PROCEEDINGS

A Communiqué of the Commission on Colleges

Jennifer James to Address SACS-COC Delegates

Jennifer James will talk on "Thinking in the Future Tense" at the 110th Annual Meeting of the Commission on Colleges on Monday, December 5, 2005, at 9:00 a.m. at the Hyatt Regency Atlanta. She is a cultural anthro-pologist, lecturer, writer and commentator, known to audiences around the world for her innovative ideas. Dr. James works on an international level with corporations and associations helping people to meet the challenges of today's transitions. Her speeches and seminars deal with the human face of technological change and the development of thinking skills. Dr. James specializes in cultural change, diversity, and marketing intelligence. She regularly receives standing ovations and is

described by clients, ranging from Georgia-Pacific, Lockheed Martin, Pfizer Pharmaceuticals and the National Association of School Boards, as "inspiring, incredible, thought-provoking, innovative, humorous, energizing, empowering, just brilliant" and "the best speaker I have ever heard."

Dr. James has authored seven books, including *Windows*, *Success Is the Quality of Your Journey*, and *Thinking in the Future Tense*. She has written more than 50 academic articles and wrote a newspaper column for the *Seattle Times* for 18 years. Jennifer has filmed two PBS specials titled, "Thinking in the Future Tense" and "A Workout for the Mind." She is currently writing a book, *Cultural Intelligence* for Harvard Business Press.

Dr. James earned her master's in history and psychology and her doctorate in cultural anthropology. Before entering the public arena, she was a professor of

psychiatry and behavioral sciences at the University of Washington Medical School for 12 years. She has been a National Institute of Mental Health Fellow, and has served on research review committees and on the editorial board of academic journals. Dr. James has received many honors including excellence in journalism awards, an International Film Festival gold medal, a CINDY Award for special achievement in cinema and industry, and was Billboard Radio Personality of the Year. She is the founder of the Committee for Children, a nonprofit organization that develops curricula for the protection of children and the development of alterna-tives to violence. These curricula, "Talking About Touching, Second Step" and "Steps To Respect," are now taught in every state and in 37 other countries.

Belle Wheelan Named President of the Commission on Colleges

On July 24, 2005, Virginia's former secretary of education, Dr. Belle S. Wheelan, began her tenure as president of the Commission on Colleges following a 12-month national search. Dr. Wheelan succeeds Dr. James T. Rogers who retired in July after 20 years as executive director and established the Commission as a national leader of accredi-tation in the United States. "We believe we have found the right person in Dr. Wheelan to continue that legacy," said current Commission Chair James F. Barker, president of Clemson University. "She has a unique blend of expertise in higher education and public affairs and can provide very effective leadership."

Dr. Wheelan is very familiar with the practices of the Commission. During her tenures as president of institutions in the southern region, she served on numerous visiting committees and chaired several of them.

Belle Wheelan

"I am thrilled to have been chosen to work with the members of the Commission on Colleges to ensure that higher education in the South continues to provide quality programs that will prepare students for the future," Dr. Wheelan said.

She began her academic career at Trinity University in San Antonio, Texas, where she earned a BA with a double major in psychology and sociology. She holds a master's degree from Louisiana State University and a doctorate in educational administration from the University of Texas at Austin. Prior to her state appointment, Dr. Wheelan served for 3 years as president of Northern Virginia Community College—with 64,000 students. It is Virginia's largest institution of higher education and the second largest community college in the nation. When she was named president of Central Virginia Community College in 1992, she was the first African American woman to serve as president of a 2- or 4-year public institution of higher education in the Commonwealth of Virginia. Prior to her presidencies, she held faculty and administrative posts at the Portsmouth Campus of Tidewater Community College in Virginia, Thomas Nelson Community College in Hampton, Virginia, and San Antonio College in Texas.

Past issues of the Proceedings can be found by clicking on "Policies and Publications" on our Web site: http://www.sacscoc.org/.

Commissioners Approve Statement on Ethics

During its executive session on June 23, 2005, the Commission on Colleges approved a new policy for its 77 members: "A Statement on the Responsibilities and the Ethical Obligations of Commissioners." The statement outlines commissioner obligations to each other, to staff, and to institutions and focuses on confidentiality and conflict of interest when taking action on the accreditation status of institutions. It also provides a process for removing commissioners from office when they fail to meet their ethical and participatory obligations. The Commission's Executive Council directed staff to develop comparable statements for evaluators and staff.

The Commission also approved formal interpretations to Comprehensive Standards (CS) 3.2.5 and 3.2.12. CS 3.2.5, regarding the dismissal of governing board members, expects an institution to have a policy that addresses grounds and procedures for dismissal. CS 3.2.12 requires the president to have ultimate control of the institution's fundraising activities. The interpretation makes the distinction that CS 3.2.12 focuses on institutional fundraising, while CS 3.2.13 addresses fund-raising activities of the institution's foundations that are independent and separately incorporated. The approved interpretations are available on the Commission's Web site at www.sacscoc.org.

Although revised in 2003, the Commission recently adopted additional modifications to its policy, "Integrity and Accuracy in Institutional Representation." The modifications (1) stress the president's obligation to review and ensure the accuracy and integrity of materials submitted by the institution and (2) make it clear that the Commission accredits institutions and not individuals. Therefore, any individual who reports to the Commission on behalf of the institution obligates the institution in all matters regarding institutional integrity. This policy also can be accessed on the Commission's Web site.

In addition to the policies approved by Commissioners, the Commission's 13-member Executive Council endorsed a faculty roster form for reporting the qualifications of full-time and part-time faculty teaching in diploma, certificate, and degree programs, and those faculty teaching remedial/ developmental credit courses. Institutions will be asked to use the form, or a similar document developed by an institution, for reaffirmation, applicable substantive changes, monitoring reports, or other activities as requested by staff. The form and instructions for its completion are available on the Commission's Web site.

SUMMER INSTITUTE HIGHLIGHTS

Professor Richard Light opened the Summer Institute by discussing "Developing the Capacity to Become a Learning-Centered Institution."

