

**APPLICATION for MEMBERSHIP  
COMMISSION ON COLLEGES  
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

<b>NAME OF INSTITUTION</b>	
<b>ADDRESS</b>	
<b>INSTITUTION'S WEBSITE ADDRESS</b>	
<b>CHIEF EXECUTIVE OFFICER</b>	
<b>NAME OF CONTACT PERSON AT INSTITUTION</b>	
<b>EMAIL ADDRESS OF CONTACT</b>	
<b>TELEPHONE NUMBER OF CONTACT</b>	<b>DATE SUBMITTED</b>

**SUBMIT THE APPLICATION TO:**

**Dr. Belle Wheelan  
President  
Commission on Colleges  
Southern Association of Colleges and Schools  
1866 Southern Lane  
Decatur, Georgia 30033-4097  
(404) 679-4500**

For Office Use:  Number of Institution _____  Check Number _____ Amount _____
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*January 2012*

**Please Complete and Return with Application**

**Information for Applying Institutions  
For Use in Entering Data**

<b>Name of Institution</b>			
<b>Mailing Address</b>			
<b>Main Switchboard Telephone Number</b>			
<b>Institution's Website Address</b>			
<b>Name of CEO</b>			
<b>Title of CEO</b>			
<b>CEO's Mailing Address</b>			
<b>CEO's Telephone #</b>		<b>CEO's Fax #</b>	
<b>CEO's Email Address</b>			
<b>Governance</b>	Public <input type="checkbox"/>	Private (not-for-profit) <input type="checkbox"/>	Private (for-profit) <input type="checkbox"/>
<b>Religious Affiliation (if any)</b>			
<b>Calendar System:</b>	Semester <input type="checkbox"/>	Quarter <input type="checkbox"/>	Trimester <input type="checkbox"/> Other
<b>Enrollment:</b>	Credit	Non-Credit	Total
<b>Degrees Offered:</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	M <input type="checkbox"/> ES <input type="checkbox"/>
	D (three or fewer Doctoral Degrees) <input type="checkbox"/>		D (four or more Doctoral Degrees) <input type="checkbox"/>

\*\*\*\*\* (For COC Use Only) \*\*\*\*\*

Institutional ID# \_\_\_\_\_

Level of Education \_\_\_\_\_

Staff Assignment \_\_\_\_\_

**ORGANIZATIONAL INFORMATION  
For Use by Staff Reviewing Application**

<b>1. Name of Institution</b>			
<b>2. Mailing Address</b>			
<b>3. City, State, Zip Code</b>			
<b>4. Main Switchboard Telephone Number</b>			
<b>5. Name of Chief Executive Officer</b>			
<b>6. Title of Chief Executive Officer</b>			
<b>7. Office address of Chief Executive Officer (including street, city, state, and zip code)</b>			
<b>8. Telephone number of Chief Executive Officer</b>			
<b>FAX Number</b>		<b>Email Address</b>	
<b>9. Name of the Chair of the Board</b>			
<b>10. Address of the Chair of the Board (including street, city, state, and zip code)</b>			
<b>11. Date institution was chartered or authorized</b>			
<b>12. By what agency is the institution legally authorized to provide a degree program?</b>			
<b>Name of institution as stated on the authorization/charter</b>			
<b>13. The calendar system at the institution is:</b>			
Semester <input type="checkbox"/>	Quarter <input type="checkbox"/>	Trimester <input type="checkbox"/>	Other
<b>14. Date institution enrolled (or will enroll) first students</b>			
<b>15. Date institution graduated (or will graduate) first class</b>			
<b>16. Dates fiscal year begins and ends</b>			
<b>17. Name of Auditing Firm or Name of Governmental Agency which audits institution's finances</b>			

## INSTRUCTIONS FOR COMPLETING AND SUBMITTING APPLICATION

1. Complete both Part A (Institutional Characteristics) and Part B (Core Requirements 2.1-2.11, Comprehensive Standards 3.3.1 and subsections, 3.5.1, and 3.7.1, and Federal Requirements 4.1-4.9).
2. Submit either two complete hard copies of the application or a disk containing the application with links to supporting documentation and one hard copy with documentation.
3. Be concise in completing the application and, when possible, limit the volume of paperwork submitted.
4. Include the catalog, student handbook, faculty manual, administrative or operational manual and any other documents necessary to establish compliance. If the application is submitted on a disk, there should be links to specific pages in supporting documents which establish compliance.
5. Attach the application fee\* to the application.
6. Send the application, supporting documents, and application fee to the President of the Commission on Colleges at the address on the front of the application.

