doctoral level include learning experiences that address the following general skill areas and management skill areas (higher level of mastery for master's and doctoral programs is expected): <input type="checkbox"/> Written and oral communication (able to communicate effectively orally and in writing) <input type="checkbox"/> Ethical understanding and reasoning (able to identify ethical issues and address the issues in a	No exact equivalent to WASC core competencies, though a nursing program must demonstrate a system of instruction and experience coordinated within an academic setting and leading to acquisition of the knowledge, skills, and attributes essential to the practice of professional nursing at a specified degree level (baccalaureate, master's, doctorate) or certificate level (for post-graduate APRN certificate programs).	No exact equivalent to WASC core competencies, but multiple sources of information are used to determine whether an applicant possesses the requisite personal characteristics, including sensitivity to California's diverse population, communication skills, academic skills, and prior experiences that suggest a strong potential for effectiveness as a professional educator.	No an exact equivalent to WASC core competencies, though law students must demonstrate written communication, oral communication, quantitative reasoning, critical thinking, and information literacy.

	<p>socially responsible manner)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analytical thinking (able to analyze and frame problems)</li> <li><input type="checkbox"/> Information technology (able to use current technologies in business and management contexts)</li> <li><input type="checkbox"/> Interpersonal relations and teamwork (able to work effectively with others and in team environments)</li> <li><input type="checkbox"/> Diverse and multicultural work environments (able to work effectively in diverse environments)</li> <li><input type="checkbox"/> Reflective thinking (able to understand oneself in the context of society)</li> <li><input type="checkbox"/> Application of knowledge (ability to translate knowledge of business and management into practice)</li> </ul>			
<p><b>Core Curriculum:</b> 1. an approach to general education that requires all students to take the same set of courses, rather than choosing from a menu of options; 2. sometimes used as a synonym for "general education."</p>	<p><b>General Business and Management Knowledge Areas:</b> A set of business curriculum areas that typically include,</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society</li> <li><input type="checkbox"/> Social responsibility, including sustainability, and ethical behavior and approaches to management</li> <li><input type="checkbox"/> Financial theories, analysis, reporting, and markets</li> <li><input type="checkbox"/> Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution</li> <li><input type="checkbox"/> Group and individual</li> </ul>	<p><b>Curriculum:</b> All planned educational experiences that facilitate achievement of expected student outcomes. Nursing curricula also include clinical practice experiences.</p>	<p>No exact equivalent, though CTC-approved professional preparation is provided to candidates under the auspices of an institution of higher education, a local education agency, or other approved services provider. Courses may be offered through organized studies that carry units, and/or through modules, professional development settings, online, or independent study.</p>	<p><b>Curriculum:</b> A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following: (1) one course of at least two credit hours in professional responsibility that includes substantial instruction in the history, goals, structure, values, and responsibilities of the legal profession and its members; (2) one writing experience in the first year and at least one additional writing experience after the first year, both of which are faculty supervised; and (3) one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be</p>

	behaviors in organizations and society <input type="checkbox"/> Information technology and statistics/quantitative methods that affects business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues <input type="checkbox"/> Other specified areas of study related to concentrations, majors, or emphasis areas			primarily experiential in nature and must: (i) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302; (ii) develop the concepts underlying the professional skills being taught; (iii) provide multiple opportunities for performance; and (iv) provide opportunities for self-evaluation. A law school shall provide substantial opportunities to students for: (1) law clinics or field placement(s); and (2) student participation in pro bono legal services, including law-related public service activities.
<b>Credit, unit, credit hour:</b> A commonly accepted quantification of student academic learning. In the Carnegie Foundation system, one semester unit represents 15 hours of in-class (contact) time, usually during a 15 week semester. A three-unit class, therefore, should generate 45 hours of contact time during a semester, or three hours of contact time per week for 15 weeks. Short courses are to be prorated so they contain the same number of hours, as if they were scheduled for a full semester. A full-time course load equals 14 to 16 units per semester. A student is also expected to devote two to three hours of preparation for each hour of class, or the equivalent. At the graduate level, more than three hours of study for every hour in class is expected. Institutions using other	<b>Contact hours/credit hours:</b> Similar to WASC. Traditional, campus-based education may be described by contact hours, credit hours, or course equivalencies. Distance learning programs may require other metrics and may depend more heavily on demonstrating achievement of learning outcomes. The school should assist accreditation reviewers by clarifying the delivery modes and the kinds and extent of student effort involved in degree programs and by demonstrating that the spirit and intent of these standards are met by such programs.	Same concept as WASC.	Same concept as WASC.	<b>Determination of Credit Hours for Coursework:</b> A law school shall adopt, publish, and adhere to written policies and procedures for determining the credit hours that it awards for coursework. A “credit hour” is an amount of work that reasonably approximates: (1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required above for other academic activities as established by the institution, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours.

academic calendars generally calculate units of credit relative to semester units. For example, one (15-week) semester unit may be equated to 1.5 (10-week) quarter units.				
<p><b>Criterion for Review (CFR):</b> As used by WASC, a Criterion for Review (CFR) is a statement in relation to which an institution is reviewed. For WASC, there are 39 Criteria for Review distributed across four Standards. The 39 Criteria for Review are more specific than the four Standards of Accreditation and are intended to define and explain the Standards. For example, Standard 1 is Defining Institutional Purposes and Ensuring Educational Objectives. Under this standard, one Criteria for Review 1.1 (CFR 1.1) states that the “Institution’s formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the common good.” Substantial compliance with both the Standards and Criteria for Review is required by state and federal laws for accreditation. CFRs also provide guidance to institutions and form</p>	<p><b>Guidance for Documentation:</b> Somewhat similar to WASC’s criterion for review, guidance for documentation outlines specific means for demonstrating the attainment of AACSB’s 15 standards. For example, there is guidance for documenting Standard 8 (Curriculum Management and Assurance of Learning), which describes how curricula management processes can produce new or revised curricula for degree programs, including the sources that support the new or revised curricula. Documentation should include evidence of faculty-faculty and faculty-staff interaction in curricula management processes, and the development of learning goals for each business degree program. Toward that end, the school provides a portfolio of evidence, including direct assessment of student learning that shows that students meet all of the learning goals for each business degree program.</p>	<p><b>Accreditation Purposes:</b> Accreditation by CCNE is intended to accomplish at least five general purposes: 1. To hold nursing programs accountable to the community of interest — the nursing profession, consumers, employers, higher education, students and their families, nurse residents — and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles. 2. To evaluate the success of a nursing program in achieving its mission, goals, and outcomes. 3. To assess the extent to which a nursing program meets accreditation standards. 4. To inform the public of the purposes and values of accreditation and to identify nursing programs that meet accreditation standards. 5. To foster continuing improvement in nursing programs — and, thereby, in professional practice.</p>	<p>See Standards of Accreditation below.</p>	<p><b>Basic Requirements for Approval:</b> A law school seeking approval by the Council shall demonstrate that it is being operated in compliance with the Standards. Approval of a law school by the Council is not transferable. A transfer of all, or substantially all, of the academic programs or assets of (1) a law school, or (2) a university or college of which the law school is a part does not include the transfer of the law school’s approval.</p>

the basis for Commission decisions about an institution's accreditation status.	Indirect assessments may also be used as part of the portfolio of evidence to provide contextual information for documenting continuous improvement.			
<b>Criterion-referenced:</b> testing or assessment in which student performance is judged in relation to pre-established standards and not in relation to performance of other students.	Same concept as WASC.	Similar Concept to WASC. The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure and certification pass rates (Key Element IV-C), and employment rates (Key Element IV-D); and those related to faculty (Key Element IV-F).	Similar concept to WASC. The program must evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards.	<b>Bar exam is close but not identical to criterion reference testing:</b> (a) A law school's bar passage rate shall be sufficient, for purposes of Standard 301(a), if the school demonstrates that it meets any one of the following tests: (1) That for students who graduated from the law school within the five most recently completed calendar years: (i) 75 percent or more of these graduates who sat for the bar passed a bar examination; or (ii) in at least three of these calendar years, 75 percent of the students graduating in those years and sitting for the bar have passed a bar examination. In demonstrating compliance under sections (1) (i) and (ii), the school must report bar passage results from as many jurisdictions as necessary to account for at least 70 percent of its graduates each year, starting with the jurisdiction in which the highest number of graduates took

				the bar exam and proceeding in descending order of frequency. (2) That in three or more of the five most recently completed calendar years, the school's annual first-time bar passage rate in the jurisdictions reported by the school is no more than 15 points below the average first-time bar passage rates for graduates of ABA-approved law schools taking the bar examination in these same jurisdictions.
<b>Critical Thinking:</b> the ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth. Critical thinking is one of WASC's five core competencies.	No exact equivalent to WASC, though business students must demonstrate <b>reflective thinking</b> (able to understand oneself in the context of society)	No exact equivalent to WASC, though it is a given that nursing students must engage in critical thinking.	No exact equivalent to WASC, though education students must engage in critical thinking.	Similar to the WASC definition, as law students must demonstrate "legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context."
<b>Culture of Evidence:</b> A habit of using evidence in assessment, decision making, planning, resource allocation, and other institutional processes that is embedded in and characteristic of an institution's actions and practices.	<b>Documentation of Evidence:</b> A similar concept to WASC's culture of evidence without using exactly the same terminology. Faculty and staff should be continuously involved, for example, in assurance of learning to ensure that the entire business school is committed to producing evidence of student learning.	Concept is implied to WASC. For example, <b>data analysis</b> is used to foster ongoing program improvement. The program uses outcome data for improvement. Data regarding completion, licensure, certification, and employment rates; other program outcomes; and formal complaints are used as indicated to foster program improvement. Data regarding actual outcomes are compared to expected outcomes. Discrepancies between actual and expected outcomes inform areas for improvement. Changes to the program to foster improvement and achievement of program outcomes are deliberate, ongoing, and analyzed for effectiveness.	Concept similar to WASC is implied throughout CTC Standards.	Not an exact equivalent to this WASC concept, though the concept is implied.

		Faculty are engaged in the program improvement process.		
<b>Direct Assessment:</b> A way of gauging the quality of student learning by examining student work products and performances directly, rather than relying on surrogates (e.g., grades, credits hours, “seat time,” surveys).	<b>Direct Assessment:</b> Same concept as WASC. A portfolio of direct evidence of student learning (e.g., rubrics, course imbedded test items, reflection papers, journals, portfolios, special projects, writing exercises, culminating proficiency exams, student presentations, case studies, capstone course measures) that show that students meet all of the learning goals for each business degree program. Indirect assessments (e.g., graduating student surveys, alumni surveys, student satisfaction surveys, and surveys of faculty and advisory boards) may be used as part of the portfolio of evidence to provide contextual information, but not as a substitute for direct assessment or information for continuous improvement.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.
<b>Direct Method:</b> in assessment of student learning a way of gathering evidence of learning directly, e.g. through scoring of actual student work or performances, rather than indirectly, e.g., through self-reports, surveys, etc. Direct evidence can be supplemented by indirect evidence and descriptive data. See "indirect method".	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.



<p><b>Diversity:</b> Representation and recognition of people of different backgrounds and points of view in the various constituencies of a college or university (e.g., student body, faculty, staff and governing board).</p>	<p><b>Diversity:</b> Same concept as WASC. In its mission, a school should define the populations it serves, consider its role in creating opportunities for underserved groups, and show how it endeavors to make sure that a variety of perspectives are included in all educational activities.</p>	<p>Same concept as WASC.</p>	<p>Same concept as WASC, in that students should be reflective of a <b>diverse society</b> and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.</p>	<p><b>Diversity and Inclusion:</b> (a) Consistent with sound legal education policy and the Standards, a law school shall demonstrate by concrete action a commitment to diversity and inclusion by providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race, and ethnicity. (b) Consistent with sound educational policy and the Standards, a law school shall demonstrate by concrete action a commitment to diversity and inclusion by having a faculty and staff that are diverse with respect to gender, race, and ethnicity.</p>
<p><b>Educational Effectiveness (EE):</b> Producing the intended learning results in an educational endeavor. Educational effectiveness includes clear and appropriated educational outcomes and objectives; and alignment at the institutional and program level of resources and processes, including assessment, to ensure delivery of programs and learner accomplishments at a level of performance appropriate to the degree or certificate awarded. At the institutional level, documenting how learning is integrated into planning, budgeting, and decision-making.</p>	<p><b>Expected Outcomes:</b> Somewhat similar to educational effectiveness as used by WASC. Expected outcomes are conveyed as broad or high-level statements describing impacts the school expects to achieve in the business and academic communities it serves as it pursues its mission through educational activities, scholarship, and other endeavors. Expected outcomes translate the mission into overarching goals against which the school evaluates its success.</p>	<p>Somewhat consistent with WASC, <b>academic policies</b> of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are fair and equitable, published and accessible, and reviewed and revised as necessary to foster program improvement. Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified</p>	<p>No exact equivalent to this WASC terminology, though the concept is implied.</p>	<p>No exact equivalent to this WASC terminology, though the concept is implied.</p>

		and support achievement of the program's mission, goals, and expected student outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.		
<b>Embedded Assessment:</b> A minimally intrusive and efficient method of collecting evidence of learning using the work or performances that students produce in response to course assignments.	<b>Course Embedded Measures:</b> Relates to specific course assignments in a class where the students' work on that assignment may also be used for outcomes assessment purposes. In the course embedded method, course assignments or other student demonstrations from a course are evaluated for the purposes of AoL through a separate, distinct process that is driven by criteria established by the faculty. For example, if a case write-up from a marketing class is used to assess students' writing skills for AoL purposes, it will be evaluated twice: once according to the professor's criteria for a grade for the course, and a second time, according to faculty members' criteria for effective written communications.	Same concept as WASC.	No exact equivalent to WASC terminology, but concept is implied.	No exact equivalent to this WASC concept.
<b>Evaluation:</b> A broadly defined process of measuring and judging the quality of performance of an institution, a program, or individuals, including instructors and administrators. While assessment and evaluation processes are related, they do differ, and it best not to use the terms interchangeably.	<b>Evaluation:</b> A process based on the overall quality of the learning experience for students and scholarly outcomes for faculty members.	<b>Evaluation:</b> Individual student performance is <b>evaluated</b> by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and	<b>Evaluation:</b> A process to assess candidate's knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes. Also to analyze data from multiple candidate assessments, program completion surveys, and other stakeholder surveys to identify program strengths and to identify areas	<b>Evaluation of Program of Legal Education, Learning Outcomes, and Assessment Methods:</b> The dean and the faculty of a law school shall conduct ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning

		applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty is responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.	needing improvement.	outcomes and to make appropriate changes to improve the curriculum.
<b>External Validation:</b> corroboration or confirmation through an outside source. External validation has two dimensions: 1. data from external sources may be used to confirm that something has been accurately judged and documented; and 2. external reviewers may be invited to examine the evidence. External validation can bring fresh perspectives and lend credibility. See also "external evaluator."	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.
<b>Formative Assessment:</b> Assessment intended to provide feedback and support for improved performance as part of an ongoing learning process, whether at the student, program or institutional level. A more general process to describe "closing the loop."	<b>Formative Assessment:</b> Similar to <b>Closing the Loop</b> in WASC parlance. Using assessment information for continuous improvement including documentation that the process is being carried out on an ongoing, systematic basis.	<b>Formative Self-Assessment:</b> Accreditation evaluations are useful to the program in that they serve as a basis for continuing or <b>formative self-assessment</b> as well as for periodic or summative self-assessment through which the program, personnel, procedures, and services are improved. The results of such assessments form the basis for	Similar concept to WASC. See <b>assessment</b> and <b>evaluation</b> above.	<b>Formative assessment methods:</b> are measurements at different points during a particular course or at different points over the span of a student's education that provide meaningful feedback to improve student learning.