Actions on Accreditation Taken by the Commission

At its meeting on June 23, 2005, the Commission on Colleges reviewed the recommendations of the Committees on Compliance and Reports and of the Executive Council and reaffirmed the accreditation of 37 institutions, denied seven, granted initial accreditation to two institutions, and granted candidacy to two. It took action on 78 cases and reviewed an additional 39 monitoring reports. *(Actions on monitoring reports are not disclosed to the public unless an action includes the imposition of a public sanction.)* A summary of those actions is listed below; a more extensive report is available at www.sacscoc.org.

The Commission reaffirmed the accreditation of the following institutions:

Art Institute of Houston, Houston, TX
Baptist Memorial College of Health Sciences, Memphis, TN
Bishop State Community College, Mobile, AL
Blinn College, Brenham, TX
Blue Mountain College, Blue Mountain, MS
Blue Ridge Community College, Weyers Cave, VA
Central Alabama Community College, Alexander City, AL
Central Georgia Technical College, Macon, GA
Central Texas College, Killeen, TX
Clear Creek Baptist Bible College, Pineville, KY
Coker College, Hartsville, SC
Columbus Technical College, Columbus, GA
Copiah-Lincoln Community College, Wesson, MS
Denmark Technical College, Denmark, SC
Galveston College, Galveston, TX
Guilford Technical Community College, Jamestown, NC
Judson College, Marion, AL
Lamar Institute of Technology, Beaumont, TX
Lamar State College—Orange, Orange, TX
Louisiana State University at Alexandria, Alexandria, LA
Magnolia Bible College, Kosciusko, MS
Manatee Community College, Bradenton, FL
Mayland Community College, Spruce Pine, NC
Miami-Dade College, Miami, FL
Midway College, Midway, KY
North Florida Community College, Madison, FL
Northeast Alabama Community College, Rainsville, AL
Roanoke Bible College, Elizabeth City, NC
Southwest Tennessee Community College, Memphis, TN
Stanly Community College, Albemarle, NC
Tallahassee Community College, Tallahassee, FL
Texas State Technical College—Harlingen, Harlingen, TX
Texas State Technical College—West Texas, Sweetwater, TX
Wake Technical Community College, Raleigh, NC
Wallace State Community College, Hanceville, AL
Warren Wilson College, Asheville, NC
Wilson Technical Community College, Wilson, NC

The Commission granted initial accreditation to the following institutions:
(retroactive to January 1, 2005)

Albany Technical College, Albany, GA *(Level I)*
Middle Georgia Technical College, Warner Robins, GA *(Level I)*

The Commission granted initial candidacy to the following institutions:
(effective June 23, 2005)
Southeastern Technical College, Vidalia, GA *(Level I)*
West Georgia Technical College, LaGrange, GA *(Level I)*

The Commission removed the following institutions from Warning:

East Central Community College, Decatur, MS
Texas Woman's University, Denton, TX

The Commission accredited the following member institutions at a more advanced degree level:

Anderson College, Anderson, SC
    Moved from Level II to Level III offering the Master of Education degree
Our Lady of the Lake College, Baton Rouge, LA
    Moved from Level II to Level III offering the Master of Science degree in Physician Assistant, in Anesthesiology, and in Nursing

The Commission approved the following consolidation/mergers:

Jefferson Community College, Louisville, KY
    Consolidation/merger of Jefferson Technical College with Jefferson Community College to be called Jefferson Community and Technical College
Lawson State Community College, Birmingham, AL
    Consolidation/merger of Lawson State Community College and Bessemer State Technical College to be called T. A. Lawson State Community College

The Commission removed the following institutions from Probation:

Austin Graduate School of Theology, Austin, TX
Odessa College, Odessa, TX
Wingate University, Wingate, NC

Special Action

The Commission reinstated the accreditation of the following institution, denied reaffirmation of accreditation, and placed it on Warning:

Edward Waters College, Jacksonville, FL
    For 12 months for failure to comply with Core Requirement 2.12 (Quality Enhancement Plan) and Comprehensive Standard 3.4.11 (All Educational Programs) of the *Principles of Accreditation: Foundations for Quality Enhancement.*

Sanctions and Other Negative Actions

The Commission denied accreditation at a more advanced degree level to the following member institutions:

Baptist College of Florida, Graceville, FL
    Denied approval of membership at Level III to offer the Master of Arts in Christian Studies degree
Bryan College, Dayton, TN
    Denied approval of membership at Level III to offer the Master of Business Administration degree
Howard Payne University, Brownwood, TX
    Denied approval of membership at Level III to offer the Master of Arts in Youth Ministry degree and an online distance learning program

North Greenville College, Tigerville, SC
    Denied approval of membership at Level III to offer the Master of Business Administration and the Master of Christian Ministry degree programs

The Commission denied reaffirmation of accreditation, continued accreditation, and placed the following institutions on Warning:

Catawba Valley Community College, Hickory, NC
    For 12 months for failure to comply with Core Requirement 2.5 (Institutional Effectiveness) of the *Principles of Accreditation.*
Collin County Community College District, Plano, TX
    For 12 months for failure to comply with Core Requirement 2.12 (Quality Enhancement Plan) of the *Principles of Accreditation.*
Lon Morris College, Jacksonville, TX
    For 12 months for failure to comply with Core Requirement 2.12 (Quality Enhancement Plan) of the *Principles of Accreditation.*
Marion Military Institute, Marion, AL
    For 12 months for failure to comply with Core Requirement 2.5 (Institutional Effectiveness) and Core Requirement 2.11 (Resources) of the *Principles of Accreditation.*
South College, Knoxville, TN
    For 6 months for failure to comply with Core Requirement 2.9 (Learning Resources and Services); and Comprehensive Standards 3.7.1 (Faculty); 3.8.1 (Library and Other Learning Resources); 3.8.3 (Library and Other Learning Resources); 3.10.1 (Financial and Physical Resources); and 3.10.2 (Financial and Physical Resources) of the *Principles of Accreditation.*

The Commission placed the following institutions on Warning:

St. Andrews Presbyterian College, Laurinburg, NC
    For 6 months for failure to comply with Core Requirement 2.11 (Resources) and Comprehensive Standard 3.10.1 (Financial Resources) of the *Principles of Accreditation.*
Thomas More College, Crestview, KY
    For 6 months for failure to comply with Comprehensive Standard 3.10.1 (Financial and Physical Resources) of the *Principles of Accreditation.*
Virginia Union University, Richmond, VA
    For 12 months for failure to comply with Comprehensive Standard 3.7.1 (Faculty) of the *Principles of Accreditation.*

The Commission continued the accreditation of the following institution for good cause, and placed it on Probation:

Beacon College, Leesburg, FL
    For 6 months for failure to comply with Core Requirement 2.11 (Resources) of the *Principles of Accreditation.*

Resource Manual for the Principles of Accreditation Approved by the Executive Council

The *Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement*—designed to provide guidance to institutions as they seek to determine the extent of their compliance with Commission requirements and standards—was approved by the Executive Council during its meeting in June and will be ready for distribution to the membership in October.