- \* National Institutions \$10,000
- \* International Institutions \$15,000

# **PART A**

## **INSTITUTIONAL CHARACTERISTICS**

Provide a brief overview of the history of the institution sufficient to assist the reviewer of the application in understanding the nature of the institution and any unique features.

## TYPE OF CONTROL

### A. **Public**

State (If checked, which state system?) \_\_\_\_\_

Name of system president/chancellor \_\_\_\_\_

Address of system president/chancellor \_\_\_\_\_

Other (Specify) \_\_\_\_\_

### B. **Private**

Independent, not-for-profit

Name of corporation \_\_\_\_\_

Address of corporation \_\_\_\_\_

Religious Group (If checked, specify affiliation) \_\_\_\_\_

Independent, for-profit

Name of corporation \_\_\_\_\_

Address of corporation \_\_\_\_\_

Corporation Chief Executive Officer, Title, and Address \_\_\_\_\_

1. If this institution is one among other public institutions governed by the same governing board with a central system administration, on a separate sheet, provide the following information:
  - a. Describe the governing board.
  - b. Describe the reporting structure for the chief executive officers of each of the institutions.
  - c. Describe the procedure for the development and approval of academic policy and practice.
  - d. Describe the system's academic program review process.
  - e. Outline the budget process.
  - f. Describe the relationship between the system office and the applying institution.

2. If this institution is one among several institutions owned by the same corporate board, on a separate sheet, provide the following information:
  - a. Provide the name and location of the corporate headquarters.
  - b. Provide the name of each postsecondary institution owned by the corporation, its address, telephone number, and the name and title of each institution's chief administrator. Also, indicate whether each institution is accredited and the name of the accrediting agency.
  - c. Describe the duties and responsibilities of the corporate officers.
  - d. If the applying institution shares a single governing board with other institutions owned by the corporation, describe the governing board, its responsibilities and authority.
  - e. If each institution has a separate governing board:
    - (1) Describe the relationship between the corporate board and the governing boards of each of the institutions.
    - (2) Define the duties and responsibilities, appointment procedures, rotation policies, removal policies, organizational structure, committee structure, and frequency of meetings for the separate governing boards and for the corporate governing board.
    - (3) Describe the reporting structure for the chief executive officers of each of the institutions.
    - (4) Describe how the legal powers of the corporate board and the individual boards differ.
    - (5) Indicate whether degrees are conferred by the corporate board or the individual boards.
    - (6) Explain whether the corporate board or the individual boards make decisions affecting administrative services, staff support services, and academic programs and services.
    - (7) Explain whether or not members of the corporate board are also members of the individual governing boards.
3. Describe any change in sponsorship or control that occurred in the past year.

## **ORGANIZATIONAL CHART FOR THE INSTITUTION**

Provide an organizational chart for the institution making clear at a minimum the following information:

- (1) The relationship between the CEO of the institution and the governing board.
- (2) The administrative units of the institution with names of the administrative personnel heading each unit.
- (3) Additional detail concerning academic divisions and support units at the institution.

## EDUCATIONAL PROGRAMS

1. Level of offering (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s) requiring a minimum of 30 semester hours or the equivalent
- Master's degree program(s) requiring a minimum of 30 semester hours or the equivalent
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s) requiring a minimum of 30 semester hours or the equivalent
- Other (Specify) \_\_\_\_\_

2. List all Diploma Programs and Certificate Programs Offered

3. List all Associate degree programs offered (AAT, AAS, AS, and AA)

4. List all Baccalaureate degree programs offered (BA, BS, BFA, BAS, BBA, or other as specified)

5. List all Master's degree programs offered (MA, MS, MBA, MFA, or other as specified)

6. List all Doctoral degree programs offered (Ph.D, Ed.D, DBA, or other as specified)

7. Indicate what constitutes a normal credit hour load

a. Undergraduate credit hours	
b. Graduate credit hours	
c. Professional credit hours	
d. Other	

8. List **all agencies which currently accredit the institution or any of its programs**, the agency name, and the dates of the last review.