		planning and the setting of priorities at the institution.		
<p><b>General Education:</b> That portion of an undergraduate course of study that provides general background knowledge and develops generic higher-order intellectual skills. General education can take many forms. Some programs are "foundational," (e.g., students must complete required courses before going to the major); other programs run parallel with study in the major over the entire college career; still others integrate the learning outcomes of general education into other coursework.</p>	<p><b>General Business and Management Knowledge Areas:</b> This is the closest concept in AACSB terminology to general education, as described more fully above, under general business and management knowledge areas.</p>	<p>No exact equivalent to WASC, though curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p>	<p>No exact equivalent to WASC, though CTC calls for a planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, and which leads to a credential.</p>	<p>No exact equivalent to WASC, though under <b>Objectives of Program of Legal Education</b>, (a) A law school shall maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession. (b) A law school shall establish and publish learning outcomes designed to achieve these objectives.</p>
<p><b>Goal:</b> Has two definitions. (1) In assessment of student learning, a high-level, very general statement of learning expected of graduates, aligned with the institution's mission, vision, and values (more specific learning outcomes are derived from goals); and (2) a statement developed by an institution or program related to strategic planning, financial development, and other important issues. For example, under definition (1), USF's mission states in part: "The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and</p>	<p><b>Learning Goals:</b> Describes the knowledge and skills students should develop in a program and set expectations for what students should do with the knowledge and skills after completing a program. Not all content areas need to be included as learning goals. Learning goals should reflect broad educational expectations for each degree program, regardless of major. They also reflect the major intellectual and behavioral competencies a program intends to instill in its students due to the total educational experience across a given program. Goals should be stated in terms of "what do we want our students to be?" The learning goals in this context should reflect those skills and knowledge areas that are</p>	<p><b>Goals:</b> General aims of the program that are consistent with the institutional and program missions and reflect the values and priorities of the program.</p>	<p>Similar concept to WASC.</p>	<p>Similar concept to WASC.</p>

<p>professionals, and the values and sensitivity necessary to be men and women for others.” An associated institutional general learning goal, drawn from the general catalog, states that students should “gain the skills and experiences necessary to link education to service.” USF uses several mechanisms for campus-wide assessment and measurement of the impact of community engagement by students and faculty, including direct measures (e.g., students’ journals, portfolios, and papers deposited in the university library, and faculty journal articles, books, monographs, conference presentations, and papers). The university also uses indirect measures, including surveys of both students and community partners. Data from these and other measures are used to assess the institution’s capacity for community engagement.</p>	<p>most valued and should be demonstrated by graduates as a result of their overall, total educational experience. The learning goals should also express expectations that reflect the expected depth and breadth of student knowledge and skills that are the sustainable foundations for life-long learning in support of their professional and personal development. Each AACSB accredited business school and accounting program must develop a set of learning goals for each program that is consistent with the mission of the school or accounting program. Each learning goal should describe the desired educational outcome that students should be able to accomplish when they graduate from the program, regardless of their major or concentration. The expectation is that a school or accounting program will specify 4-10 learning goals for each degree program. Learning goals should be broad statements of accomplishment that cut across a curriculum. Assessment outcomes in this context address student achievement at a macro-level rather than in specific courses which is each faculty member’s responsibility. A learning goal can be stated as, “Upon graduation our students will....” Learning goals are broad statements and, taken alone, are not suitable for assessment. Therefore, each learning goal must be translated into one or more <b>learning objectives</b> which</p>			
---	---	--	--	--

	describe a measurable attribute of the overall learning goal. For each learning objective, an assessment device or process must be developed to allow an evaluation of student performance on that objective providing a reasonable basis for conclusions about student performance on the overall learning goal.			
<b>High-impact practice (HIP):</b> HIPs include first-year seminars, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments, undergraduate research, diversity/global learning, service learning, internships, and capstone courses or projects. Research suggests that if students experience one or more HIPs in the course of their studies, that are more likely to persist, achieve higher levels of learning, and complete their degrees.	There is no exact equivalent in AACSB terminology for this concept, notwithstanding the fact that business schools engage in high-impact practices.	No exact equivalent, though concept is implied.	No exact equivalent to WASC.	No exact equivalent to WASC.
<b>Indirect Assessment:</b> A way of gauging the quality of student learning and the educational experience through the use of indirect measures, including surveys, interviews, focus groups, etc. The findings are "indirect," in that they are filtered through the perceptions and opinions of respondents. In assessment of student learning, for example, a way to indirectly capture evidence of learning is in the form of opinions by students, employers, and alumni through surveys, focus groups, exit interviews, etc. Indirect evidence is mediated by personal	<b>Indirect Assessment: AACSB</b> employs the same concept as WASC. Thus, schools may wish to continue or initiate indirect assessment measures such as alumni surveys, graduating student surveys, and/or employer surveys. Information from these indirect measures can complement the direct assessment processes, but they are not acceptable substitutes for direct assessment of learning.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.

perceptions and experiences, and learning can only be inferred.				
<b>Indirect Method:</b> in assessment of student learning, a way to capture evidence of learning in the form of opinions --- for example, of students, employers, and alumni---by means of surveys, focus groups, exit interviews, etc. Indirect evidence is mediated by personal perceptions and experiences, and learning can only be inferred. Indirect evidence may be supplemented by descriptive data.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.
<b>Information Literacy:</b> According to the Association of College and Research Libraries, the ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally. Information literacy is one of WASC’s five core competencies.	<b>Information technology and statistics/quantitative methods:</b> Similar to WASC, AACSB uses this phrase as representative of a general business and management knowledge area that all business students should have in their curriculum.	No exact equivalent to WASC, though nursing students are expected to possess information literacy.	No exact equivalent to WASC for CTC, though <b>Information Resources</b> includes library and/or digital media resources, as well as information and communication technology resources available to candidates.	Similar to the WASC definition, as law students must demonstrate “legal research, problem-solving, and written and oral communication in the legal context.”
<b>Meaning, quality, and integrity of the degree (MQID):</b> A phrase that refers to the goals, coherence, sequencing, alignment, resourcing, and overall quality of the educational experience leading to conferral of an institution’s degree. Involves the description of degrees from a	No exact equivalent to WASC, though under <b>general expectations for degree programs</b> , a business degree should address □ Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	No exact equivalent to WASC, though concept is implied, especially under Standard III-B: “Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the	No exact equivalent to WASC terminology, though concept is implied.	No exact equivalent to WASC terminology, though the concept is implied.

<p>holistic institutional perspective (meaning); the expected level at which graduates will have achieved outcomes, as indicated by institutional learning outcomes (ILOs), core competencies, program learning outcomes (PLOs), and course outcomes (quality); and the cohesion of the degree and its relationship with external expectations as indicated by accreditors, employers, professional standards, and curriculum alignment (integrity).</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Social responsibility, including sustainability, and ethical behavior and approaches to management</li> <li><input type="checkbox"/> Financial theories, analysis, reporting, and markets</li> <li><input type="checkbox"/> Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution</li> <li><input type="checkbox"/> Group and individual behaviors in organizations and society</li> <li><input type="checkbox"/> Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues</li> <li><input type="checkbox"/> Other specified areas of study related to concentrations, majors, or emphasis areas</li> </ul>	<p>expected student outcomes (individual and aggregate).”</p>		
<p><b>Mission:</b> In higher education, an institution’s formally adopted statement of its fundamental reasons for existence, its shared purposes and values, and the students that it aims to serve. The mission is central to decisions about priorities and strategic objectives and provides a context for WASC decisions about quality and accreditation.</p>	<p><b>Mission:</b> Is a single statement or set of statements serving as a guide for the school and its stakeholders. These statements capture the school’s core purposes, express its aspirations, and describe its distinguishing features. The mission is not usually described entirely by the mission statement. It is more completely encapsulated in a set of statements that describe the school, including the mission statement, vision statement, and statements of values.</p>	<p><b>Mission:</b> A statement of purpose defining the unique nature and scope of the parent institution or the nursing program.</p>	<p>Same concept as WASC.</p>	<p>Same concept as WASC.</p>



<b>Norming:</b> Two definitions. (1) In assessment of student learning, a process of training raters to evaluate student products and performances consistently, typically using criterion-referenced standards and rubrics; and (2) In accreditation, can be applied to other reviewing and rating processes, (e.g., institutional evaluations, commission actions).	There is no exact equivalent in AACSB terminology for this widely-used term, notwithstanding the fact that business schools frequently engage in norming.	Same concept as WASC.	No exact equivalent to WASC terminology, though concept is implied.	No exact equivalent to WASC terminology, though concept is implied.
<b>Norm-referenced:</b> Testing or assessment in which student performance is judged in relation to the performance of a larger group of students, not measured against a pre-established standard. By contrast, see "criterion-referenced."	There is no exact equivalent in AACSB terminology for this widely used term.	Same concept as WASC.	No exact equivalent to WASC, though concept implied.	Not an exact equivalent to this WASC concept, though the concept is implied.
<b>Objective:</b> Four definitions, including (1) in assessment of student learning, a concise statement of what the instructor (or program or institution) intends a student to learn (at some schools, objectives then lead to the development of learning outcomes); (2) sometimes used interchangeably with "outcome," though "outcome" has become more commonly used because of its more direct focus on the result (or "outcome") for the student; (3) in institutional or program-level planning, more specific statements derived from general goals; (4) in psychometrics, a test consisting of factual questions requiring short answers that can be reliably scored using an answer key, minimizing subjective judgments.	<b>Learning Objective:</b> A measurable attribute of an overall learning goal. For each learning objective, an assessment device or process must be developed to allow an evaluation of student performance on that objective providing a reasonable basis for conclusions about student performance on the overall learning goal.	Same concept as WASC. See, for example, outcomes below.	Same concept as WASC.	Same concept as WASC.