The manual is intended to stimulate thinking when institutional personnel assess compliance with the Core Requirements and Comprehensive Standards without prescribing a specific institutional practice or approach or providing a mandatory "checklist" to be followed. While acknowledging the diverse nature of institutional missions and the range of educational programs represented within the membership of the Commission, the manual provides a rationale and notes, related questions, and sample documentation that an institution might consider as it assesses its compliance with the accreditation requirements and standards.

Nine committees of 72 individuals worked throughout the past 15 months to create the manual. It does not duplicate other handbooks that have been developed by the Commission; rather, it can be used in concert with those handbooks and the policies and guidelines of the Commission.

MYTH or FACT?

1. **Institutions are responsible for recommending two individuals to serve as Lead QEP Evaluators on their On-Site Review Committee for reaffirmation of accreditation.**

Fact: An institution conducting its review leading to reaffirmation of accreditation is expected to nominate two candidates to serve on the On-Site Review Committee as lead evaluators for the Quality Enhancement Plan (QEP). The nominee should have special expertise related to the QEP and have no conflict of interest in connection with the evaluation. The Commission's conflict of interest policy applies to nominating lead evaluators for the QEP. The names of individuals should be forwarded to the institution's Commission staff representative 8 weeks in advance of the site visit and, when approved, will be invited by staff to serve on the on-site committee. For more information, access "QEP Lead Evaluator Nomination Process" available at www.sacscoc.org.

2. **An institution is responsible for reporting and seeking approval prior to the initiation of all off-campus sites where students can earn at least 50 percent of the credits toward an educational program—*regardless how many off-campus sites the institution currently supports.***

Fact: In accordance with federal mandates, the Commission is expected to approve all such sites before initiation of courses and programs offered at the site. This does not mean all sites reported will be reviewed by an on-site team. The first three off-site locations established by an institution are required to receive review teams. After that, site visits are normally not authorized unless an institution's prospectus has been referred to the Committees on Compliance and Reports, the institution is on sanction, or other circumstances exist that may warrant an on-site review. For more information, access "Substantive Change Procedures" available at www.sacscoc.org.

3. **In the *Principles of Accreditation*, the only federal requirements that an institution must meet are those included in Section 4, Federal Requirements.**

Myth: As a gatekeeper recognized by the U.S. Department of Education (DOE) for Title IV funds, the Commission undergoes a review every 5 years to ensure that our Commission continues to meet the Secretary of Education's criteria for recognition. When the *Principles* document was developed, the task forces involved in the process understood that some DOE criteria could be incorporated as part of the *Principles* and others could not. Those that were more prescriptive or more specific to the role of the federal government were listed in Section 4.

SUMMER INSTITUTE HIGHLIGHTS

Institutional representatives talk about linking accreditation, student learning, and the Quality Enhancement Plan.

FEATURED SESSIONS - 2005 SACS-COC ANNUAL MEETING

Below is a list of concurrent sessions organized by tracks to be presented at the
2005 SACS-COC Annual Meeting in Atlanta.

Track One

Accreditation, Integrity, and the Compliance Certification

Sessions in this track will review various institutional approaches to developing the Compliance Certification in the *Principles of Accreditation: Foundations for Quality Enhancement*. A commitment to integrity will be emphasized in sesssions that address the standards, policies, and procedures of the Commission. Presenters will include Commission staff, experienced committee chairs and evaluators, and institutional representatives.

❖ Taking the Mystery out of Accreditation Report Preparation: Team, Tools, and Technology

❖ Emulate the Best, Create the Rest: Producing a Quality Compliance Certification

❖ Lessons from the Rearview Mirror: Strategies for a Successful Compliance Certification Report and Off-Site Review

❖ Quality Measurement or Compliance Control?: A Critical Examination of SACS Protocols and the UK Quality Assurance Agency model

❖ Building Bridges: SACS Web Strategies Mesh with Integrated Marketing Communications Plan

❖ A Holistic Approach to Compliance Certification and Quality Enhancement

❖ Fulfilling Core Requirement 2.11 or "What in the World Is a Standard Review Report?"

❖ What Is Adequate? Developing Online Reaffirmation Documentation

❖ Ensuring Continuous Improvement Through an On-Line Document Room that Reinforces the SACS *Principles of Accreditation*

❖ A Simplified System for Compliance Certification Electronic Documentation

❖ "It Wouldn't Be the Same Without You": A Collaborative Compliance Certification Process

❖ WebCT As the Technical Solution to Web-based Compliance Certification

❖ The Faculty Credential Database: A Case Study

❖ Navigating the Reaffirmation of Accreditation Process

❖ Developing a Successful Accreditation Review

❖ Building a Meaningful Faculty Roster

❖ Assessment of Institutional Effectiveness: How A Small School Can Do It with Limited Resources

❖ Avoiding the Obstacles of Creating an Electronic Compliance Review Report: One Community College's Viewpoint

Track Two

Curricular Reform Strategies

Sessions in this track will examine ways to enhance student learning in general education and in various disciplines, departments or colleges through practices such as use of assessment results, changes in pedagogy, infusion of technology, staff development, collaborations and partnerships, and the sharing of expertise and resources. These initiatives are mission-driven and undergirded by sound planning and evaluation processes.