<u>Program</u>	<u>Accrediting Agency</u>	<u>Date of Last Review</u>

**METHOD(S) OF DELIVERY**  
**(Check all that apply and provide information for each)**

- On-Campus using Face to Face Delivery
- Off-Campus Physical Site(s) using Face to Face Delivery (See Pp. 5-6 of the Principles)

**For each site** provide the following information:

- (1) the location (complete address), indicating distance from main campus
- (2) the programs (or courses if complete programs are not offered) offered with an indication of whether 50% or more of a program or programs is offered at the site
- (3) the number of students enrolled
- (4) the name and position of the person administratively responsible for the site
- (5) how students access library/learning resources
- (6) how students access student support services
- (7) the number of full time faculty and the number of adjunct faculty teaching at each site

- Distance Learning by Correspondence (See Page 6 of the Principles of Accreditation)

- (1) Indicate who is administratively responsible for learning by correspondence
- (2) Indicate the programs (or courses if complete programs are not offered) offered by correspondence and the number of students enrolled
- (3) Indicate how correspondence students access library/learning resources
- (4) Indicate how correspondence students access student support services

- Distance Learning by Electronic Means (See page 6 of the Principles of Accreditation)

- (1) Indicate the type(s) of electronic delivery available to students
- (2) Indicate who (or what unit) at the institution is administratively responsible for distance learning by electronic means
- (3) Describe the information technology used to provide instruction by electronic means
- (4) Indicate the programs (or courses if complete programs are not offered) offered by electronic means
- (5) Indicate the number of students enrolled in programs or courses offered by electronic means
- (6) Indicate who is responsible for development of courses offered by electronic means
- (7) Indicate how students enrolled in these courses or programs access library/learning resources
- (8) Indicate how students enrolled in these courses or programs access student support services



## ENROLLMENT DATA

Please report enrollment for the *most recent fall term* in the following categories. Include all degree and non-degree students, wherever or however instruction takes place. Use the following Commission definitions in your computation:

**A full-time undergraduate student is one who is enrolled for 12 or more credit hours.**

**A full-time post-baccalaureate/graduate student is one who is enrolled for 9 or more credit hours.**

### For-Credit, Full-Time Undergraduate and Post-Baccalaureate Students

1. Total number of full-time undergraduate students (those taking 12 or more credit hours): \_\_\_\_\_
2. Total number of full-time post-baccalaureate (master's or doctoral programs or other for-credit programs) students (those taking 9 or more credit hours): \_\_\_\_\_

### For-Credit, Part-Time Undergraduate and Post-Baccalaureate Students

3. a. Total hours of all undergraduate students carrying fewer than 12 credit hours (definition of part-time student): \_\_\_\_\_(hours)
- b. Divide the total hours in 3a by 12, rounding to the nearest whole number: \_\_\_\_\_
4. a. Total hours of all post-baccalaureate students (master's or doctoral programs, or other for-credit programs) carrying fewer than 9 credit hours (definition of part-time student): \_\_\_\_\_ (hours)
- b. Divide total hours in 4a by 9, rounding to the nearest whole number: \_\_\_\_\_
5. Total of lines 1, 2, 3b, and 4b: \_\_\_\_\_

### Non-Credit

6. a. For **each** non-credit course offered *in the most recent fall term*, multiply the total number of contact hours for the course (as determined by your institution) by the total number of students enrolled in the course. Add resulting figures for all non-credit courses (See example below). \_\_\_\_\_
- b. Divide combined total in 6a by 168 if your institution is on a semester or trimester system (12 hours/week x 14 weeks), **or** by 120 if your institution is on a quarter system (12 hours/week x 10 weeks). Round the quotient to the nearest whole number: \_\_\_\_\_