<p><b>Oral Communication:</b> Communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonations, and other non-verbal elements to support the conveyances of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions, dialogue, and other forms of interpersonal communication, either delivered face-to-face or mediated technologically. Oral communication is one of the five core competencies as defined in WASC Standard 2, Criterion for Review 2.2.</p>	<p><b>Oral communication:</b> One of AACSB's general skill areas. Thus, all general management and specialist degree programs at the bachelor's, master's, and doctoral level should include learning experiences that address the following general skill area: "Able to communicate effectively orally and in writing." A higher level of mastery for graduate programs is expected than for undergraduate programs.</p>	<p>No exact equivalent to WASC, though nursing students are expected to possess excellent oral communication skills.</p>	<p>No exact equivalent to WASC, though prospective teachers are expected to possess excellent oral communication skills.</p>	<p>Similar to the WASC definition, as law students must demonstrate oral communication skills in the legal context (see learning outcomes below).</p>
<p><b>Outcome:</b> Two definitions, including (1) in assessment of student learning, which is a concise statement of what the student should know or be able to do. Well-articulated learning outcomes describe how a student can demonstrate the desired outcome; verbs such as "understand" or "appreciate" are avoided in favor of observable actions (e.g., "identify, "analyze"). Learning outcomes can be formulated for different levels of aggregation and analysis. Student learning outcome are commonly abbreviated as SLOs; course learning outcomes, as CLOs; program learning outcomes as PLOs; and institution-level outcomes as ILOs; (2) Outcomes may address access, retention and</p>	<p><b>Outcomes</b> are in reference to <b>learning goals:</b> As described above, statements on the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.</p>	<p><b>Outcomes:</b> Indicators of achievement that may be quantitative or qualitative, broad or detailed. -Student Outcomes: Statements, including those focused on learning, explicitly describing the characteristics or attributes attained by students as a result of program activities. -Faculty Outcomes: Statements explicitly describing the achievements attained by faculty as part of their participation in the program. -Program Outcomes: Statements of levels of achievement, which encompass student achievement, faculty achievement, and other program-selected indicators of achievement. Program outcomes may be expressed in the form of overall program goals, end-of-</p>	<p><b>Outcomes</b> are in reference to <b>competency requirements:</b> The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.</p>	<p><b>Learning Outcomes:</b> A law school shall establish learning outcomes that shall, at a minimum, include competency in the following: (a) Knowledge and understanding of substantive and procedural law; (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context; (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.</p>

graduation, and other indicators aligned with institutional mission and goals.		program outcomes, curricular outcomes, and/or faculty outcomes. -Expected Outcomes: Statements of desired and predetermined levels of student, faculty, and program achievement. -Actual Outcomes: Results describing real student, faculty, and program achievement.		
<b>Persistence:</b> Refers to students' progress through college from academic term-to-term and year-to-year. It denotes students' ability to <i>persist</i> in their education. Some educators interpret <i>retention</i> as putting the responsibility for degree completion on the institution, whereas <i>persistence</i> puts the responsibility on the student.	<b>Academic Progression:</b> Similar to WASC, in that the school prepares and supports students to ensure academic progression towards degree completion, including clear and effective academic performance standards and processes, consistent with degree program learning goals. The school has clearly articulated policies and processes to ensure academic progression.	Same concept as WASC.	No exact equivalent, though concept is implied.	Similar concept to WASC.
<b>Planning:</b> The development of a design by which an institution sets goals and objectives and identifies the means to measure their accomplishment. Institutional planning may address educational programs, support services, and physical plant, budgets and finances, and other aspects of institutional operation and future development.	<b>Planning:</b> Essentially the same definition as WASC.	Same concept applied to the implementation of the academic program, including, but not limited to, policies related to admission, retention, progression, graduation/completion, grievance, and grading.	Same concept as WASC.	Same concept as WASC.
<b>Program Learning Outcomes:</b> See definition of outcome above.	<b>Program Learning Goals:</b> See definition of learning goals above.	Same concept as WASC.	Same concept as WASC "outcome."	See learning outcomes above

<b>Portfolio:</b> In assessment of student learning, a collection of student work showing evidence that can be reviewed in relation to specific learning outcomes. Portfolios are highly adaptable: they may be developmental (showing progress from rough draft to finished product) or cumulative (i.e., students' "best work"); and they may be assembled at the level of the individual student, program, or institution.	<b>Portfolio of Evidence:</b> A collection of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each business degree program. If assessment demonstrates that students are not meeting learning goals, schools should describe efforts that have been instituted to eliminate the discrepancy. Indirect assessments may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.	Same concept as WASC.	Same concept as WASC.	No exact equivalent to this WASC concept.
<b>Prior Learning Assessment:</b> A systematic process by which students or those seeking admission to an institution collect and reflect on their learning in settings outside of formal education, usually in the format of an electronic portfolio. The portfolio is then evaluated and academic credit may be awarded.	No Exact Equivalent in AACSB terminology, which is not to say that prior learning is not utilized.	No exact equivalent to this WASC concept.	No exact equivalent to this WASC concept.	No an exact equivalent to this WASC concept.
<b>Proficiency:</b> The level of knowledge or degree of skill that a student has achieved.	<b>Proficiency:</b> Same definition as WASC	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.
<b>Program:</b> Two definitions, including (1) a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field; and (2) refers to the total educational offering of an institution.	<b>Program:</b> Same definition as WASC	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.

<p><b>Program Review:</b> A systematic process of examining the capacity, processes, and outcomes of a degree program or department in order to judge its quality and effectiveness and to support improvement. Historically, program review focused on capacity and research output; though more recently, educational outcomes and student success have been included. While student success and assessment of learning at the program level are an important part of program review, that should not be confused with a more encompassing process of program review.</p>	<p><b>Program Review:</b> Essentially the same definition as WASC, though a visit by a team from AACSB <i>is</i> the program review.</p>	<p><b>Program effectiveness.</b> The program uses a systematic process to obtain relevant data to determine program effectiveness. The process is written, ongoing, and exists to determine achievement of program outcomes; is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; and other program outcomes); identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes; includes timelines for collection, review of expected and actual outcomes, and analysis; and is periodically reviewed and revised as appropriate.</p>	<p>Same concept as WASC.</p>	<p>Somewhat similar concept as WASC.</p>
<p><b>Progress Report:</b> A report, generally requested by the Senior College and University Commission following a comprehensive review for reaccreditation, in which the institution can describe progress in complying with specific commission recommendations.</p>	<p><b>Continuous Evaluation:</b> Closest terms to WASC's progress report, but continuous evaluation embraces a different focus. Thus, once a school achieves accreditation, members of the Accreditation Council continue to evaluate the school's adherence to the eligibility criteria and determine whether changes in its strategy could affect its ability to continue to fulfill its mission.</p>	<p>No equivalent term in the way used by WASC.</p>	<p>Same concept as WASC.</p>	<p>ABA has a similar process to WASC.</p>
<p><b>Protocol :</b> Two definitions, including (1) expectations for actions, behaviors, or reports, similar to etiquette (for example, WASC protocol dictates that at the end of a visit the team chair meets with the president of the institution first, before sharing team finding with a larger</p>	<p><b>Adherence to Standards:</b> Not an exact match to WASC's <b>protocol</b>, but instead means that all degree programs included in the AACSB accreditation review must demonstrate continuing adherence to AACSB accreditation standards. Schools are expected to maintain and</p>	<p>No equivalent term in the way used by WASC.</p>	<p>Same concept as WASC.</p>	<p>ABA has a similar process to WASC.</p>

group); (2) procedures established to interpret or adapt WASC CFRs for atypical contexts (e.g., international accreditation).	provide timely, accurate information in support of each accreditation review.			
<b>Public Good:</b> In higher education, a phrase expressing the ideal that in addition to being a private good for individual students, education is a public good contributing to shared prosperity, a successful democracy, and a well-functioning society. As a public good, therefore, higher education is worthy of public support.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.
<b>Public Service:</b> Service provided by institutions to external (non-academic) communities, at the local, regional, national, or international levels, or within a specific profession. Public service may include public lectures and performances, various forms of applied research, non-credit courses, and extension programs. Public service may also include making the physical plant available to the outside community.	<b>Public Service:</b> Similar concept as WASC. A business school, through the articulation and execution of its mission, should make a difference in business and society, as well as in the global community of business schools and management educators.	Same concept as WASC.	Same concept as WASC.	<b>Law-related public service or Pro bono</b> activities include (i) helping groups or organizations seeking to secure or protect civil rights, civil liberties, or public rights; (ii) helping charitable, religious, civic, community, governmental, and educational organizations not able to afford legal representation; (iii) participating in activities providing information about justice, the law or the legal system to those who might not otherwise have such information; and (iv) engaging in activities to enhance the capacity of the law and legal institutions to do justice.

<b>Public Trust:</b> A phrase expressing the notion that certain natural and cultural resources belong to all the people; are created to promote the general welfare, not to benefit particular individuals; are maintained for the public's benefit; and are managed in the interests of the public. Critics of higher education charge that institutions and their leaders have betrayed the public trust, (e.g., through lowered standards, high costs, and insufficient responsiveness to public concerns).	<b>Public Disclosure.</b> Similar to WASC's concept of public trust. In addition to public disclosure information required by national or regional accreditors, or by governmental mandate, schools provide reliable information to the public on their performance, including student achievement as determined by the school, including the number of students enrolled in each degree program, and the number of graduates from each degree program on an annual basis.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.
<b>Quality assurance:</b> Any process for systematic monitoring and evaluation to ensure that standards of quality are being met. Higher education has many traditional processes for quality assurance, including review of courses and programs, tenure review, program review, annual reports, personnel evaluations, peer review of research and publications, and assessment of student learning.	In AACSB terminology, the phrase <b>Assurance of Learning</b> (see above), is the closest fit, though it is not exactly equivalent.	Same concept as WASC.	Same concept as WASC.	Similar concept to WASC.
<b>Quantitative reasoning:</b> The ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include the ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods. It is one of WASC's core competencies, as described	<b>Analytical thinking:</b> Similar to WASC's quantitative reasoning concept, but part of a general skill area for a bachelor's degree in business. Analytical thinking is the ability to analyze and frame problems.	Although nursing students must exhibit quantitative reasoning skills, it is not a core competency as described by WASC.	Although education students must exhibit quantitative reasoning skills, it is not a core competency as described by WASC.	Not an exact equivalent to this WASC concept, though law students certainly need to exhibit quantitative reasoning throughout their legal education, and quantitative reasoning is heavily emphasized in the LSAT to gain entrance to law school.

above.				
<b>Reliability:</b> In psychometrics and assessment of student learning, the consistency and dependability of judgments and measurements.	<b>Reliability:</b> Same concept as WASC, but applied to measurement used for assurance of learning.	Same concept as WASC.	No exact equivalent, though concept implied at the graduate level.	Similar concept to WASC.
<b>Rigor:</b> in education, refers both to a challenging curriculum and to the consistency or stringency with which high standards for student learning and performance are upheld.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Similar concept to WASC.
<b>Rubric:</b> A tool for scoring student work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcome down the left-hand vertical axis, and levels of performance across the horizontal axis. The work or performance may be given an overall score (holistic scoring), or criteria may be scored individually (analytic scoring). Rubrics are also used to communicate expectations to students. WASC has developed a number of rubrics to assist teams and institutions in evaluating various aspects of their curriculum and assessment processes.	Same term as WASC.	Same concept as WASC.	Same concept as WASC.	Same concept to WASC.
<b>Sanction:</b> a Warning, Probation, or Show Cause. Under U.S. Department of Education regulations, when the Senior College and University Commission finds that an institution fails to meet one or more of the Standards, it is required to notify the institution	No equivalent term in the way used by WASC.	No equivalent term in the way used by WASC.	No equivalent term in the way used by WASC.	A similar but not identical concept is found in ABA's use of the phrase: possible aspects of non-compliance. The ABA Council may <b>impose sanctions</b> for noncompliance with the ABA Standards.



of this finding, issue a sanction, and give the institution up to two years from the date of the action to correct the situation. If the institution has not remedied deficiencies at the end of the two-year sanction period, the Commission is required under federal regulations to terminate accreditation. Warning, Probation, and Show Cause represent rising degrees of concern, but sanctions need not be applied sequentially. Whichever sanction is imposed, if the deficiency is not remedied at the end of two years, the Commission is required by federal law to withdraw accreditation, rather than continue the institution under the same or a new sanction for another two-year period, unless clear progress has been made within two years.				
<b>Signature assignment:</b> an embedded assessment method using an assignment, either the identical assignment or multiple assignments all constructed according to a common template, across multiple courses or sections of courses. A sample of students' work products is then examined using a rubric to arrive at judgment about the quality of student learning across the course, program, or institution. Alternatively, a signature question may be embedded, for example, in final exam.	Similar concept to WASC.	Similar concept to WASC.	Similar concept to WASC.	No similar concept to WASC.
<b>Student Learning Outcome:</b> In assessment of student learning, a concise statement of what the student should know or be able to	<b>Student Learning Goals:</b> Statements on the educational expectations for students on each degree program. Student learning	Same concept as WASC.	Same concept as WASC “outcome.”	Similar concept to WASC.

do. Student learning outcome are commonly abbreviated as SLOs.	goals specify the intellectual and behavioral competencies a program is intended to instill.			
<b>Standard:</b> broadly refers to statements of expectations for student learning, which may include content standards, performance standards, and benchmarks. In the K-12 arena, standards generally describe content, but not level of mastery. In higher education, in contrast, standards generally refer to expected levels of mastery or proficiency. Not to be confused with standards of accreditation.	Similar concept to WASC.	Similar concept to WASC.	Similar concept to WASC.	Similar concept to WASC.
<b>Standard of Performance:</b> The degree of skill or proficiency with which a student demonstrates a learning outcome. WASC Standard 2, CFR 2.2a, requires institutions to report on their students' levels of performance at or near the time of graduation in five core competencies: writing, oral communication, quantitative reasoning, critical thinking, and information literacy. Standards of performance are set by faculty and other educators on campus.	<b>Academic Performance Standard:</b> Similar to WASC. The business school prepares and supports students to ensure academic progression towards degree completion, including clear and effective academic performance standards and processes, consistent with degree program learning goals.	Same concept as WASC.	Same concept as WASC.	WASC's definition parallels ABA's <b>academic standards</b> : (a) A law school shall adopt, publish, and adhere to sound academic standards, including those for regular class attendance, good standing, academic integrity, graduation, and dismissal. (b) A law school shall adopt, publish, and adhere to written due process policies with regard to taking any action that adversely affects the good standing or graduation of a student.
<b>Standardized:</b> A practice meaning that a protocol or set of guidelines is consistently followed. For example, individual may be trained in using scoring rubrics or conducting focus groups such that their activities are <i>standardized</i> to support the collection of reliable data. Commercially available tests are often referred to as "standardized tests," and "standardized" has acquired negative connotations in	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.