❖ The Engaged Campus: Integrating Civic Engagement into the Curriculum as an Effective Means to Preserve Core Values

❖ Assessing Core Values Utilizing National Surveys

❖ First Steps toward Evidence-Based Decision Making

❖ When Agendas Collide: A Process for Assessing What Your Faculty Value in General Education

❖ General Education Assessment and Curricular Coherence in a Research University

❖ Curriculum Alignment for Student Achievement: Processes, Tools, and Outcomes

❖ Building the Institution One Step at a Time through Faculty Development

❖ Communicating Assessment Results Online to Promote Curricular Change

❖ NewSkills: An Alternative, Flexible Delivery of Developmental and General Education Instruction

❖ Successful Curriculum Reform Focused on Student Engagement, Success, and Progressive Development of Academic Skills and Attitudes

❖ Curricular Reform and Development of the QEP

❖ Integrating Values in Higher Education: A Hands-On Approach

Track Three

Quality Enhancement Initiatives

The development of an acceptable Quality Enhancement Plan (QEP) as a component of an ongoing planning and evaluation process is a core requirement in the *Principles of Accreditation*. This track will describe various approaches to determining the focus of the QEP, the emphasis on student learning, timelines and assessment procedures, financial and physical resources, and ways to generate broad-based involvement.

❖ Institutional Renewal Through the QEP Process: One College's Journey

❖ Developing a QEP that Is Relevant to the Institutional Vision and Mission

❖ A Quality Process for Selecting a QEP Topic

❖ An Accelerated, Collaborative Approach to Selecting a QEP Focus

❖ Strengthening the Research Experiences for Undergraduate Students

❖ Baldrige on Campus: A Guide to Meet the Challenge for a Quality Enhancement Plan (QEP)

❖ Using a Comprehensive Self-Study to Address a Chronic Underperformer: The First Year of College, a New Unit of Analysis for Assessment and Continuous Improvement

❖ Planning for Quality Enhancement: A Catalyst for Institutional Change

❖ Evolution of One Pilot Institution's QEP

❖ Integrating Instructional, Curriculum, and Organizational Development in the QEP

❖ Using a Medical Model for the Quailty Enhancement Plan as a Means of Institutional and Cultural Change

❖ Developing Faculty Buy-in for a QEP Focused on Undergraduate Education at a Doctoral/Research University

❖ Inside Tips to a Successful QEP: One College's Keys to Student Success

❖ Planning the QEP: Charting the Course, Detours, and Finish Line

❖ Developing a Successful QEP by Increasing Student Engagement in High-Risk Courses

❖ Engaging Students More Effectively Toward the Goal of Improved Learning and Student Development: A QEP Project

❖ Strengthening the Global Competence of Undergraduate Students

❖ It's All About Learning: Teaching Teachers How to Improve Student Learning

❖ Using Commercially Available Web-based Survey Software to Support Quality Enhancement for a Multi-College, Multi-Campus System

❖ Who Moved the Finish Line?: Avoiding "It's Over" Syndrome

Track Four

Becoming a Learning-Centered Institution

Presentations in this track will highlight case studies that exemplify an institutional commitment to become learning-centered. Institutions in this category will examine learning both inside and outside the classroom, assess student learning outcomes across programs and services, study the design and delivery of instruction, and explore the impact of policies, procedures, operations, and processes on student achievement.

❖ Learning Assessment and Enhancement–A Documentation and Incentive System

❖ Alignment: Do Your Courses and Assessments Really Support Your Mission?

❖ Strategies for Aligning Assessment for Program Improvement with Accountability for Individual Student Learning

❖ S.O.S.: Student Outcomes Solutions for Academic Programs

❖ Best Practices in Adult Learning

❖ Learning from the Exemplars: How Award-Winning Campuses Organize and Deliver the First Year

❖ Quality Assurance for Distance Learning in Higher Education: Best Practices Identified by Students, Faculty, and Administrators

❖ Becoming a Learning-Centered University: A Post-SACS Transformation

- ❖ Helping Women Learn: Using NSSE to Promote Learning among Female College Students

- ❖ Achieving Quality Enhancement through Institutional Effectiveness in Changing Times

- ❖ Change the Culture and Successfully Implement the Continuous Quality Improvement Standard

Track Five

Current Issues in Higher Education

A range of new and recurring challenges in higher education will be addressed in large and small-group discussions. Topics may include experiential learning, leadership development, distance education, enhancing access, outsourcing, and more.

- ❖ Student Success in College: A Profile of DEEP Institutions in the South

- ❖ Can e-Learning Revolutionize Quality Assessment?

- ❖ Tracking Institutional Effectiveness Activities Online: Two Institutional Examples

- ❖ Using Standardized Pre- and Post-tests to Establish Program Equivalency at Multiple Sites

- ❖ Faculty Development: What It Can Do for Accreditation at Your Kind of Institution

- ❖ Removing Silos and Creating Efficiency: Implementing the Lean Manufacturing Process into the College Setting

- ❖ Maintaining Core Concepts in a Time of Institutional Transformation

- ❖ Is There Anything Christian About Christian Higher Education?

- ❖ Retention and Graduation: A Model Bridge Program for New Freshmen

- ❖ Computer-Aided Curriculum Planning and Scheduling

- ❖ Encouraging Student Persistence: A Retention Stategy

- ❖ Assessment Toolkit for Academic, Student, and Enrollment Services

- ❖ Library Assessment Using LIBQUAL and the Library Summit Concept

- ❖ The Final Frontier? NASA Funding, Student Outcomes, and the University Library

- ❖ Gaining Campuswide Faculty Support for Institutional Effectiveness: Reaching the Reluctant

- ❖ Ensuring Institutional Effectiveness at Baccalaureate Institutions: An Integrated Strategic Planning and Evaluation Process

- ❖ Using Kansas Cost Study Data in the Reaffirmation Process

- ❖ Outcomes: Lottery vs. Logic

- ❖ WEAVEonline—Web-based Assessment Management Could Make All the Difference!!

- ❖ Implementing Strategic Initiatives under a Strong College Model

- ❖ Creating a Communication-Based, Time-Saving Program of Academic Assessment

- ❖ Using National Benchmarks for Documenting Compliance in Community Colleges

- ❖ Enhancing Online Testing Integrity and Ensuring Students Are Who They Say They Are!