**Total** Total of items 5 and 6b: \_\_\_\_\_

#### Example for calculating 6a above:

*An institution has five non-credit courses. Course one has 17 students and 20 course contact hours; course two has 11 students and 15 contact hours; and course three has 10 students and 15 contact hours.*

Calculation for Part 6a.	Students	Contact Hours			
Course one:	17	x	20	=	340
Course two:	11	x	15	=	165
Course three:	10	x	15	=	<u>150</u>
Calculation Total for Part 6a. =					655

## FACULTY QUALIFICATIONS

The *Principles of Accreditation, Comprehensive Standard 3.7.1*, requires that an institution provide documentation that each faculty member (full and part time) is qualified to teach the course or courses assigned to him/her. That Standard states as follows:

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

It is very important that the institution make clear how the qualifications of the faculty member relate to the course(s) assigned to him/her. If necessary, the institution should indicate how the degrees, certifications, or professional or work experiences relate directly to specific components of the course description and/or outcomes of the course. The institution may use additional pages if there is not enough room on the form.

Please provide the following information in order to document appropriate faculty qualifications. Use the format on the form entitled "Faculty Roster Form" on the following page, ensuring that all of the information requested on the form is provided.

1. List the qualifications of each faculty member employed during the **most recent Spring Term** and the **most recent Fall Term**. Information for the terms may be combined. Qualifications should relate directly to the content of the courses assigned.
2. In column # 1 designate each faculty member as full time (F) or part time (P) within each discipline or department.
3. In column # 2 list from the catalog the course prefix, course number, and course title of each course assigned to the faculty member. Designate whether the course is developmental (D), undergraduate non-transferable (UN), undergraduate transferable (UT), or graduate (G).
4. In column # 3 list the degree(s) and graduate work and institution(s) where they were completed which qualify the faculty member to teach the course(s) assigned to him/her. If it is not readily apparent from the name of the degree that the faculty member would be qualified, then list the specific graduate courses taken (with course number, name, and hours) that qualify the faculty member to teach the course(s) assigned.
5. In column # 4 list any additional experiences or certifications which would qualify the faculty member to teach the course(s) assigned.
6. If course work is offered at extended sites, report the qualifications of all faculty members teaching at each site (organized by site name).
7. Number all pages.

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution:

Name of Primary Department, Academic Program, or Discipline:

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

## LIBRARY/LEARNING RESOURCES

### 1. SPACE USAGE

Describe the Library/Learning Resources physical facilities and, of the total, indicate the amount of space devoted to each of the following:

- a. Stack areas for shelving volumes \_\_\_\_\_
- b. Seating capacity \_\_\_\_\_
- c. Staff office and work areas \_\_\_\_\_
- d. Other areas (e.g., media production, learning labs, and listening rooms) \_\_\_\_\_
- e. Total square feet allocated to library functions \_\_\_\_\_

### 2. LIBRARY STAFF

<u>Library Staff</u>	<u>Full-time #</u>	<u>Part-time #</u>	<u>Name(s) and Qualifications</u>
1. Librarians			
2. Other professional staff on the library budget (media specialists, subject bibliographers, etc.,)			
3. Para-professional staff (Undergraduate degree in library science)			
4. Support staff (technical, clerical)			

#### Student Assistance

- 1. Number of hours of student assistance by students employed on an hourly basis charged to the library budget \_\_\_\_\_
- 2. Number of hours of student assistance by students employed on an hourly basis charged to budgets other than the library \_\_\_\_\_

### 3. LIBRARY MATERIALS

**Directions:** For each of the library material descriptions listed below, please provide the following information:

- a. *Number held 2 years ago*
- b. *Number held at the end of previous year*
- c. *Number added this fiscal year*
- d. *Number withdrawn this fiscal year*
- e. *Number held at the end of this fiscal year*

- A. Bound volumes (exclude bound periodicals and microfilms)
- B. Paid current periodical subscriptions
- C. Free current periodical subscriptions
- D. Current newspaper subscriptions
- E. Current serial subscriptions (include annual proceedings, etc.)
- F. Separate government documents
- G. Other

### 4. INFORMATION TECHNOLOGY AND ELECTRONIC RESOURCES

Describe all learning resources provided by electronic means.