some circles.				
<p><b>Standards of Accreditation:</b> Standards of accreditation are the principles used as a basis for judgment in accreditation reviews. WASC has four Standards of Accreditation, and 39 Criterion for Review (CFRs) that are distributed across the four standards, which are used to guide institutions in assessing institutional performance, to identify areas needing improvement, and to serve as the basis for judgment of the institution by evaluation teams and WASC. The four Standards of Accreditation are:</p> <p><b>Standard 1:</b> Defining Institutional Purposes and Ensuring Educational Objectives</p> <p><b>Standard 2:</b> Achieving Educational Objectives Through Core Functions</p> <p><b>Standard 3:</b> Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability</p> <p><b>Standard 4:</b> Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement</p>	<p><b>Accreditation Standards:</b> AACSB currently has 15 Business School Standards grouped under the following headings:</p> <p><b>Strategic Management and Innovation</b></p> <p>Standard 1: Mission, Impact, Innovation</p> <p>Standard 2: Intellectual Contributions, Impact, and Alignment with Mission</p> <p>Standard 3: Financial Strategies and Allocation of Resources</p> <p><b>Participants – Students, Faculty, and Professional Staff</b></p> <p>Standard 4: Student Admissions, Progression, and Career Development</p> <p>Standard 5: Faculty Sufficiency and Deployment</p> <p>Standard 6: Faculty Management and Support</p> <p>Standard 7: Professional Staff Sufficiency and Deployment</p> <p><b>Learning and Teaching</b></p> <p>Standard 8: Curricula Management and Assurance of Learning</p> <p>Standard 9: Curriculum Content</p> <p>Standard 10: Student-Faculty Interactions</p> <p>Standard 11: Degree Program Educational Level, Structure, and Equivalence</p> <p>Standard 12: Teaching</p>	<p><b>Accreditation Standards:</b> The CCNE standards are:</p> <p>Standard I: Program Quality: Mission and Governance</p> <p>Standard II: Program Quality: Institutional Commitment and Resources,</p> <p>Standard III: Program Quality: Curriculum, and Teaching-Learning Practices</p> <p>Standard IV Program Effectiveness: Assessment, and Achievement of Program Outcomes</p>	<p><b>Common Standards:</b> Reflect aspects of program quality that are the same for all credential programs, regardless of type of program. The institution/program sponsor must respond to each Common Standard by providing information and/or supporting documentation about the individual programs to be offered by the institution/program sponsor. The standards are:</p> <p>Standard 1: Educational Leadership</p> <p>Standard 2: Unit and Program Assessment and Evaluation</p> <p>Standard 3: Resources</p> <p>Standard 4: Faculty and Instructional Resources</p> <p>Standard 5: Admission</p> <p>Standard 6: Advice and Assistance</p> <p>Standard 7: Field Experience and Clinical Practice</p> <p>Standard 8: District-Employed Supervisors</p> <p>Standard 9: Assessment of Candidate Competence</p>	<p><b>Standards for Approval of Law Schools</b> fall within seven broad categories:</p> <ol style="list-style-type: none"> <li>1. General Purposes and Practices</li> <li>2. Organization and Administration</li> <li>3. Program of Legal Education</li> <li>4. The Faculty</li> <li>5. Admissions and Student Services</li> <li>6. Library and Information Resources</li> <li>7. Facilities, Equipment, and Technology</li> </ol>

	<p>Effectiveness</p> <p><b>Academic and Professional Engagement</b></p> <p>Standard 13: Student Academic and Professional Engagement</p> <p>Standard 14: Executive Education</p> <p>Standard 15: Faculty Qualifications and Engagement</p>			
<p><b>Student-centeredness:</b> Reflects a shift in perspective from teaching and inputs (e.g. assignments) to desired outcomes and what students actually learn. Is an approach that places the student at the center of the educational process by providing curricular flexibility, accessible services, and a supportive campus climate.</p>	<p><b>Student academic and professional engagement:</b> Is a process that occurs when students are actively involved in their educational experiences, in both academic and professional settings, and when they are able to connect these experiences in meaningful ways.</p>	Similar concept to WASC.	Same concept to WASC.	Similar concept to WASC.
<p><b>Student success:</b> a phrase often used as shorthand for retention and degree completion. For WSCUC, student success includes quality of learning and rigor as well as retention and completion.</p>	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Similar concept to WASC.
<p><b>Summative Assessment:</b> Two meanings, including (1) assessment that occurs at the conclusion or end point of a course, program, or college experience to determine whether student learning outcomes have been achieved, and (2) as applied organizationally, the use of certain methods to evaluate the overall effectiveness of a program, an institution, or some element of the course of study. In contrast to "formative assessment."</p>	<p><b>Summative Assessment.</b> Similar concept to WASC. AACSB notes that summative assessment is not necessarily used to improve future learning, in contrast to formative assessment, which has that purpose.</p>	<p><b>Summative Assessment:</b> Accreditation evaluations are useful to the program in that they serve as a basis for continuing or formative self-assessment as well as for periodic or <b>summative self- assessment</b> through which the program, personnel, procedures, and services are improved. The results of such assessments form the basis for planning and the setting of priorities at the institution.</p>	Same concept as WASC.	<p><b>Summative assessment</b> methods are measurements at the culmination of a particular course or at the culmination of any part of a student's legal education that measure the degree of student learning.</p>

<b>Sustainability:</b> The ability of an educational institution to maintain effective functioning and improve over the long term. The term assumes financial viability, but also involves the viability of human capital and other resources, as well as institutional vision, planning, and flexibility.	<b>Sustained Resources:</b> Similar to WASC's sustainability. The business school must have policies and processes in place to support continuous improvement and accountability. The school must demonstrate sufficient and sustained resources (financial, human, physical, infrastructural, etc.) to support the business academic unit (or units) seeking AACSB accreditation in its efforts to fulfill its mission, strategies, and expected outcomes.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.
<b>Transparency:</b> disclosure by postsecondary institutions of information that may be sought by or of interest to policymakers, stakeholders, or the public. Such information may include financial data, retention and graduation rates, and various indicators of educational quality. Transparency and accountability are assumed to be mutually reinforcing.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.
<b>Triangulation:</b> the use of multiple methods to generate more robust evidence and to see whether results converge or diverge.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.
<b>Validation:</b> occurs when a person, group, or instrument confirms that something has been accurately documented.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.
<b>Validity:</b> in psychometrics and assessment of student learning, refers to how well a particular assessment method actually measures what it is intended to measure. Considerations include construct validity, content validity, and face validity. May also refer to consequences, i.e.,	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.	Same concept as WASC.

whether an assessment has "consequential validity" and will support subsequent actions to improve learning. See also "reliability."				
<b>VALUE rubrics:</b> Valid Assessment of Learning in Undergraduate Education. A set of 15 rubrics developed by AAC&U in collaboration with hundreds of faculty to assess learning outcomes defined by the LEAP project. Institutions may download the rubrics at no cost and are encouraged to modify them to suit local needs.	No equivalent term in the way used by WASC.	No equivalent term in the way used by WASC.	No equivalent term in the way used by WASC.	No equivalent term in the way used by WASC.
<b>Value-added:</b> 1. in higher education, the contribution that institutions make to their students' learning and development, documented from students' entry to exit; 2. a WASC value, namely to promote an accreditation process that adds value to institutions and helps them to achieve their own goals.	No equivalent term in the way used by WASC.	No equivalent term in the way used by WASC.	No equivalent term in the way used by WASC.	No equivalent term in the way used by WASC.
<b>Warning:</b> a sanction that reflects WSCUC's finding that an institution fails to meet one or more of the Standards of Accreditation. Accredited status of the institution continues during the Warning period, which may last up to two years. A Warning is subject to Commission review.	No exactly equivalent term in the way used by WASC.	No exactly equivalent term in the way used by WASC.	No equivalent term in the way used by WASC.	A similar but not identical concept is found in ABA's use of the phrase: possible aspects of non-compliance.

<p><b>Written Communication:</b> Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms, or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors. One of the five WASC core competencies.</p>	<p><b>Written Communication:</b> One of AACSB's general skill areas. Thus, all general management and specialist degree programs at the bachelor's degree, master's degree, and doctoral level should include learning experiences that address the following general skill area: "Able to communicate effectively orally and in writing." A higher level of mastery for graduate programs is expected than for undergraduate programs.</p>	<p>Although nursing students must exhibit written communication skills, it is not a core competency as described by WASC.</p>	<p>Although credential candidates must exhibit written communication skills, it is not a core competency as described by WASC.</p>	<p>Of similar importance to WASC, ABA standards indicate that a "law school shall establish learning outcomes that shall, at a minimum, include competency in legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context."</p>
---	---	---	--	--

\*With some selective editing, these terms are drawn from the WASC Senior College and University Commission *2013 Handbook of Accreditation*, pages 43-58. AACSB terms appear in two Association to Advance Collegiate Schools of Business (AACSB International) publications: *Eligibility Procedures and Accreditation Standards for Business Accreditation*, January 31, 2015, pages 1-51, and *Continuous Improvement Review Handbook*, August 2014, pages 1-17. CCNE terms appear in the Commission on Collegiate Nursing Education, *Standard for Accreditation of Baccalaureate and Graduate Nursing Programs*, Amended 2013, pages 2-23. CTC terms appear in The California Commission on Teacher Credentialing (CTC) *Preliminary Multiple and Single Subject Preparation Program Standards and Approval of Draft Teaching Performance Expectations*, December 2015, pages 1-57. ABA terms appear in *ABA Standards and Rules of Procedure for Approval of Law Schools*, 2012-2013, pages 1-165.

## CROSSWALK FROM WASC TO AACSB

WASC (WSCUC)	AACSB	Where Standards are covered in SOM Documents
<b>Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives</b>  <i>The institution defines its purpose and establishes educational objectives aligned with those purposes. The institution had a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contributions to the public good. It functions with integrity, transparency, and autonomy.</i>  <b>Criteria for Review</b>	<b>Standard 1: Mission, Impact, Innovation</b>	CIR* pp. 12-14, CIR Appendices** pp. 114-150, pp. 453-466
<u><b>Institutional Purposes</b></u>		
1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	· Describe the mission, expected outcomes, and supporting strategies, including how the mission is encapsulated in supporting statements (e.g., mission statement, vision statement, values statements, and strategic plan) and how these statements are aligned.	
1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.	· Describe how the mission influences decision making in the school, connects the actions of participants, and provides a common basis for achieving the mission and expected outcomes.	
<u><b>Integrity and Transparency</b></u>	· Describe the appropriateness of the mission for the school's constituencies, including students, employers, and other stakeholders; and discuss how the mission positively contributes to society, management education, and the success of graduates.	



1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing.	· Describe the mission of the school in relation to the mission of any larger organization of which it is a part.	
1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.	· Describe how the mission, expected outcomes, and strategies clearly articulate the school's areas of focus in regards to educational activities, intellectual contributions, and other activities.	
1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.	· Describe how teaching/learning models in degree programs are aligned and consistent with the mission, expected outcomes, and strategy of the school.	
1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid	· Describe processes for creating and revising the mission, determining expected outcomes, developing strategies, and establishing how these strategies relate to each other.	
1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.	· Summarize and document key continuous improvement successes, innovations, and achievements.	
1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.	· Describe how past achievements are aligned with the mission, expected outcomes, and supporting strategies.	

	<ul style="list-style-type: none"> <li>Identify future plans for continuous improvement and potential opportunities for innovation; indicate how they are linked to mission, expected outcomes, and strategies; and outline the resources, responsible parties, and time frame needed to implement the action.</li> </ul>	
<p><b>Standard 2: Achieving Educational Objectives Through Core Functions</b></p> <p><i>The institution achieves its purpose and attains its educational objective at the institutional and program level through the core functions of teaching and learning, scholarship, and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.</i></p> <p><b>Criteria for Review</b></p>	<p><b>Standard 11: Degree Program Educational Level, Structure, and Equivalence</b></p>	<p>CIR* pp. 28-30</p>
<p>2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.</p>	<ul style="list-style-type: none"> <li>Demonstrate that expectations across educational programs that result in the same degree credentials are equivalent, regardless of delivery mode, location, or time to completion.</li> </ul>	
<p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.</p>	<ul style="list-style-type: none"> <li>Schools will be expected to describe the amount of effort normally required to complete the degree. The descriptive characteristics will differ by the pedagogical and delivery characteristics of the degree. Traditional, campus-based education may be described by contact hours, credit hours, or course equivalencies. Distance learning programs may require other metrics and may depend more heavily on demonstration of achievement of learning outcomes.</li> </ul>	

2.2a – Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Undergraduate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).		
2.2 b – The institution’s graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students’ active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.		
	<b>Standard 8: Curricula Management and Assurance of Learning(Part 1)</b>	CIR* pp. 33-45, CIR Appendices** pp. 394-448
2.3 The institution’s student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.	<ul style="list-style-type: none"> <li>Describe processes for determining and revising learning goals, curricula management, and assurance of learning. Discuss mission, faculty, and stakeholder involvement in these processes.</li> </ul>	

2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.	<ul style="list-style-type: none"> <li>Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development.</li> </ul>	
2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.	<ul style="list-style-type: none"> <li>Discuss and provide evidence of faculty-faculty and faculty-staff interaction in curricula management processes.</li> </ul>	
2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.	<ul style="list-style-type: none"> <li>List the learning goals for each business degree program—this list should include both conceptual and operational definitions.</li> </ul>	
2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.	<ul style="list-style-type: none"> <li>Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each business degree program. Or, if assessment demonstrates that students are not meeting learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.</li> </ul>	
	<b>Standard 9: Curriculum Content</b>	CIR* pp. 33-45, CIR Appendices** pp. 394-447
	<ul style="list-style-type: none"> <li>Describe learning experiences appropriate to the areas listed in the basis for judgment, including how the areas are defined and fit into the curriculum.</li> </ul>	

	<ul style="list-style-type: none"> <li>· If a curriculum does not include learning experiences normally expected for the degree program type, explain why.</li> </ul>	
<b><u>Scholarship and Creative Activity</u></b>	<b>Standard 10: Student-Faculty Interactions</b>	CIR* pp. 33-45
2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.	<ul style="list-style-type: none"> <li>· Describe how curricula include opportunities for student-student and student-faculty interaction to facilitate learning across program types and delivery modes. Required and voluntary opportunities for interaction may be measured by review of syllabi, classroom observation, or other appropriate means.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Summarize how student-student and student-faculty interactions are supported, encouraged, and documented across program types and delivery modes. Describe how the associated division of labor across faculty and professional staff supports these interactions. Demonstrate that students have access to relevant content and learning process expertise.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Document how student-student and student-faculty interactions are assessed for impact and quality across program types and delivery modes.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Provide analysis of how the interactions are aligned with mission and the degree program portfolio.</li> </ul>	
	<b>Standard 12: Teaching Effectiveness</b>	CIR* pp. 26-32, CIR Appendices** pp. 26-106,
	<ul style="list-style-type: none"> <li>· Describe how faculty and professional staff teach while employing the modalities and pedagogies of degree programs, as well as provide evidence of the effectiveness of their delivery and preparation. Discuss how the school ensures that the faculty and professional staff engaged in different teaching/learning models have the competencies required for achieving quality.</li> </ul>	