- ❖ Responding to the Impact of Sarbanes Oxley on Baccaleaureate Institutions: A Case Study

- ❖ Counselors in the Classroom: Addressing Student Life Issues That Threaten Retention in Higher Education

- ❖ Integrating Institutional Effectiveness

- ❖ A Freshman Neighborhood Built around Effective Advisement

- ❖ Assessing Administrative and Support Areas

- ❖ Assessing Critical Thinking

- ❖ Legal Issues in Higher Education

Roundtables

- ❖ Using a Team Approach for a Successful On-Site Visit

- ❖ Cultural Foundations and Their Impact on Accreditation

- ❖ Bunyanesque Tasks with Lilliputian Resources: A Small School's Approach to the Reaffirmation Process

- ❖ Assessment of Institutional Effectiveness: How a Small School Can Do It with Limited Resources

- ❖ The Significance of Training in Implementing an Institutional Assessment Strategy

- ❖ Institutionalizing Service Learning at a Community College

- ❖ Involving Faculty and Staff in the Reaffirmation Process

- ❖ Enhancing Student Engagement in Learning at a Research I University

- ❖ The QEP: Focus, Focus, Focus

- ❖ The QEP Process: A Critical Thinking Process

FEATURED SESSIONS

continued fromm previous page

❖ When the Visiting Team says "Start over": The Revision of the QEP

❖ Changing Campuswide Culture to Reflect a Learning College Philosophy: Introducing an Advisor/Counselor Training Course

❖ Implications of the QEP Requirement for COC Member Institutions

❖ A Comprehensive Approach to Faculty Credentialing

❖ After the Dance Is Over: From Assessment to Successful Outcomes Through Curricular Change to Enhance Student Learning

❖ Determining the Focus of the QEP amid Transformative Change

❖ Creating the Loop for Academic Excellence through a Quality Enhancement Plan for Academic Renewal (QEPAR)

❖ Articulation in North Carolina: A Model for Smooth Transfer

❖ Accreditation Liaisons

❖ Chief Academic Officers

❖ Chief Student Life Officers

❖ Chief Finance Officers

❖ Chief IE/Planning Officers

SUMMER INSTITUTE HIGHLIGHTS

Exuberant and informative Fay Rouseff-Baker focused on Parkland College's Center for Excellence in Teaching and Learning.

Notice for Submitting Nominees for Service on the Commission

Each year approximately one third of the 77-member Commission on Colleges is eligible for election or reelection. Selection begins with presidents nominating individuals from their respective states and concludes with a vote on a slate of nominees by all the presidents at the College Delegate Assembly meeting during the Commission's Annual Meeting in December. Elected members of the Commission serve as representatives for the Commission's 785 member institutions and are responsible for reviewing cases and taking final action on accreditation, approving Commission policies and practices, reviewing and acting on the Commission's proposed budget, electing the 13-member executive council, and reviewing and forwarding to the membership any proposed modifications to the *Principles of Accreditation*: *Foundations for Quality Enhancement*.

The following members of the Executive Council will be coordinating the nomination process for their respective states:

Alabama–Jack Hawkins, Chancellor, Troy University

Florida–Pat Lee, Provost, Barry University

Georgia–Shirley Lewis, President, Paine College

Kentucky–James Taylor, President, University of the Cumberlands

Louisiana–Dan Reneau, President, Louisiana Tech University

Mississippi–Claudia Limbert, President, Mississippi University for Women

North Carolina–Joe Barwick, President, Carteret Community College

South Carolina–Charles Gould, President, Florence-Darlington Technical College

Tennessee–Paul Stanton, President, East Tennessee State University

Texas–Bud Austin, President, LeTourneau University

Virginia–Elisabeth Muhlenfeld, President, Sweet Briar College

2005 SACS-COC PRECONFERENCE WORKSHOPS

Please note that advance registration is required to attend workshops.
Descriptions can be found on our Web site (www.sacscoc.org/aamain.asp).

Saturday, December 3, 2005
9:00 a.m.–12:00 p.m.

$75 each

W-1 **(Re)Opening the Assessment Toolbox** (Part 1), J. Worth Pickering, Director of University Assessment, Old Dominion University, Norfolk, VA; Jean M. Yerian, Director of Assessment, Virginia Commonwealth University, Richmond, VA; Stephen C. Zerwas, Director of Assessment, University of North Carolina— Greensboro, Greensboro, NC; Karen M. Gentemann, Director of the Office of Institutional Assessment, George Mason University, Fairfax, VA; Sarah D. Carrigan, Assistant Vice Chancellor for Institutional Research, University of North Carolina—Greensboro, Greensboro, NC; and Martha Smith Sharpe, Assistant Vice President for Institutional Research and Assessment, Old Dominion University, Norfolk, VA *(half-day or full-day session)*

W-2 **Assessment Anxieties: Understanding Them, Overcoming Them, and Identifying Strategies for Sharing Assessment Successes,** Marilee Bresciani, Assistant Vice President for Institutional Assessment; and Matt Fuller, Program Coordinator, Office of Institutional Assessment and Diversity, Texas A&M University, College Station, TX

W-3 **What's Learning Got to Do with It? Developing and Assessing Student Learning Outcomes,** Barbara H. Jones, Coordinator, Institutional Effectiveness, Somerset Community College, Somerset, KY; and Wesley Payne, Dean of Business, Technologies and Mathematics, Delgado Community College, New Orleans, LA

W-4 **Planning and Analysis As Essential Components of Institutional and Programmatic Accreditation**, Michael F. Middaugh, Assistant Vice President for Institutional Research and Planning, University of Delaware, Newark, DE

W-5 **Preparing for Compliance Certification: Conducting a Readiness Audit,** Julia Pet-Armacost, Assistant Vice President, Information, Analysis, and Assessment; and Basma Selim, Coordinator of SACS Reaffirmation in the Division of Information, Analysis, and Assessment, University of Central Florida, Orlando, FL

W-6 **The Role of the Department Chair in General Education Assessment,** Rachelle Prioleau, Chair, Department of Fine Arts and Communication Studies, University of South Carolina–Upstate, Spartanburg, SC

Saturday, December 3, 2005
1:00 p.m.–4:00 p.m.