Describe the computer resources dedicated to library/learning resources.

## 5. COOPERATIVE AGREEMENTS

List cooperative agreements with other libraries and agencies

For each agreement, provide a signed copy of the cooperative agreement which includes, but is not limited to, provision for student access, provision for review, provision for assistance to students, and provision for enhancing the collections.

For each cooperative agreement, describe how the resources of the other library or agency support specifically the programs offered by the institution.

## 6. ANALYSIS OF LIBRARY RESOURCES

**Directions: The two columns "percent of total collection" and "percent of total acquisitions" refer to the number of bound volumes - excluding bound periodicals and microfilms.**

<u>Area</u>	<u>Classification</u>		<u>Percent of Total Collection</u>
	<u>D.C.</u>	<u>L.C.</u>	
Humanities & General Works	000,100 200,400 700,800	A,B,M,N, P,Z	
Social Sciences	300,900	C,D,E,F, G,H,J,K,L	
Physical Sciences, including Mathematics	500,559	Q - QE	
Biomedical Sciences	560-599, 610-619	QH - QR R,S	
Technology (Engineering)	600,609 620,699	T,U,V	
Unclassified Materials			

## FINANCIAL RESOURCES

Date Fiscal Year Ends \_\_\_\_\_

Please refer to College and University Business Administration, current edition\* for definitions of the categories used in this section. Audits of Colleges and Universities and Audits of Not-For-Profit Organizations, published by the American Institute of Certified Public Accountants may also be referred to as a supplemental source of definitions.

\* Available from: National Association of College and University  
Business Officers  
One Dupont Circle, N.W.  
Washington, D.C. 20036

1. Provide, with appropriate detail for the past three years, the following applicable supplementary schedules:
  - A. Summary of investments, with breakdown of unrestricted, temporarily restricted, and permanently restricted
  - B. Summary of property, plant, and equipment
  - C. Schedule of long-term debt, including terms and interest rates
  - D. Schedule of short-term debt, including terms and interest rates
  - E. Schedule of disbursements and/or dividends to stockholders or owners
  - F. A list of the names of the principal stockholders.
2. Provide information requested on the following two tables.

### NOTES FOR THE NEXT PAGE

- \* Percentage of Total Current Funds Revenues
- \*\* Excludes appropriations, gifts, grants, endowment, and sales and services for hospitals (not medical schools)
- \*\*\* Amounts relating to the hospital only. Medical school revenues should be reported on lines 2 through 14, as appropriate.

REVENUES BY SOURCE FOR PAST THREE YEARS

Source of Funds	Line	Year Amount / %*	Year Amount / %*	Year Amount / %*
Tuition and Fees	1			
Government Appropriations**				
Federal	2			
State	3			
Local	4			
Government Grants & Contracts**				
Federal unrestricted	5			
Federal restricted	6			
State unrestricted	7			
State restricted	8			
Local unrestricted	9			
Local restricted	10			
Private Gifts, Grants and Contracts**				
Unrestricted	11			
Restricted	12			
Endowment Income**				
Unrestricted	13			
Restricted	14			
Sales and Services**				
Educational Activities	15			
Auxiliary Enterprises	16			
Hospitals***	17			
Borrowed Funds	18			
Other Sources**	19			
Independent Operations	20			
<b>Total (sum of lines 1-20)</b>				