	<ul style="list-style-type: none"> <li>Describe how the school evaluates teaching performance across its various program delivery models and how this process affects faculty and related professional staff.</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning. Document faculty and staff participation in these initiatives over the past five years.</li> </ul>	
	<ul style="list-style-type: none"> <li>Summarize awards or other recognitions that faculty and professional staff have received for outstanding teaching and professional support of student learning.</li> </ul>	
	<ul style="list-style-type: none"> <li>Document innovative and/or effective teaching practices that have had significant, positive impact on student learning.</li> </ul>	
	<b>Standard 15: Faculty Qualifications and Engagement</b>	CIR* pp. 47-48, CIR Appendices** pp. 26-106
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.	<ul style="list-style-type: none"> <li>The school should provide its policies related to faculty qualifications, summarize its approach to the deployment of faculty resources across the business school, and explain how this approach is consistent with its mission, strategies, and expected outcomes.</li> </ul>	
	<ul style="list-style-type: none"> <li>Document the qualification status of participating and supporting faculty members, the percent of their time that is devoted to mission, and the ways their work aligns with the objective expectations detailed above.</li> </ul>	
	<ul style="list-style-type: none"> <li>Provide an analysis of the deployment of SA, PA, SP, IP, and other faculty by aggregate degree program level (bachelor's, master's, doctoral). The school must complete demonstrate deployment of faculty resources across each degree program level. Deployment should be consistent with mission, expected outcomes, and strategies.</li> </ul>	

	<ul style="list-style-type: none"> <li>The school should provide information on each faculty member. This information may be provided in the form of academic vitae or equivalent documents, but must include sufficient detail as to actions, impacts, and timing to support an understanding of faculty engagement activities and their impact on the deployment of qualified faculty resources.</li> </ul>	
	<b>Standard 2: Intellectual Contributions, Impact, and Alignment with Mission</b>	CIR* pp. 15-17, CIR Appendices** pp. 313-328
	<ul style="list-style-type: none"> <li>Provide a portfolio of evidence including qualitative and quantitative measures that summarize the portfolio of intellectual contributions over the most recent five-year review period, ending with the most recently completed, normal academic year. This evidence can be enhanced by including validating evidence of the accomplishments of such work. At a minimum, the portfolio of evidence should include: (1) A listing of the outlets (journals, research monographs, published cases, funded and competitive research grants, scholarly presentations, invited presentations, published textbooks, other teaching materials, etc.);(2) an analysis of the breadth of faculty engagement and production of intellectual contributions within each discipline; (3) awards, recognition, editorships, and other forms of validation of the accomplishments of faculty through their intellectual contributions; and (4) the ways in which the school conveys intellectual contributions and their outcomes to external constituencies and stakeholders.</li> </ul>	
	<ul style="list-style-type: none"> <li>Table 2-1 is divided into four parts. Part A provides a five-year aggregate summary of intellectual contributions. Part B provides a qualitative description of how the portfolio of intellectual contributions aligns with mission, expected outcomes, and strategy. Part C provides evidence demonstrating the quality of the portfolio of intellectual contributions. Part D provides evidence that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. Table 2-1 allows schools flexibility to develop their own indicators of quality for the portfolio of intellectual</li> </ul>	

	contributions.	
	<ul style="list-style-type: none"> <li>· The validation of the accomplishments/impact of intellectual contribution outcomes may be reflected in: Peer recognition of the originality, scope, and/or significance of new knowledge.</li> <li>· The applicability and benefits of the new knowledge to the theory, practice, and/or teaching of business and management.</li> <li>· The usefulness and/or originality of new or different understandings, applications, and insights resulting from the creative work.</li> <li>· The breadth, value, and persistence of the use and impact of the creative work.</li> <li>· The originality and significance of the creative work to learning, including the depth and duration of usefulness.</li> <li>· Research awards and recognition (e.g., selection as a fellow of an academic society).</li> <li>· Adoptions and citations of the creative work, including its impact on the creative work of others.</li> <li>· Evidence in the work of leadership and team-based contributions to the advancement of knowledge.</li> <li>· Alignment of the work with mission, expected outcomes, and strategies.</li> </ul>	



	<ul style="list-style-type: none"> <li>· Provide a summary of impact indicators resulting from the intellectual contributions produced by the faculty of the school. See Appendix for a non-exhaustive list of possible impact indicators, including publications in highly recognized peer-review journals, citation counts, editorship and associate editorships, elections to leadership positions in academic and/or professional associations, external recognitions for research quality, invitations to participate in research conferences, use of academic work in doctoral seminars, awards of competitive grants from major national or international agencies, patent awards, appointments as visiting professors or scholars at other institutions, case studies of research that leads to the adoption of new teaching/learning practices, textbooks that are widely adopted, research-based learning projects with companies, and/or non-profit organizations, and widely used instructional software.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Provide an analysis of how the portfolio includes intellectual contributions from a substantial cross-section of faculty in each discipline, as well as a significant amount of peer-reviewed journal work or the equivalent.</li> </ul>	
	<ul style="list-style-type: none"> <li>· The school adopts appropriate policies to guide faculty members in the production of intellectual contributions that align with the mission, expected outcomes, and strategies. Such policies should guide faculty as to how the school prioritizes different types of scholarship, determines quality, and validates or assesses outcomes as positive contributions to the advancement of business and management theory, practice, and learning.</li> </ul>	
<b><u>Student Learning and Success</u></b>	<b>Standard 4: Student Admissions, Progression, and Career Development</b>	CIR* pp. 20-26

<p>2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p>	<ul style="list-style-type: none"> <li>Describe admissions policies and processes, demonstrate that they are consistent with program expectations and the mission of the school, and show that they are transparent to all participants.</li> </ul>	
<p>2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.</p>	<ul style="list-style-type: none"> <li>Document and explain how the characteristics of the current student body for each degree program are the result of the application of admission policies and processes that are consistent with the school's mission and expected outcomes. If exceptions are made, provide justification and basis for quality.</li> </ul>	
<p>2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.</p>	<ul style="list-style-type: none"> <li>Describe and provide evidence that the school's policies and procedures successfully prepare admitted students to make use of the teaching and learning model(s) employed.</li> </ul>	
<p>2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.</p>	<ul style="list-style-type: none"> <li>Document and demonstrate the effectiveness of current policies and procedures to ensure academic progression toward degree completion, including standards for academic performance, as well as to ensure integrity of student participation and appraisal in degree programs. Examples of evidence may include data on the completion rates in degree programs relative to the normal expected time-to-degree expectations, the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last academic year.</li> </ul>	

2.14	Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.	<ul style="list-style-type: none"> <li>Document processes and demonstrate the effectiveness of career development support that is consistent with degree program expectations and the mission of the school. Examples of evidence may include job acceptance rates for graduates over the most recent five-year period as well as case examples of successful graduates.</li> </ul>	
		<ul style="list-style-type: none"> <li>Document school performance and student achievement information on an annual basis and document how this information is made available to the public via web sites and other means on an annual basis.</li> </ul>	
		<b>Standard 13: Student Academic and Professional Engagement</b>	CIR* pp. 46-47
		<ul style="list-style-type: none"> <li>Document curricula approaches that actively engage students in academic learning across program types and teaching/learning models employed. The outcomes of the learning process in the form of projects, papers, presentations, examination performances, and other demonstrations of learning should show clear evidence of significant active student engagement in learning.</li> </ul>	
		<ul style="list-style-type: none"> <li>Document experiential learning activities that provide business students with knowledge of and experience in the local and global practice of business and management across program types and teaching/learning models employed. These experiential learning activities may include field trips, internships, consulting projects, field research, interdisciplinary projects, extracurricular activities, etc.</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate that approaches to academic and professional engagement are sufficient for and consistent with the degree program type and learning goals.</li> </ul>	
	<b>Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability</b>  <i>The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources</i>	<b>Standard 5: Faculty Sufficiency and Deployment</b>	CIR* pp. 28-32, CIR Appendices, pp. 32-106

<p><i>and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create high-quality environment for learning.</i></p> <p><b>Criteria for Review</b></p>		
<p><b><u>Faculty and Staff</u></b></p>	<ul style="list-style-type: none"> <li>· Provide the school's criteria for documenting faculty members as "participating" or "supporting" and demonstrate that it is applied consistently in ways that align with its mission.</li> </ul>	
<p>3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.</p>	<ul style="list-style-type: none"> <li>· Describe the division of labor across faculty and professional staff for each of the teaching and learning models employed. The division of labor should address the design, delivery/facilitation, assessment, and improvement of degree programs.</li> </ul>	
<p>-</p>	<ul style="list-style-type: none"> <li>· Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff in the most recently completed academic year.</li> </ul>	
<p>-</p>	<ul style="list-style-type: none"> <li>· Demonstrate that the faculty is sufficient to fulfill the functions of curriculum development, course development, course delivery, and assurance of learning for degree programs in the context of the teaching and learning models employed and division of labor across faculty and professional staff.</li> </ul>	
<p>-</p>	<ul style="list-style-type: none"> <li>· Demonstrate that the faculty complement is also sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, service in academic organizations, service that supports economic development, organizational consulting, and other expectations the school holds for faculty members. It also could include academic assistance, academic advising, career advising, and other related activities if applicable to the school.</li> </ul>	

	<b>Standard 6: Faculty Management and Support</b>	CIR* pp. 26-31, CIR Appendices** pp. 460-461
3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.	· Describe processes for assigning faculty responsibilities to individuals.	
3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.	· Describe processes for determining performance expectations for faculty.	
	· Describe evaluation, promotion, and reward processes, as well as ways that faculty are engaged in these processes.	
	· Describe processes for orientation, guidance, and mentoring of faculty.	
	· Describe the overall faculty resource plan.	
	· Document that intellectual contributions are incorporated into the assessment of faculty performance.	
	<b>Standard 7: Professional Staff Sufficiency and Deployment</b>	CIR* pp.30-32
	· Describe the overall resource plan related to professional staff and services, including the organization and deployment of professional staff across mission-related activities.	
	· Demonstrate that professional staff and services are sufficient to support student learning, instructional development, and information technology for degree programs.	
	· Show that professional staff and services are sufficient to provide for intellectual contributions and their impact, student academic assistance and advising, career advising and placement, alumni relations, public relations, fundraising, student admissions, and executive education, as well as other mission	

	expectations, depending on the organization.	
	<ul style="list-style-type: none"> <li>Document management processes—including hiring practices, development, and evaluation systems for professional staff—that ensure high-quality outcomes relative to mission and strategies.</li> </ul>	
<b><u>Fiscal, Physical, and Information Resources</u></b>	<b>Standard 3: Financial Strategies and Allocation of Resources</b>	CIR* pp. 17-19, CIR Appendices**, pp.20-24
3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.	<ul style="list-style-type: none"> <li>Describe the business school's financial resources and strategies for sustaining those resources demonstrating they are capable of supporting, sustaining, and improving quality consistent with the mission of the school. Provide an analysis of trend in resources over the past five-years, especially in light of different cost structures depending on the teaching and learning models employed.</li> </ul>	
3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.	<ul style="list-style-type: none"> <li>Describe the contingency planning process that the school would use should a reduction in resources occur. The school should be prepared to discuss the specifics of this planning process and expected outcomes with the peer review team.</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe the financial support for all major strategic activities (e.g., degree programs, intellectual contributions, and other mission components).</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe the school's financial support for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development.</li> </ul>	
	<ul style="list-style-type: none"> <li>In alignment with the school's financial resources, show the sources of funding for the three to four most significant major</li> </ul>	

	initiatives.	
<b><u>Organizational Structures and Decision-Making Processes</u></b>		
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		
3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.		
3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		
3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.		
3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.		
<b>Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement</b>  <i>The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquire, research, and data collection are used to establish priorities, to</i>	<b>Standard 8: Curricula Management and Assurance of Learning(Part 2)</b>	CIR* pp. 33-45, CIR Appendices** pp. 394-447

<i>plan, and to improve quality and effectiveness.</i>		
<b>Criteria for Review</b>		
<b><u>Quality Assurance Processes</u></b>		
4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.	· Describe processes for determining and revising learning goals, curricula management, and assurance of learning. Discuss mission, faculty, and stakeholder involvement in these processes.	
4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.	· Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development.	
<b><u>Institutional Learning and Improvement</u></b>		
4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.	· Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each business degree program. Or, if assessment demonstrates that students are not meeting learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.	



4.4	The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.		
4.5	Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.	· Discuss and provide evidence of faculty-faculty and faculty-staff interaction in curricula management processes.	
4.6	The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.		
4.7	Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.		
		<b>Standard 14: Executive Education</b>	CIR* pp. 46-47
		· Describe the portfolio of executive education programs, identifying who the intended audiences are, what levels of education the members of this audience possess, how the program portfolio is aligned with the school's mission and strategy, and how the executive education program makes a contribution to mission achievement.	