$75 each

W-7 **(Re)Opening the Assessment Toolbox** (Part 2), J. Worth Pickering, Director of University Assessment, Old Dominion University, Norfolk, VA; Jean M. Yerian, Director of Assessment, Virginia Commonwealth University, Richmond, VA; Stephen C. Zerwas, Director of Assessment, University of North Carolina—Greensboro, Greensboro, NC; Karen M. Gentemann, Director of the Office of Institutional Assessment, George Mason University, Fairfax, VA; Sarah D. Carrigan, Assistant Vice Chancellor for Institutional Research, University of North Carolina—Greensboro, Greensboro, NC; and Martha Smith Sharpe, Assistant Vice President for Institutional Research and Assessment, Old Dominion University, Norfolk, VA *(half-day or full-day session)*

W-8 **Documenting the Outcomes and Improvement of Student Learning,** Ed Rugg, Director, Center for Institutional Effectiveness and Professor of Educational Research, Kennesaw State University, Kennesaw, GA

W-9 **Strengthening General Education: Assessment Practices That Lead to Real Improvement,** Teresa Flateby, Director, Evaluation and Testing, University of South Florida, Tampa, FL; Marilee Bresciani, Assistant Vice President for Institutional Assessment, Texas A&M University, College Station, TX; and Allen DuPont, Director, General Education Assessment, North Carolina State University, Raleigh, NC

W-10 **Institutional Effectiveness: A New Back-to-Basics Approach,** J. Joseph Hoey IV, Director of Assessment, Georgia Institute of Technology, Atlanta, GA; and Susan Bosworth, Associate Provost for Planning and Assessment, The College of William and Mary, Williamsburg, VA

W-11 **Developing and Reviewing Program Assessment Plans,** Robert Armacost, Director, University Analysis and Planning Support; Julia Pet-Armacost, Assistant Vice President for Information, Analysis, and Assessment; and Paula Krist, Director, Operational Excellence and Assessment Support Office, University of Central Florida, Orlando, FL

PRECONFERENCE WORKSHOPS
continued from previous page

W-12 **Write on the Web: A Simple Approach to Publishing SACS Documents,** Danita McAnally, Director of Institutional Effectiveness and Advancement; and Mark Hanna, College Librarian, Amarillo College, Amarillo, TX

W-13 **A Simple Approach to Evaluating Programs Using Student Assessment Data,** Retta E. Poe, Associate Dean, College of Education and Behavioral Sciences, and Professor of Psychology; Dennis K. George, Assistant to the Provost for Planning and Accountability and Professor of Public Health; and Antony D. Norman, Assistant to the Dean for Assessment and Professor of Psychology, Western Kentucky University, Bowling Green, KY

W-14 **Creating a Climate of Continuous Improvement through Program Review and Planning Practices,** Ron Stroud, Director of Institutional Effectiveness; Dennis Brown, Vice President of Instruction; Richard M. Rhodes, President; and Donna Cieslik, Nursing faculty member, El Paso Community College, El Paso, TX

W-15 **The Quality Enhancement Plan (QEP): Creative Opportunity (Community Colleges),** Margaret Sullivan, Director, Consulting Network, Commission on Colleges, Decatur, GA

Sunday, December 4, 2005
8:00 a.m.–11:00 a.m.
$75 each

W-16 **Enhance Learning and Motivation by Teaching Students HOW to Learn!** Sandra Y. McGuire, Director, Center for Academic Success, Adjunct Professor of Chemistry, and Associate Dean of University College; and Linda H. Bui, Associate Professor, Entomology, Louisiana State University, Baton Rouge, LA

W-17 **Designing an Assessment System to Enhance Program Quality,** Julia Pet-Armacost, Assistant Vice President, Information, Analysis, and Assessment; and Robert Armacost, Director, University Analysis and Planning Support Office, University of Central Florida, Orlando, FL

W-18 **Student Engagement as a Theme for a Quality Enhancement Plan (QEP),** Robert Smallwood, Associate Provost for Undergraduate Education and Assessment, University of North Florida, Jacksonville, FL

W-19 **Faculty Development: A Powerful Tool for a Good Accreditation Visit,** L. Dee Fink, Immediate Past President, Professional and Organizational Development (POD) Network in Higher Education, and Director, Instructional Development Program, University of Oklahoma, Norman, OK

W-20 **Classroom and Institutional Assessment: Using CLAQWA to Assess Thinking and Writing,** Teresa Flateby, Director, Evaluation and Testing, University of South Florida, Tampa, FL

W-21 **Assessing Graduate Programs in Doctoral Research Universities,** J. Joseph Hoey IV, Director of Assessment, Georgia Institute of Technology, Atlanta, GA; and Lorne Kuffel, Associate Provost for Institutional Research, The College of William and Mary, Williamsburg, VA

W-22 **Preparation and Implementation of Assessment Results,** Marilyn Greer, Director, Institutional Effectiveness, University of Texas M.D. Anderson Cancer Center, Houston, TX

W-23 **The Quality Enhancement Plan (QEP): Creative Opportunity (Senior Institutions),** Margaret Sullivan, Director, Consulting Network, Commission on Colleges, Decatur, GA

NEW Workshops Added

W-24

Learning Outcomes Assessment: From A to Z

Rose Mince, Assistant to the Vice Chancellor for Learning and Student Development, The Community College of Baltimore County, Baltimore, MD

W-25

Changing Pedagogy and Its Impact on Student Learning

Eric Hobson, Associate Dean for Academic Affairs & Assessment, South University School of Pharmacy, Savannah, GA

To review descriptions, visit www.sacscoc.org/aamain.asp

Please register early! Space is limited!

PRESIDENTS' DAY ACTIVITES

2005 SACS-COC Annual Meeting ◆ Hyatt Regency Atlanta

Monday, December 5, 2005

Presidents' Breakfast, 7:30 a.m.

Rita Bornstein, President Emerita and the George D. and Harriet W. Cornell Chair of Philanthropy and Leadership Development, Rollins College, and author of *Legitimacy in the Academic Presidency: From Entrance to Exit*

General Session, 9:00 a.m.

Jennifer James, cultural anthropologist, lecturer, writer, commentator, former professor of psychiatry and behavioral sciences at the University of Washington Medical School, and author of *Thinking in the Future Tense*

Special Session, 10:30 a.m.

Johnnetta B. Cole, President, Bennett College for Women; President Emerita, Spelman College; and Professor Emerita, Emory University

Presidents' Luncheon, 12:30 p.m.