EXPENDITURES AND TRANSFERS FOR PAST THREE YEARS

Function of Expenditures	Line	Year Amount /%	Year Amount /%	Year Amount /%
Education & General				
Instruction	1			
Research	2			
Public Service	3			
Academic Support	4			
Libraries	5			
Student Services	6			
Institutional Support	7			
Operation & Maintenance	8			
Scholarships & Fellowships				
From unrestricted funds	9			
From restricted funds	10			
Mandatory Transfers	11			
Nonmandatory Transfers	12			
<b>Total Educ &amp; Gen Expend. &amp; Transfers (sum of lines 1 - 12)</b>	13			
Auxiliary Enterprises				
mandatory transfers	14			
nonmandatory transfers	15			
Hospitals				
mandatory transfers	16			
nonmandatory transfers	17			
Independent Operations				
mandatory transfers	18			
nonmandatory transfers	19			
Other (specify)	20			
<b>Total Expend. &amp; Transfers (sum of lines 13-20)</b>				

## PHYSICAL RESOURCES

List (for each campus location) all existing buildings used for instruction, housing, and student activities and all buildings under construction (indicate date of completion of construction in parenthesis). Do not list homes used exclusively for faculty or administrative residences. (If a building is used as a residence hall, indicate student housing capacity for each building.) List according to sites or campuses. Comment on the quality of each building, considering the following conditions:

1. General adequacy
2. Size
3. Fireproof quality
4. Present state of repair/construction

**PART B**

**DOCUMENTATION OF COMPLIANCE**

**CORE REQUIREMENTS 2.1-2.11**  
**COMPREHENSIVE STANDARDS 3.3.1, 3.5.1, and 3.7.1**  
**FEDERAL REQUIREMENTS 4.1-4.9**

An institution seeking membership with the Commission on Colleges must document its compliance with Core Requirements 2.1-2.11, Comprehensive Standards 3.3.1 and subsections, 3.5.1, and 3.7.1, and Federal Requirements 4.1-4.9. Please note that applicants do not address Core Requirement 2.12. All documentation must be included as part of the completed Application Form and sent to the Commission office.

## Core Requirement 2.1

The institution has degree-granting authority from the appropriate government agency or agencies. **(Degree-granting Authority)**

### Minimum Documentation Required

A copy of the charter or letter of authorization from the appropriate agency/organization indicating that the institution may award degrees and specifying which degrees may be awarded.

## Core Requirement 2.2

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

### Minimum Documentation Required

1. A list of board members including the following:
  - (a) names, addresses, places of employment, term(s) of office and compensation (if any) for board service
  - (b) designation of which board members, if any, are employees of the institution
  - (c) designation of which board members have any contractual or personal or familial financial interest in the institution
2. A copy of the articles of incorporation (if applicable) and a copy of the bylaws.
3. Board rules and policies.
4. Minutes of board meetings for the past two years providing evidence that the governing

board is an active policy-making body.

## Core Requirement 2.3

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

### Minimum Documentation Required

1. Name of the chief executive officer and his/her title.
2. A position description for the chief executive officer defining specific duties and responsibilities.
3. A list of other employment duties/responsibilities, if any, of the CEO, both external and internal to the institution (such as chief executive officer of the system or head of another institution/school).
4. Administrative policy manual.

## Core Requirement 2.4

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

### Minimum Documentation Required

1. A copy of the institution's mission statement as it appears on the website, in the catalog and in other institutional documents.
2. A description of how it was developed and approved and how it is reviewed.
3. A list of institutional publications where the mission statement is described.

## Core Requirement 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

## Comprehensive Standard 3.3.1

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate

## Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which students have attained them.