	<ul style="list-style-type: none"> <li>· Discuss how the school's executive education programs, degree programs, and intellectual contributions complement each other, giving examples when appropriate.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Where executive education participation leads to opportunities for degree program admission, document the process and provide evidence of the success of degree program graduates admitted through this process.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Describe processes for ensuring that client expectations are met consistently, summarize feedback from these processes, and demonstrate the impact of these processes on enhancing executive education programs.</li> </ul>	

\*CIR: Continuous Improvement Review Report for AACSB, January 6, 2016

\*\*CIR Appendices: Appendices for Continuous Improvement Review Report for AACSB, January 6, 2016

## CROSSWALK FROM WASC TO CCNE

WASC (WSCUC)	CCNE	Where Standards are Covered in CCNE Documents produced by SONHP
<b>Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives</b>  <i>The institution defines its purpose and establishes educational objectives aligned with those purposes. The institution had a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contributions to the public good. It functions with integrity, transparency, and autonomy.</i>  <b>Criteria for Review</b>	<b>STANDARD I</b>  <b>Program Quality: Mission and Governance</b>	
<u><b>Institutional Purposes</b></u>		
1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	I-A. The mission, goals, and expected program outcomes are: <ul style="list-style-type: none"> <li>• congruent with those of the parent institution;</li> <li>• consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</li> </ul>	p.1*
1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.	I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: <ul style="list-style-type: none"> <li>• professional nursing standards and guidelines; and</li> <li>• the needs and expectations of the community of interest.</li> </ul>	p.5*

<b><u>Integrity and Transparency</u></b>		
1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing.	<p>I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.</p> <p>IV-G. The program defines and reviews formal complaints according to established policies.</p>	<p>p.13*</p> <p>p.88*</p>
1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.	<p>I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are:</p> <ul style="list-style-type: none"> <li>• fair and equitable;</li> <li>• published and accessible; and</li> <li>• reviewed and revised as necessary to foster program improvement.</li> </ul>	p. 85*
1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.		

1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid		
1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.		
1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.		
<b>Standard 2: Achieving Educational Objectives Through Core Functions</b>  <i>The institution achieves its purpose and attains its educational objective at the institutional and program level through the core functions of teaching and learning, scholarship, and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.</i>  <b>Criteria for Review</b>	<b>Standard III</b>  <b>Program Quality: Curriculum and Teaching-Learning Practices</b>	

<p>2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.</p>	<p>III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.</p>	<p>p. 42*</p>
<p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.</p>	<p>III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <ul style="list-style-type: none"> <li>• Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008).</li> <li>• Master's program curricula incorporate professional standards and guidelines as appropriate.</li> <li>• All master's degree programs incorporate <i>The Essentials of Master's Education in Nursing</i> (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.</li> <li>• All master's degree programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2012). <ul style="list-style-type: none"> <li>• Graduate-entry program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate program standards and guidelines.</li> <li>• DNP program curricula incorporate professional standards and guidelines as appropriate.</li> </ul> </li> <li>• All DNP programs incorporate <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006) and additional relevant</li> </ul>	<p>p. 45*</p>

	<p>professional standards and guidelines if identified by the program.</p> <p>All DNP programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2012). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2012).</p>	
<p>2.2a – Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Undergraduate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).</p>	<p>III-C. The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> <li>• Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.</li> <li>• Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge.</li> <li>• DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student.</li> <li>• Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.</li> </ul>	p. 50*
<p>2.2 b – The institution’s graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students’ active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.</p>		
<p>2.3 The institution’s student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.</p>	<p>III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.</p> <p>III-E. The curriculum includes planned clinical practice experiences that:</p> <ul style="list-style-type: none"> <li>• enable students to integrate new knowledge and demonstrate attainment of program outcomes; and</li> <li>• are evaluated by faculty.</li> </ul>	<p>p. 56*</p> <p>p. 60*</p>

2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.	III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	p. 65*
2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.		
2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.	III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	p. 68*
2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.	III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	p. 63*
<b><u>Scholarship and Creative Activity</u></b>		



2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.	II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	p. 63*
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.		
<b><u>Student Learning and Success</u></b>	-	
2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.	IV-B. Program completion rates demonstrate program effectiveness.  IV-C. Licensure and certification pass rates demonstrate program effectiveness.  IV-D. Employment rates demonstrate program effectiveness.	p. 74*  p. 77*  p. 80*
2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.		
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.		

2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.	II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	p. 22*
2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.		
<b>Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability</b>  <i>The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create high-quality environment for learning.</i>  <b>Criteria for Review</b>	<b>Standard II</b>  <b>Program Quality: Institutional Commitment and Resources</b>	
<u><b>Faculty and Staff</b></u>		

<p>3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.</p>	<p>II-D. Faculty are:</p> <ul style="list-style-type: none"> <li>• sufficient in number to accomplish the mission, goals, and expected program outcomes;</li> <li>• academically prepared for the areas in which they teach; and</li> <li>• experientially prepared for the areas in which they teach.</li> </ul>	<p>p. 32*</p>
<p>3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.</p>	<p>I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.</p> <p>IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.</p>	<p>p. 6*</p> <p>p. 85*</p>
<p>3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.</p>	<p>II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</p>	<p>p. 34*</p>
<p><b><u>Fiscal, Physical, and Information Resources</u></b></p>		

3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.	II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	p. 17*
3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.		
<b><u>Organizational Structures and Decision-Making Processes</u></b>		
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		
3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.		
3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.	II-C. The chief nurse administrator: <ul style="list-style-type: none"> <li>• is a registered nurse (RN);</li> <li>• holds a graduate degree in nursing;</li> <li>• holds a doctoral degree if the nursing unit offers a graduate program in nursing;</li> <li>• is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;</li> <li>• is vested with the administrative authority to accomplish the mission, goals, and expected</li> </ul>	p. 30*

	<ul style="list-style-type: none"> <li>program outcomes; and</li> <li>provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.</li> </ul>	
3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.		
3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.		
<b>Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement</b>  <i>The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.</i>  <b>Criteria for Review</b>	<b>Standard IV</b>  <b>Program Effectiveness: Assessment and Achievement of Program Outcomes</b>	
<u><b>Quality Assurance Processes</b></u>	-	
4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.	IV-A. A systematic process is used to determine program effectiveness.  IV-E. Program outcomes demonstrate program effectiveness.	p. 72*  p. 82*

4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.	IV-H. Data analysis is used to foster ongoing program improvement.	p. 89*
<b><u>Institutional Learning and Improvement</u></b>	-	
4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.		
4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.		
4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.	I-D. Faculty and students participate in program governance.	p. 9*
4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.		

<p>4.7 Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.</p>		
---	--	--

CROSSWALK FROM WASC TO CTC		
WASC (WSCUC)	CTC*	Where Standards are Covered in SOE Documents
<b>Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives</b>  <i>The institution defines its purpose and establishes educational objectives aligned with those purposes. The institution had a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contributions to the public good. It functions with integrity, transparency, and autonomy.</i>  <b>Criteria for Review</b>	<b>Standard 1: Educational Leadership</b>	CTC**
<u><b>Institutional Purposes</b></u>	<p>The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	(S.1)pp. 1-10, (S.6) pp. 44-51
1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	<b>Standard 6: Advice and Assistance</b> Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal	



1.2	Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.	development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts. Related to WASC CFR 1.7	
<b><u>Integrity and Transparency</u></b>			
1.3	The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing.		
1.4	Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.		
1.5	Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.		
1.6	The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid		
1.7	The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.		

1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.		
<b>Standard 2: Achieving Educational Objectives Through Core Functions</b>  <i>The institution achieves its purpose and attains its educational objective at the institutional and program level through the core functions of teaching and learning, scholarship, and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.</i>  <b>Criteria for Review</b>	<b>Standard 2: Unit and Program Assessment and Evaluation</b>	CTC*
2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.	(S.2) pp. 11-19, (S.6) pp. 44-51, (S.9) pp. 68 - 73
2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.	<b>Standard 6: Advice and Assistance</b> Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for	

<p>2.2a – Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Undergraduate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).</p>	<p>entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts. Related to WASC CFRs 2.2, 2.10, 2.12, and 2.13</p> <p><b>Standard 9: Assessment of Candidate Competence</b></p> <p>Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards. Related to WASC Standards 2.1 and 2.6.</p>	
<p>2.2 b – The institution’s graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students’ active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.</p>		
<p>2.3 The institution’s student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.</p>		
<p>2.4 The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.</p>		

2.5	The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.	
2.6	The institution demonstrates that its graduates consistently achieve its stated learning out- comes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.	
2.7	All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.	
<b><u>Scholarship and Creative Activity</u></b>		
2.8	The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.	
2.9	The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.	
<b><u>Student Learning and Success</u></b>		

2.10	The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.	
2.11	Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.	
2.12	The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.	
2.13	The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.	
2.14	Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.	
<b>Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability</b>  <i>The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an</i>		<b>Standard 4: Faculty and Instructional Personnel</b>  CTC*

<p><i>appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create high-quality environment for learning.</i></p> <p><b>Criteria for Review</b></p>		
<b><u>Faculty and Staff</u></b>		
<p>3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.</p>	<p><i>Qualified persons</i> are employed and assigned to teach all <i>courses</i>, to provide <i>professional development</i>, and to <i>supervise field-based and/or clinical experiences</i> in each credential and <i>certificate program</i>. <i>Instructional personnel</i> and <i>faculty</i> have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, <i>scholarship</i>, and <i>service</i>. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in <i>P-12</i> settings/college/university <i>units</i> and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The <i>institution</i> provides <i>support</i> for <i>faculty</i> development. The <i>unit</i> regularly <i>evaluates</i> the performance of <i>course instructors</i> and <i>field supervisors</i>, <i>recognizes</i> excellence, and retains only those who are consistently effective.</p>	(S.4) pp. 30 -38
<p>3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.</p>		
<p>3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.</p>		
<b><u>Fiscal, Physical, and Information Resources</u></b>	<b>Standard 3: Resources</b>	CTC*

3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.	The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.	(S.3) pp. 20 -29*
3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.		
<b><u>Organizational Structures and Decision-Making Processes</u></b>	-	
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		
3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.		
3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		
3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.		

3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.		
<b>Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement</b>  <i>The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquire, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.</i>  <b>Criteria for Review</b>	<b>Standard 2: Unit and Program Assessment and Evaluation</b>	CTC*
<u>Quality Assurance Processes</u>	-	
4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.	<p>The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.</p>	(S.2) pp. 11-19,* (S.9) pp. 68 – 73*
4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.	<b>Standard 9: Assessment of Candidate Competence</b> <p>Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards. Related to WASC CFR 4.1.</p>	
<u>Institutional Learning and Improvement</u>		



4.3	Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.	
4.4	The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.	
4.5	Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.	
4.6	The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.	
4.7	Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.	

--	--	--

**\* CTC Standards apply only to credential programs**

**\*\*Commission on Teacher Credentialing, Common Standards 2015**

## CROSSWALK FROM WASC TO ABA

WASC (WSCUC)	ABA	Where Standards are Covered in SOL Documents
<p><b>Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives</b></p> <p><i>The institution defines its purpose and establishes educational objectives aligned with those purposes. The institution had a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contributions to the public good. It functions with integrity, transparency, and autonomy.</i></p> <p><b>Criteria for Review</b></p>		
<u><b>Institutional Purposes</b></u>	-	
<p>1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.</p>	<p>Standard 101. BASIC REQUIREMENTS FOR APPROVAL</p> <p>(a) A law school seeking approval by the Council shall demonstrate that it is being operated in compliance with the Standards.</p> <p>(b) Approval of a law school by the Council is not transferable. A transfer of all, or substantially all, of the academic programs or assets of (1) a law school, or (2) a university or college of which the law school is a part does not include the transfer of the law school's approval.</p>	pp. 7-21*
	<p>Standard 301. OBJECTIVES OF PROGRAM OF LEGAL EDUCATION</p> <p>(a) A law school shall maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.</p>	pp. 25-74*

	(b) A law school shall establish and publish learning outcomes designed to achieve these objectives.	
1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.	<p>Standard 509. REQUIRED DISCLOSURES</p> <p>(a) All information that a law school reports, publicizes, or distributes shall be complete, accurate and not misleading to a reasonable law school student or applicant. A law school shall use due diligence in obtaining and verifying such information. Violations of these obligations may result in sanctions under Rule 16 of the Rules of Procedure for Approval of Law Schools.</p> <p>(b) A law school shall publicly disclose on its website, in the form and manner and for the time frame designated by the Council, the following information:</p> <ol style="list-style-type: none"> <li>(1) admissions data;</li> <li>(2) tuition and fees, living costs, and financial aid;</li> <li>(3) conditional scholarships;</li> <li>(4) enrollment data, including academic, transfer, and other attrition;</li> <li>(5) numbers of full-time and part-time faculty, professional librarians, and administrators;</li> <li>(6) class sizes for first-year and upper-class courses; number of seminar, clinical and co-curricular offerings;</li> <li>(7) employment outcomes; and</li> <li>(8) bar passage data.</li> </ol>	pp. 111-117*

	<ul style="list-style-type: none"> <li>(c) A law school shall publicly disclose on its website, in a readable and comprehensive manner, the following information on a current basis: <ul style="list-style-type: none"> <li>(1) refund policies;</li> <li>(2) curricular offerings, academic calendar, and academic requirements; and</li> <li>(3) policies regarding the transfer of credit earned at another institution of higher education. The law school's transfer of credit policies must include, at a minimum: <ul style="list-style-type: none"> <li>(i) A statement of the criteria established by the law school regarding the transfer of credit earned at another institution; and</li> <li>(ii) A list of institutions, if any, with which the law school has established an articulation agreement.</li> </ul> </li> </ul> </li> <li>(d) A law school shall distribute the data required under Standard 509(b) (3) to all applicants being offered conditional scholarships at the time the scholarship offer is extended.</li> <li>(e) If a law school makes a public disclosure of its status as a law school approved by the Council, it shall do so accurately and shall include the name and contact information of the Council.</li> </ul>	
<b><u>Integrity and Transparency</u></b>	-	
<p>1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing.</p>	<p>Standard 405. PROFESSIONAL ENVIRONMENT</p> <ul style="list-style-type: none"> <li>(a) A law school shall establish and maintain conditions adequate to attract and retain a competent faculty.</li> <li>(b) A law school shall have an established and announced policy with respect to academic freedom and tenure of which Appendix 1 herein is an example but is not obligatory.</li> <li>(c) A law school shall afford to full-time clinical faculty members a form of security of position reasonably similar to tenure, and non-compensatory perquisites reasonably similar to those provided other full-time faculty members. A law school may require these faculty members to meet standards and obligations reasonably similar to those required of other</li> </ul>	pp. 89-110*