Brian K. Fitzgerald, Executive Director, Business-Higher Education Forum

EDUCATIONAL EXCELLENCE EXPOSITION

The Commission on Colleges will conduct its Sixth Educational Excellence Exposition at the Hyatt Regency Atlanta, December 4-5, 2005. The Expo has become an anticipated event at the SACS-COC Annual Meeting. In addition to a CyberCafe, this year's participants will interact with representatives from hardware and software service and design companies; financial, investment and lending institutions; insurance, real estate development, marketing and merchandising consultants; student housing and building consultants; publishers; representatives from higher education; and many more.

Special thanks to our sponsors:

Commerce Capital

Datatel

Educational Testing Services

TIAA-CREF

WEAVEonline

Expo Hours are:
Sunday, December 4, 2005, Exhibit Hall Opens, 6:00 p.m.
Opening Reception, 6:00 p.m. – 7:30 p.m.

Monday, December 5, 2005, 10:00 a.m. – 5:00 p.m.

SACS-COC HOUSING RESERVATION FORM
December 3 - 6, 2005 / Atlanta, Georgia

Reservation Information

Housing for the SACS-COC 2005 Annual Meeting will open on April 1, 2005. Reservations will be made on a first-come, first-served basis. The SACS-COC Housing Bureau will make room reservations on receipt of the hotel reservation form. To be assured of availability of your choice hotel at the SACS-COC conference rate, please make your reservation by the cut-off date of *November 4, 2005*. Changes and/or cancellations can be made up to 72 hours prior to arrival by contacting SACS-COC Housing Bureau. Reservations can be made in one of the following ways.

INTERNET: Book your reservation online using the interactive site at http://www.sacscoc.org.

FAX: 404-842-0954

MAIL: CONNECTIONS
SACS-COC Housing Bureau
820 Church Street
Decatur, GA 30030

TELEPHONE: 404-842-0000 *(changes only)*

Acknowledgments & Special Requests

Acknowledgments will be sent from the SACS-COC Housing Bureau after each reservation booking, modification and/or cancellation. Please review all information for accuracy. E-mail acknowledgments will be sent if an e-mail address is provided (preferred), or they will be faxed or mailed. If you do not receive an acknowledgment within 7 days of submitting information or have questions, please call the SACS-COC Housing Bureau.

You will not receive a confirmation from the hotel. Special requests cannot be guaranteed; however, hotels will try to honor all requests. Hotels will assign specific rooms and room types upon check-in based on availability.

Deposit/Guarantee

Reservations will not be accepted without a deposit of one night's room rate plus 14% tax (subject to change) for each room reserved. Deposits will be accepted in the form of a check made payable to *Connections,* the SACS-COC Housing Bureau, or a valid credit card with signature authorizing the card to be charged for the room deposit. Credit card must be valid through December 2005. If the charge to the credit card is denied, we reserve the right to release your reservation.

Modification/Cancellation Policy

All changes and cancellations must be made by contacting the SACS-COC Housing Bureau via e-mail, fax, U.S. mail, or telephone. Do not contact the hotel. Modifications/changes will be accepted up until 72 hours prior to the date of arrival. All reservations cancelled with a check deposit will be charged a $20 processing fee regardless of when they are cancelled. Cancellations made within 72 hours prior to date of arrival will forfeit the entire deposit.

Check-In/Check-Out

Normal check-in time is 3:00 p.m. and check-out is 11:00 a.m. Early arrivals will be accommodated whenever possible.

Hotel Reservation Procedure

PLEASE NOTE:

- ❖ Reservations will not be processed if form is incomplete.
- ❖ Telephone requests are not accepted.
- ❖ Keep a copy of your completed form for your files.
- ❖ DO NOT mail form after faxing.
- ❖ Acknowledgments are mailed or faxed only to the primary guest.
- ❖ Make photocopies of this form, if you need more than one.

1. CIRCLE FIRST, SECOND, AND THIRD CHOICE. If your first choice is not available, a room will be secured at one of the alternate hotels based on availability.

1st	2nd	3rd	***Hyatt Regency Atlanta Hotel** ($132.00 single or double / $132.00 triple / $132.00 quad
1st	2nd	3rd	**Atlanta Marriott Marquis Hotel** $137.00 single or double / $155.00 triple / $177.00 quad
1st	2nd	3rd	**Hilton Atlanta Hotel** $137.00 single or double / $137.00 triple / $137.00 quad

*Headquarters Hotel

2. ARRIVAL DAY/DATE: _____

DEPARTURE DAY/DATE: _____

3. ROOM TYPE / PREFERENCE *(Check appropriate boxes):*
☐ One Bed ☐ Two Beds ☐ Smoking ☐ Non-Smoking
Total people in Room: _____

4. SPECIAL NEEDS: ♿ _____

5. CREDIT CARD: ☐ Visa ☐ American Express ☐ Master Card
☐ Discover Card ☐ _____ Other

Card Number: _____ Exp. Date: _____

Card Holder's Name: _____
(Please Print)

Card Holder's Signature: _____

6. PRIMARY GUEST INFORMATION *(Please print):*

_____
First Name   MI   Last

_____
Institution/Company

_____
Street Address or P.O. Box Number

_____
City   State/Country   Zip Code

_____
Daytime Phone   Fax Number

_____
E-Mail Address

7. ADDITIONAL GUESTS *(List all additional guests):*
A. _____ B. _____
C. _____ D. _____

For travel assistance, call Georgia International Travel Agency at 1-800-444-3078.
Notify the agent that you will be attending the SACS-COC 2005 Annual Meeting in Atlanta.

For rental car assistance, Avis Rent A Car is offering conference attendees special rates. Reservations can be made by calling 1-800-331-1600 or visiting their Web site at http://www.avis.com. Refer to the Commission on Colleges Avis Worldwide Discount group number – B301699.

CALL FOR COMMENT

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the 11 U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's or doctorate degrees.

The purpose of this notice is to invite interested third parties to present written comments on the institutions listed in this notice that are scheduled for reaffirmation of accredita-

tion (continued accreditation) in 2006. Please send your written comments on any of the institutions listed below to Dr. Belle S. Wheelan, President, Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097. The deadline for submission of comments is December 1, 2005.