### Minimum Documentation Required for Core Requirement 2.5 and Comprehensive Standards 3.3.1 and 3.5.1

1. A description of the institutional planning and evaluation processes, including an explanation of how all units of the institution are integrated into the planning process and how the planning and evaluation processes intersect with the budgeting process. (Core Requirement 2.5)
2. Evidence demonstrating that the institutional planning and evaluation processes are reviewed systematically and result in continuing improvement in institutional quality and evidence demonstrating that the institution is effectively accomplishing its mission. (Core Requirement 2.5)
3. A description of the research component which supports the planning and evaluation processes. (Core Requirement 2.5)
4. Identification of who is responsible for ensuring that the planning and evaluation processes function systematically. (Core Requirement 2.5)
5. Provision of a time line by which the processes function. (Core Requirement 2.5)
6. A copy of the institution's master (or strategic) plan, including the institutional goals and an indication of how the plan relates specifically to the mission of the institution. (Core Requirement 2.5)
7. A copy of the plan for the upkeep of property; the comprehensive safety plan; the current facilities master plan; and the financial plan. (Core Requirement 2.5)
8. A copy of goals and objectives (or outcomes) for all units of the institution and identification of student learning outcomes for educational programs and expected outcomes for administrative and academic and student support units. Evidence of assessment of achievement of goals and objectives for all educational programs and administrative and support units, of learning outcomes for all educational programs, and of outcomes for all administrative and support units. Identification of how the results of assessment have been used for improvement of each educational program and each unit. (Comprehensive Standard 3.3.1 and subsections)
9. A list of competencies for the general education component (or core) and identification of the extent to which students have attained the competencies. (Comprehensive Standard 3.5.1)

## Core Requirement 2.6

The institution is in operation and has students enrolled in degree programs. (**Continuous Operation**)

### Minimum Documentation Required

A list of programs and the number of students enrolled in each program.

## Core Requirement 2.7

- 2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**
- 2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**
- 2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**
- 2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") **(Coursework for Degrees)**

### Minimum Documentation Required

1. Identification of number of hours required for degree programs.
2. A justification and rationale for program equivalency, if appropriate, for the length of degrees.
3. Demonstration that degree programs are appropriate to the institution's mission.
4. Description of the general education component including a coherent rationale for the component.
5. A list of courses in the required general education core and the number of hours required.

6. Identification in the general education component of at least one required course in each of the three categories: humanities/fine arts; social/behavioral sciences; mathematics/natural sciences.
7. If the institution does not offer instruction for all course work for at least one degree program at each level that it awards degrees, it provides justification for an alternative approach (consistent with the referenced Commission policy).

### **Core Requirement 2.8**

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. **(Faculty)**

### **Comprehensive Standard 3.7.1**

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See *Commission guidelines "Faculty Credentials."*) **(Faculty competence)**

#### Minimum Documentation Required for CR 2.8 and CS 3.7.1

1. A faculty roster documenting qualifications of faculty members to teach courses assigned to them (see Part A of the application).
2. The policy at the institution designating expectations of full time faculty (such as number of courses assigned per term, expected advising duties, committee service, curriculum/program review, etc.).
3. A list of faculty members for each academic program and their loads establishing that the number of full time faculty (and number of part time faculty) is adequate to provide the programs and services of the institution.
4. A copy of the current schedule of courses including the names of faculty members assigned to teach the courses.

## Core Requirement 2.9

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

### Minimum Documentation Required

1. Information requested in Part A relating to library resources and services.
2. Copies of contracts with institutions which provide library services (written, formal agreements with other libraries for resource materials and services).
3. Evidence that library/learning resources located at the institution, those accessed through cooperative agreements, and those accessed through electronic means relate to and sufficiently support the specific programs offered by the institution.
4. Evidence that the institution provides instruction to students, both on campus and at a distance (if applicable), concerning how to access and use learning resources provided by the institution.

## Core Requirement 2.10

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student Support Services)**

### Minimum Documentation Required

1. A list and description of academic support programs for all students regardless of where the students are located or how they access courses offered by the institution.
2. A list and description of other student support programs and services provided to students regardless of where the students are located or how they access courses offered by the institution.
3. A list of student activities available to students, including athletic programs.
2. Student Handbook.
3. Organizational Chart for Student Development (or Support) Services.

## Core Requirement 2.11.1

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

Audit and other financial requirements for applicant institutions are found in the Commission

policy “Accreditation Procedures for Applicant Institutions.” **(Financial Resources)**

These audit requirements are as follows:

As part of its demonstration of compliance with Core Requirement 2.11.1, an institution must include in its application separate institutional audits and management letters for its three most recent fiscal years, including that for the fiscal year ending immediately prior to the date of submission of the application. The institution also must provide with the application an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board, and a schedule of changes in unrestricted net assets, excluding plant and plant related debt (short and long term debt attached to physical assets). Further, the institution must provide a separate audit and management letter for the most recent fiscal year ending prior to any committee visit for Candidacy, Candidacy renewal, or initial Membership and prior to any review by the Commission’s Board of Trustees. All audits must be conducted by independent certified public accountants or an appropriate governmental auditing agency.