	<p>full-time faculty members. However, this Standard does not preclude a limited number of fixed, short-term appointments in a clinical program predominantly staffed by full-time faculty members, or in an experimental program of limited duration.</p> <p>(d) A law school shall afford legal writing teachers such security of position and other rights and privileges of faculty membership as may be necessary to (1) attract and retain a faculty that is well qualified to provide legal writing instruction as required by Standard 303(a) (2), and (2) safeguard academic freedom.</p>	
<p>1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.</p>	<p>Standard 205.NON-DISCRIMINATION AND EQUALITY OF OPPORTUNITY</p> <p>(a) A law school shall not use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.</p> <p>(b) A law school shall foster and maintain equality of opportunity for students, faculty, and staff, without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.</p> <p>(c) This Standard does not prevent a law school from having a religious affiliation or purpose and adopting and applying policies of admission of students and employment of faculty and staff that directly relate to this affiliation or purpose so long as (1) notice of these policies has been given to applicants, students, faculty, and staff before their affiliation with the law school, and (2) the religious affiliation, purpose, or policies do not contravene any other Standard, including Standard 405(b) concerning academic freedom. These policies may provide a preference for persons adhering to the religious affiliation or purpose of the law school, but may not be applied to use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race,</p>	

	<p>color, religion, national origin, gender, sexual orientation, age, or disability. This Standard permits religious affiliation or purpose policies as to admission, retention, and employment only to the extent that these policies are protected by the United States Constitution. It is administered as though the First Amendment of the United States Constitution governs its application.</p> <p>Non-discrimination and equality of opportunity in legal education includes equal employment opportunity. A law school shall communicate to every employer to whom it furnishes assistance and facilities for interviewing and other placement services the school's firm expectation that the employer will observe the principles of non-discrimination and equality of opportunity on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability in regard to hiring, promotion, retention and conditions of employment.</p>	
	<p><b>Standard 206. DIVERSITY AND INCLUSION</b></p> <p>(a) Consistent with sound legal education policy and the Standards, a law school shall demonstrate by concrete action a commitment to diversity and inclusion by providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race, and ethnicity.</p> <p>(b) Consistent with sound educational policy and the Standards, a law school shall demonstrate by concrete action a commitment to diversity and inclusion by having a faculty and staff that are diverse with respect to gender, race, and ethnicity.</p>	pp. 21-25*
	<p><b>Standard 207. REASONABLE ACCOMMODATION FOR QUALIFIED INDIVIDUALS WITH DISABILITIES</b></p>	pp. 21-25

	<ul style="list-style-type: none"> <li>(a) Assuring equality of opportunity for qualified individuals with disabilities, as required by Standard 205, requires a law school to provide such students, faculty and staff with reasonable accommodations consistent with applicable law.</li> <li>(b) A law school shall adopt, publish, and adhere to written policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities.</li> </ul>	*
1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.		
1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid	<b>Standard 310. DETERMINATION OF CREDIT HOURS FOR COURSEWORK</b> <ul style="list-style-type: none"> <li>(a) A law school shall adopt, publish, and adhere to written policies and procedures for determining the credit hours that it awards for coursework.</li> <li>(b) A “credit hour” is an amount of work that reasonably approximates: <ul style="list-style-type: none"> <li>(1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time; or</li> <li>(2) at least an equivalent amount of work as required in subparagraph (1) of this definition for other academic activities as established by the institution, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours.</li> </ul> </li> </ul>	pp. 25-74*
	<b>Standard 311. ACADEMIC PROGRAM AND ACADEMIC CALENDAR</b> <ul style="list-style-type: none"> <li>(a) A law school shall require, as a condition for graduation, successful completion of a course of study of not fewer than 83 credit hours. At least 64 of these credit hours shall be in courses that require attendance in regularly scheduled</li> </ul>	pp. 25-74*



	<p>classroom sessions or direct faculty instruction.</p> <p>(b) A law school shall require that the course of study for the J.D. degree be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at the law school or a law school from which the school has accepted transfer credit.</p> <p>(c) A law school shall not permit a student to be enrolled at any time in coursework that exceeds 20 percent of the total credit hours required by that school for graduation.</p> <p>(d) Credit for a J.D. degree shall only be given for course work taken after the student has matriculated in a law school. A law school may not grant credit toward the J.D. degree for work taken in a pre-admission program.</p>	
<p>1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.</p>	<p><b>Standard 510. STUDENT COMPLAINTS IMPLICATING COMPLIANCE WITH THE STANDARDS</b></p> <p>(a) A law school shall establish, publish, and comply with policies for addressing student complaints.</p> <p>(b) A law school shall maintain a record of student complaints submitted during the most recent accreditation period. The record shall include the resolution of the complaints.</p>	<p>pp. 111-118*</p>
<p>1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.</p>	<p><b>Standard 105. ACQUIESCENCE FOR MAJOR CHANGE IN PROGRAM OR STRUCTURE</b></p> <p>(a) Before a law school makes a major change in its program of legal education or organizational structure, it shall obtain the acquiescence of the Council for the change. A major change in program or structure that requires application for acquiescence includes:</p> <p>(1) Acquiring another law school, program, or educational institution;</p> <p>(2) Acquiring or merging with another university by the parent university where it appears that there may be substantial impact on the operation of the law school;</p>	<p>pp. 7-14*</p>

	<ul style="list-style-type: none"> <li>(3) Transferring all, or substantially all, of the program of legal education or assets of the approved law school to another law school or university;</li> <li>(4) Merging or affiliating with one or more approved or unapproved law schools;</li> <li>(5) Merging or affiliating with one or more universities;</li> <li>(6) Materially modifying the law school's legal status or institutional relationship with a parent institution;</li> <li>(7) A change in control of the school resulting from a change in ownership of the school or a contractual arrangement;</li> <li>(8) A change in the location of the school that could result in substantial changes in the faculty, administration, student body, or management of the school;</li> <li>(9) Establishing a branch campus;</li> <li>(10) Establishing a separate location;</li> <li>(11) A significant change in the mission or objectives of the law school;</li> <li>(12) The addition of courses or programs that represent a significant departure from existing offerings or method of delivery since the latest site evaluation including instituting a new full-time or part-time division;</li> <li>(13) The addition of a permanent location at which the law school is conducting a teach-out for students at another law school that has ceased operating before all students have completed their program of study;</li> <li>(14) Contracting with an educational entity that is not certified to participate in Title IV, HEA programs, that would permit a student to earn 25 percent or more of the course credits required for graduation from the approved law school;</li> <li>(15) Establishing a new or different program leading to a degree other than the J.D. degree;</li> </ul>	
--	--	--

	<p>(16) A change in program length measurement from clock hours to credit hours; and</p> <p>(17) A substantial increase in the number of clock or credit hours required for graduation.</p> <p>The Council shall grant acquiescence only if the law school demonstrates that the change will not detract from the law school's ability to remain in compliance with the Standards.</p>	
<p><b>Standard 2: Achieving Educational Objectives Through Core Functions</b></p> <p><i>The institution achieves its purpose and attains its educational objective at the institutional and program level through the core functions of teaching and learning, scholarship, and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.</i></p> <p><b>Criteria for Review</b></p>		
<p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.</p> <p>2.2a – Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others.</p>	<p>Standard 303. CURRICULUM</p> <p>(a) A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following:</p> <ul style="list-style-type: none"> <li>(1) one course of at least two credit hours in professional responsibility that includes substantial instruction in the history, goals, structure, values, and responsibilities of the legal profession and its members;</li> <li>(2) one writing experience in the first year and at least one additional writing experience after the first year, both of which are faculty supervised; and</li> <li>(3) one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be primarily experiential in nature and must: <ul style="list-style-type: none"> <li>(i) integrate doctrine, theory, skills, and legal ethics,</li> </ul> </li> </ul>	pp.25-74*

<p>Undergraduate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).</p> <p>2.2 b – The institution’s graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students’ active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.</p>	<p>and engage students in performance of one or more of the professional skills identified in Standard 302;</p> <ul style="list-style-type: none"> <li>(ii) develop the concepts underlying the professional skills being taught;</li> <li>(iii) provide multiple opportunities for performance; and</li> <li>(iv) provide opportunities for self-evaluation.</li> </ul> <p>(b) A law school shall provide substantial opportunities to students for:</p> <p>(1) law clinics or field placement(s); and student participation in pro bono legal services, including law-related public service activities.</p>	
<p>2.3 The institution’s student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.</p> <p>2.4 The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.</p>	<p><b>Standard 302. LEARNING OUTCOMES</b></p> <p>A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:</p> <ul style="list-style-type: none"> <li>(a) Knowledge and understanding of substantive and procedural law;</li> <li>(b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;</li> <li>(c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and</li> <li>(d) Other professional skills needed for competent and ethical participation as a member of the legal profession.</li> </ul>	<p>pp. 25-74*</p>

<p>2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.</p> <p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning out- comes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.</p>		
<p>2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.</p>		pp. 25-74*
	<p>Standard 501. Admissions</p> <ul style="list-style-type: none"> <li>(a) A law school shall maintain sound admission policies and practices consistent with the Standards, its mission, and the objectives of its program of legal education.</li> <li>(b) A law school shall not admit an applicant who does not appear capable of satisfactorily completing its program of legal education and being admitted to the bar.</li> <li>(c) A law school shall not admit or readmit a student who has been disqualified previously for academic reasons without an affirmative showing that the prior disqualification does not indicate a lack of capacity to complete its program of legal education and be admitted to the bar. For every admission or</li> </ul>	pp. 111-117*

	readmission of a previously disqualified individual, a statement of the considerations that led to the decision shall be placed in the admittee's file.	
	<p><b>Standard 502. EDUCATIONAL REQUIREMENTS</b></p> <p><b>(a)</b> A law school shall require for admission to its J.D. degree program a bachelor's degree that has been awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education.</p> <p><b>(b)</b> Notwithstanding subsection (a), a law school may also admit to its J.D. degree program:</p> <ol style="list-style-type: none"> <li><b>1)</b> an applicant who has completed three-fourths of the credits leading to a bachelor's degree as part of a bachelor's degree/J.D. degree program if the institution is accredited by an accrediting agency recognized by the United States Department of Education; and</li> <li><b>2)</b> a graduate of an institution outside the United States if the law school assures that the quality of the program of education of that institution is equivalent to that of institutions accredited by an accrediting agency recognized by the United States Department of Education.</li> </ol> <p><b>(c)</b> In an extraordinary case, a law school may admit to its J.D. degree program an applicant who does not satisfy the requirements of subsections (a) or (b) if the applicant's experience, ability, and other qualifications clearly demonstrate an aptitude for the study of law. For every such admission, a statement of the considerations that led to the decision shall be placed in the admittee's file.</p> <p><b>(d)</b> Within a reasonable time after a student registers, a law school shall have on file the student's official transcripts verifying all academic credits undertaken and degree(s) conferred.</p>	pp. 111-117*

	<p>Standard 503. ADMISSION TEST</p> <p>A law school shall require each applicant for admission as a first-year J.D. degree student to take a valid and reliable admission test to assist the school and the applicant in assessing the applicant's capability of satisfactorily completing the school's program of legal education. In making admissions decisions, a law school shall use the test results in a manner that is consistent with the current guidelines regarding proper use of the test results provided by the agency that developed the test.</p>	pp. 111-117*
<b><u>Scholarship and Creative Activity</u></b>	-	
2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.		
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.		
<b><u>Student Learning and Success</u></b>	-	
2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.		

<p>2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.</p>		
<p>2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.</p>	<p><b>Standard 309. ACADEMIC ADVISING AND SUPPORT</b></p> <p>(a) A law school shall provide academic advising for students that communicates effectively the school's academic standards and graduation requirements, and that provides guidance on course selection.</p> <p>(b) A law school shall provide academic support designed to afford students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession.</p>	<p>pp. 25-74*</p>
<p>2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.</p>	<p><b>Standard 508. STUDENT SUPPORT SERVICES</b></p> <p>A law school shall provide all its students, regardless of enrollment or scheduling option, with basic student services, including maintenance of accurate student records, academic advising and counseling, financial aid and debt counseling, and career counseling to assist students in making sound career choices and obtaining employment. If a law school does not provide these student services directly, it shall demonstrate that its students have reasonable access to such services from the university of which it is a part or from other sources.</p>	<p>pp.111-117*</p>
<p>2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.</p>	<p><b>Standard 505. GRANTING OF J.D. DEGREE CREDIT FOR PRIOR LAW STUDY</b></p> <p>(a) A law school may admit a student and grant credit for courses completed at another law school approved by the Council if the courses were undertaken as a J.D. degree student.</p>	



- (b) A law school may admit a student and grant credit for courses completed at a law school in the United States that is not approved by the Council if the unapproved law school has been granted the power to confer the J.D. degree by the appropriate governmental authority in the unapproved law school's jurisdiction, or if graduates of the unapproved law school are permitted to sit for the bar examination in the jurisdiction in which the unapproved law school is located, provided that:

  - (1) the courses were undertaken as a J.D. degree student; and
  - (2) the law school would have granted credit toward satisfaction of J.D. degree requirements if earned at the admitting school.
- (c) A law school may admit a student and grant credit for courses completed at a law school outside the United States if the admitting law school would have granted credit towards satisfaction of J.D. degree requirements if earned at the admitting school.
- (d) A law school may grant credit toward a J.D. degree to a graduate of a law school in a country outside the United States for credit hours earned in an LL.M. or other post-J.D. program it offers if:

  - (1) that study led to successful completion of a J.D. degree course or courses while the student was enrolled in a post-J.D. degree law program; and
  - (2) the law school has a grading system for LL.M. students in J.D. courses that is comparable to the grading system for J.D. degree students in the course.
- (e) A law school that grants credit as provided in Standard 505(a) through (d) may award a J.D. degree to a student who successfully completes a course of study that satisfies the requirements of Standard 311 and that meets all of the school's requirements for the awarding of the J.D. degree.
- (f) Credit hours granted pursuant to subsection (b) through (d) shall not, individually or in combination, exceed one-third of the total required by the admitting school for its J.D. degree.

<p><b>Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability</b></p> <p><i>The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create high-quality environment for learning.</i></p> <p><b>Criteria for Review</b></p>		
<p><b><u>Faculty and Staff</u></b></p>	<p><b><u>Faculty</u></b></p>	
<p>3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution’s educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.</p>	<p>Standard 401. QUALIFICATIONS</p> <p>A law school shall have a faculty whose qualifications and experience enable the law school to operate in compliance with the Standards and carry out its program of legal education. The faculty shall possess a high degree of competence, as demonstrated by academic qualification, experience in teaching or practice, teaching effectiveness, and scholarship.</p>	<p>pp.89-110*</p>
<p>3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.</p>	<p>Standard 402. SIZE OF FULL-TIME FACULTY</p> <p>A law school shall have a sufficient number of full-time faculty to enable the law school to operate in compliance with the Standards and carry out its program of legal education. The number of full-time faculty necessary depends on (a) the size of the student body and the opportunity for students to meet individually with full-time faculty members; (b) the nature and scope of the program of legal education; and (c) the opportunities for the full-time faculty to adequately fulfill its teaching obligations, conduct scholarly research, participate effectively in the governance of the law school, and provide service to the legal profession and the public.</p>	<p>pp.89-110*</p>

<p>3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.</p>		
	<p><b>Standard 403. INSTRUCTIONAL ROLE OF FACULTY</b></p> <p>(a) The full-time faculty shall teach substantially all of the first one-third of each student's coursework. The full-time faculty shall also teach during the academic year either (1) more than half of all of the credit hours actually offered by the law school, or (2) two-thirds of the student contact hours generated by student enrollment at the law school.</p> <p>(b) A law school shall ensure effective teaching by all persons providing instruction to its students.</p>	<p>pp.89-110*</p>
	<p><b>Standard 404. RESPONSIBILITIES OF FULL-TIME FACULTY</b></p> <p>(a) A law school shall adopt, publish, and adhere to written policies with respect to full-time faculty members' responsibilities. The policies shall require that the full-time faculty, as a collective body, fulfill these core responsibilities:</p> <ol style="list-style-type: none"> <li>(1) Teaching, preparing for classes, being available for student consultation about those classes, assessing student performance in those classes, and remaining current in the subjects being taught;</li> <li>(2) Participating in academic advising, creating an atmosphere in which students and faculty may voice opinions and exchange ideas, and assessing student learning at the law school;</li> <li>(3) Engaging in scholarship, as defined by the law school;</li> <li>(4) Service to the law school and university community, including participation in the governance of the law school, curriculum development, and other institutional responsibilities described in the Standards;</li> <li>(5) Service to the profession, including working with judges and practicing lawyers to improve the profession; and</li> </ol>	<p>pp.89-110*</p>

	<p>(6) Service to the public, including participation in pro bono activities.</p> <p>The law school shall periodically evaluate the extent to which the faculty discharges its core responsibilities under the law school's policies and the contributions of each full-time faculty member to meeting the core responsibilities of the faculty.</p>	
	<p>Standard 405. PROFESSIONAL ENVIRONMENT</p> <p>(e) A law school shall establish and maintain conditions adequate to attract and retain a competent faculty.</p> <p>(f) A law school shall have an established and announced policy with respect to academic freedom and tenure of which Appendix 1 herein is an example but is not obligatory.</p> <p>(g) A law school shall afford to full-time clinical faculty members a form of security of position reasonably similar to tenure, and non-compensatory perquisites reasonably similar to those provided other full-time faculty members. A law school may require these faculty members to meet standards and obligations reasonably similar to those required of other full-time faculty members. However, this Standard does not preclude a limited number of fixed, short-term appointments in a clinical program predominantly staffed by full-time faculty members, or in an experimental program of limited duration.</p> <p>(h) A law school shall afford legal writing teachers such security of position and other rights and privileges of faculty membership as may be necessary to (1) attract and retain a faculty that is well qualified to provide legal writing instruction as required by Standard 303(a) (2), and (2) safeguard academic freedom.</p>	pp.89-110*
<b><u>Fiscal, Physical, and Information Resources</u></b>		
3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic	<p>Standard 202. RESOURCES FOR PROGRAM</p> <p>(a) The current and anticipated financial resources available to the law school shall be sufficient for it to operate in compliance</p>	pp. 21-25*

<p>budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.</p>	<p>with the Standards and to carry out its program of legal education.</p> <ul style="list-style-type: none"> <li>(b) A law school that is part of a university shall obtain at least annually from its university an accounting and explanation for all charges and costs assessed against resources generated by the law school and for any use of resources generated by the law school to support non-law school activities and central university services.</li> <li>(c) A law school is not in compliance with the Standards if its current financial condition has a negative and material effect on the school's ability to operate in compliance with the Standards or to carry out its program of legal education.</li> <li>(d) A law school is not in compliance with the Standards if its anticipated financial condition is reasonably expected to have a negative and material effect on the school's ability to operate in compliance with the Standards or to carry out its program of legal education.</li> <li>(d) A law school shall be given the opportunity to present its recommendations on budgetary matters to the university administration before the budget for the law school is submitted to the governing board for adoption.</li> </ul>	
<p>3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.</p>	<p>Standard 701. GENERAL REQUIREMENTS</p> <ul style="list-style-type: none"> <li>(a) A law school shall have facilities, equipment, technology, and technology support that enable it to operate in compliance with the Standards and carry out its program of legal education.</li> </ul> <p>A law school is not in compliance with the Standards if its facilities, equipment, technology, or technology support have a negative and material effect on the school's ability to operate in compliance with the Standards; or to carry out its program of legal education.</p>	<p>p. 1 7 5- 1 8 1 *</p>

	<p>Standard 702. FACILITIES</p> <p>(a) A law school's facilities shall include:</p> <ul style="list-style-type: none"> <li>(1) suitable class and seminar rooms in sufficient number to permit reasonable scheduling of all classes, skills offerings, and seminars;</li> <li>(2) a law library that is suitable and sufficient in size, location, and design in relation to the law school's programs and enrollment to accommodate the needs of the law school's students and faculty and the law library's services, collections, staff, operations, and equipment;</li> <li>(3) suitable and sufficient space for staff providing support services, including student support services, to the program of legal education;</li> <li>(4) office space for full-time faculty members that is suitable and sufficient for faculty research, class preparation, and faculty-student conferences; and suitable and sufficient space for part-time faculty members to conduct faculty-student conferences;</li> <li>(5) facilities and equipment that meet all applicable health and safety codes;</li> <li>(6) suitable and sufficient space for equipment and records;</li> <li>(7) suitable and sufficient space appropriate for conducting any in-house clinical programs in a manner that assures competent and ethical representation of clients and meaningful instruction and supervision of students, including confidential space for (i) client interviewing, (ii) working on and discussing client cases, and (iii) security for client files;</li> <li>(8) suitable and sufficient space for its students and faculty for quiet study and research; and</li> <li>(9) suitable and sufficient space for group study and other forms of collaborative work.</li> </ul> <p>(b) A law school shall provide reasonable access and</p>	<p>pp.175-181*</p>
--	---	--------------------

	accommodations to persons with disabilities, consistent with applicable law.	
<b><u>Organizational Structures and Decision-Making Processes</u></b>	-	
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.	<p>Standard 201. LAW SCHOOL GOVERNANCE</p> <ul style="list-style-type: none"> <li>(a) The dean and the faculty shall have the primary responsibility and authority for planning, implementing, and administering the program of legal education of the law school, including curriculum, methods of instruction and evaluation, admissions policies and procedures, and academic standards.</li> <li>(b) (The dean and the faculty shall recommend the selection, retention, promotion, and tenure (or granting of security of position) of members of the faculty.</li> <li>(c) The dean and the faculty shall each have a significant role in determining educational policy.</li> <li>(d) The policies of a university that are applicable to a law school shall be consistent with the Standards. The law school shall have separate policies where necessary to ensure compliance with the Standards.</li> <li>(e) A law school that is not part of a university shall be governed by a board with responsibility and authority for ensuring operation of the law school in compliance with the Standards.</li> </ul>	pp.21-25*
3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.		

3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.	Standard 203. DEAN (a) A law school shall have a full-time dean with the authority and support necessary to discharge the responsibilities of the position. (b) Except in extraordinary circumstances, a dean shall also hold appointment as a member of the faculty with tenure. (f) The dean shall be selected by the university or the governing board of the law school, as appropriate, which shall have and follow a procedure for decanal appointment or reappointment that assures meaningful involvement by the faculty or a representative body of the faculty in the selection of a dean.	pp. 21-25*
3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.		
3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.		
<b>Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement</b>  <i>The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquire, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.</i>  <b>Criteria for Review</b>		
<u>Quality Assurance Processes</u>		



<p>4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.</p>	<p>Standard 314. ASSESSMENT OF STUDENT LEARNING</p> <p>A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.</p>	<p>pp.25-74*</p>
<p>4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.</p> <p>4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.</p> <p>4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.</p>	<p>Standard 315. EVALUATION OF PROGRAM OF LEGAL EDUCATION, LEARNING OUTCOMES, AND ASSESSMENT METHODS</p> <p>The dean and the faculty of a law school shall conduct ongoing evaluation of the law school’s program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.</p>	<p>pp. 25-74*</p>
<p>4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are</p>	<p>Standard 316. BAR PASSAGE [See “Instructions for Charts Required in Standard 316” on the Guidance</p>	<p>pp. 25-74*</p>

regularly involved in the assessment and alignment of educational programs.

4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

4.7 Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.

Memos page of the Section's website:  
[www.americanbar.org/legaled](http://www.americanbar.org/legaled))

- (a) A law school's bar passage rate shall be sufficient, for purposes of Standard 301(a), if the school demonstrates that it meets any one of the following tests:
- (1) That for students who graduated from the law school within the five most recently completed calendar years:
    - (i) 75 percent or more of these graduates who sat for the bar passed a bar examination; or
    - (ii) in at least three of these calendar years, 75 percent of the students graduating in those years and sitting for the bar have passed a bar examination.

In demonstrating compliance under sections (1) (i) and (ii), the school must report bar passage results from as many jurisdictions as necessary to account for at least 70 percent of its graduates each year, starting with the jurisdiction in which the highest number of graduates took the bar exam and proceeding in descending order of frequency.

- (2) That in three or more of the five most recently completed calendar years, the school's annual first-time bar passage rate in the jurisdictions reported by the school is no more than 15 points below the average first-time bar passage rates for graduates of ABA-approved law schools taking the bar examination in these same jurisdictions.

In demonstrating compliance under section (2), the school must report first-time bar passage data from as many jurisdictions as necessary to account for at least 70 percent of its graduates each year, starting with the jurisdiction in which the highest number of graduates took the bar exam and proceeding in descending order of frequency. When more than one jurisdiction is reported, the weighted average of the results in each of the reported jurisdictions shall be used to determine compliance.

- (b) A school shall be out of compliance with this Standard if it is unable to demonstrate that it meets the requirements of

paragraph (a) (1) or (2).

- (1) A school found out of compliance under paragraph (b) and that has not been able to come into compliance within the two-year period specified in Rule 13(b) of the Rules of Procedure for Approval of Law Schools, may seek to demonstrate good cause for extending the period the law school has to demonstrate compliance by submitting evidence of: The law school's trend in bar passage rates for both first-time and subsequent takers: a clear trend of improvement will be considered in the school's favor, a declining or flat trend against it.
- (2) The length of time the law school's bar passage rates have been below the first-time and ultimate rates established in paragraph A: a shorter time period will be considered in the school's favor, a longer period against it.
- (3) Actions by the law school to address bar passage, particularly the law school's academic rigor and the demonstrated value and effectiveness of its academic support and bar preparation programs: value-added, effective, sustained and pervasive actions to address bar passage problems will be considered in the law school's favor; ineffective or only marginally effective programs or limited action by the law school against it.
- (4) Efforts by the law school to facilitate bar passage for its graduates who did not pass the bar on prior attempts: effective and sustained efforts by the law school will be considered in the school's favor; ineffective or limited efforts by the law school against it.
- (5) Efforts by the law school to provide broader access to legal education while maintaining academic rigor: sustained meaningful efforts will be viewed in the law school's favor; intermittent or limited efforts by the law school against it.

	<p>(6) The demonstrated likelihood that the law school's students who transfer to other ABA-approved schools will pass the bar examination: transfers by students with a strong likelihood of passing the bar will be considered in the school's favor, providing the law school has undertaken counseling and other appropriate efforts to retain its well-performing students.</p> <p>(7) Temporary circumstances beyond the control of the law school, but which the law school is addressing: for example, a natural disaster that disrupts operations or a significant increase in the standard for passing the relevant bar examination(s).</p> <p>(8) Other factors, consistent with a law school's demonstrated and sustained mission, which the school considers relevant in explaining its deficient bar passage results and in explaining the school's efforts to improve them.</p>	
--	--	--