If the institution is a part of a SACSCOC accredited institution and is seeking separate accreditation, the audit and management letter for the most recently completed fiscal year must accompany the application. Audits for the two previous years may be audits for the “parent” institution with financial information for the entity seeking separate accreditation included.

If the institution is a non-U.S. institution, it must provide audits and management letters in U.S. dollars with footnotes translated into English.

An applicant or Candidate institution must not show an annual or cumulative operating deficit at any time during the application process or at any time during Candidacy.

Minimum Documentation Required

1. Audits and management letters for the three most recent fiscal years, including that for the fiscal year ending immediately prior to the date of the submission of the application. If the institution is a part of a system, the most recent of the three audits must be a separate audit for the institution itself.
2. Information requested in Part A (sources and percentages of revenues during the past three years and operating expenses during the past three years, including expenditures in auxiliary enterprises and other operations).
3. Assets and liabilities of the institution during the past three years.
4. A schedule of fund balances for the past three years.
5. If a proprietary institution, statements describing the amount of net worth or equity and the amount of net income for the past three years.
6. Narrative establishing the financial health and stability of the institution with reference to its ability to provide adequate faculty, learning resources, student support, and physical facilities for the programs and services it offers.

## **Core Requirement 2.11.2**

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

### Minimum Documentation Required

1. Provide information as requested in Part A.
2. Provide narrative describing the adequacy of physical resources to support its programs and services.

## **Core Requirement 2.12**

Applicant Institutions do not address this requirement.

## **Federal Requirement 4.1**

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

### Minimum Documentation Required

1. Data indicating, as appropriate to the institution's educational programs and mission, course completion, performance on licensing examinations, state board examinations, job placement, student success after transfer or admission to graduate school, etc.

## **Federal Requirement 4.2**

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates or degrees awarded.

### Minimum Documentation Required

1. Narrative linking institution's mission and its curriculum.

## **Federal Requirement 4.3**

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

### Minimum Documentation Required

1. Include publications and cite specifically where academic calendars, grading policies, and refund policies can be found.

## **Federal Requirement 4.4**

Program length is appropriate for each of the institution's educational programs.

### Minimum Documentation Required

1. Note program length for educational programs and describe appropriateness of program length.

## **Federal Requirement 4.5**

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See *Commission policy "Complaint Procedures for the Commission or its Accredited Institutions."*)

### Minimum Documentation Required

1. Include a copy of the institution's policies and procedures for addressing written student complaints.
2. Include an example of a complaint demonstrating that the institution followed its policies and procedures (do not include names in the example).

## **Federal Requirement 4.6**

Recruitment materials and presentations accurately represent the institution's practices and policies.

### Minimum Documentation Required

1. Include a sample of recruitment materials and descriptions of a sample presentation and note accuracy of samples relative to the institution's practices and policies (such as admissions policies or academic policies).

## **Federal Requirement 4.7**

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.)

### Minimum Documentation Required

1. If the institution receives Federal Financial Aid under Title IV, it should provide its most recent financial aid audit and any letters within the last two years reflecting issues of non-compliance.

## Federal Requirement 4.8

An institution that offers distance or correspondence education

**4.8.1** demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

**4.8.2** has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

**4.8.3** has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

### Minimum Documentation Required

1. A description of the method used to verify the identity of students in distance or correspondence education courses or programs.
2. The written procedure for protecting the privacy of students in distance or correspondence education courses or programs.
3. The written procedure notifying students of any additional charges associated with verification of student identity and evidence that it is distributed to students at enrollment or registration.

## Federal Requirement 4.9

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education and Commission policy (**Definition of credit hours**) (See Commission policy "Credit Hours")

### Minimum Documentation Required

1. Policies and procedures for determining credit hours awarded to courses and programs and demonstration that the awarding of credit hours conforms to commonly accepted practice and Commission policy.