The following institutions are scheduled for reaffirmation of accreditation during the June and December 2006 meetings of the Commission on Colleges of the Southern Association of Colleges and Schools:

Alabama Southern Community College
    Monroeville, AL
Andrew College
    Cuthbert, GA
Angelina College
    Lufkin, TX
Atlanta Christian College
    East Point, GA
Baylor College of Medicine
    Houston, TX
Berea College
    Berea, KY
Brazosport College
    Lake Jackson, TX
Central Carolina Technical College
    Sumter, SC
Central Florida Community College
    Ocala, FL
Centre College
    Danville, KY
Charleston Southern University
    Charleston, SC
Clarendon College
    Clarendon, TX
Clark Atlanta University
    Atlanta, GA
The College of William and Mary
    Williamsburg, VA
Columbus State University
    Columbus, GA
Danville Community College
    Danville, VA
Delgado Community College
    New Orleans, LA
Emmanuel School of Religion
    Johnson City, TN
Florence–Darlington Technical College
    Florence, SC
High Point University
    High Point, NC
Holmes Community College
    Goodman, MS
Isothermal Community College
    Spindale, NC
Jackson State Community College
    Jackson, TN
James H. Faulkner State Community College
    Bay Minette, AL
John A. Gupton College
    Nashville, TN
Lee College
    Baytown, TX

LeTourneau University
    Longview, TX
Lexington Theological Seminary
    Lexington, KY
Liberty University
    Lynchburg, VA
Louisburg College
    Louisburg, NC
Loyola University-New Orleans
    New Orleans, LA
Mid-America Baptist Theological Seminary
    Germantown, TN
Middle Tennessee State University
    Murfreesboro, TN
Navarro College
    Corsicana, TX
New Orleans Baptist Theological Seminary
    New Orleans, LA
Nicholls State University
    Thibodaux, LA
North Carolina School of the Arts
    Winston–Salem, NC
Northwest Vista College
    San Antonio, TX
Orangeburg-Calhoun Technical College
    Orangeburg, SC
Owensboro Community and Technical College
    Owensboro, KY
Pearl River Community College
    Poplarville, MS
Ringling School of Art and Design
    Sarasota, FL
Rowan–Cabarrus Community College
    Salisbury, NC
St. Philip's College
    San Antonio, TX
San Antonio College
    San Antonio, TX
South University
    Savannah, GA
Southern Union State Community College
    Wadley, AL
Southwest Texas Junior College
    Uvalde, TX
Southwest Virginia Community College
    Richlands, VA
Southwestern Adventist University
    Keene, TX
Spartanburg Technical College
    Spartanburg, SC
Spring Hill College
    Mobile, AL

Tennessee Technological University
    Cookeville, TN
Texarkana College
    Texarkana, TX
Texas A & M University-Texarkana
    Texarkana, TX
Texas College
    Tyler, TX
Thomas Nelson Community College
    Hampton, VA
Thomas University
    Thomasville, GA
Universidad de Monterrey
    Monterrey, Mexico
The University of Alabama in Huntsville
    Huntsville, AL
University of Central Florida
    Orlando, FL
University of the Cumberlands
    Williamsburg, KY
University of Houston-Downtown
    Houston, TX
The University of North Carolina at Chapel Hill
    Chapel Hill, NC
University of North Texas
    Denton, TX
The University of the South
    Sewanee, TN
The University of Southern Mississippi
    Hattiesburg, MS
The University of Texas at El Paso
    El Paso, TX
University of Virginia College at Wise
    Wise, VA
Virginia Wesleyan College
    Norfolk, VA
Wake Forest University
    Winston–Salem, NC
Wayne Community College
    Goldsboro, NC
West Texas A. & M. University
    Canyon, TX
Wilkes Community College
    Wilkesboro, NC
William Marsh Rice University
    Houston, TX
Wingate University
    Wingate, NC
Wytheville Community College
    Wytheville, VA
York Technical College
    Rock Hill, SC

2005 SACS-COC Annual Meeting Registration Form

Directions: To pre-register, forms must be postmarked by Friday, November 11, 2005. Remit checks, money orders, or purchase orders (no credit cards) payable to SACS with this form. Please type or print legibly. Submit to 2005 SACS-COC Annual Meeting, 1866 Southern Lane, Decatur, GA 30033-4097. Do not fax. Confirmations will be sent via e-mail. Registration inquiries should be directed to (404) 679-4501, ext. 563.

❏ Dr. ❏ Mrs. ❏ Ms. ❏ Mr.   Other _____ (please specify)
(Please check preferred title)

Name _____
               (Last)   *(First)*   *(Middle)*

Position Title _____
              (Limit to 45 characters)

Name or nickname you prefer on badge _____
              (Limit to 12 characters)

Institution _____

Mailing Address_____

City / State / Zip Code_____

Phone / Ext _____

_____
E-mail *(to be used for registration confirmation)*

SACS-COC Annual Meeting first time attendees please check here   ❏

Voting Instructions
The Voting delegate is the chief executive officer (president, chancellor) of an accredited institution. If you are not the CEO, but are authorized to vote in his/her place, the regular voting delegate must sign below and provide his/her title.

CEO Name _____ Title_____

CEO Signature _____

CONFERENCE FEES

Pre-Registration Fee (by Nov. 11, 2005)	**$285**
Registration Fee (after Nov 11, 2005)	**$360**

Registration fee $_____

Workshops* $_____
($75 each-indicate 1st, 2nd, and 3rd choices)

Saturday (AM):   W-   W-   W-

Saturday (PM):   W-   W-   W-

Sunday (AM):   W-   W-   W-

Workshop fees required at time of registration. There will be no on-site registration for workshops.

Southern Association of Community, Junior & Technical Colleges Meeting/Luncheon $_____

($30.00—Sunday, December 4, 2005, 11:30 a.m.)
Questions concerning this function should be directed to Dr. Marshall Smith, President of John Tyler Community College at (804) 594-1571.

Attendees Box Lunch   Qty._____ $_____
($20.00—Monday, December 5, 2005, 12:00 p.m.)

TOTAL DUE (Registration + Event fees) $_____

Breakfast/Luncheon for COC Presidents and Chancellors *Only*
(Monday, December 5, 2005—No cost for breakfast or luncheon. Conference registration required)

Check one or both: ❏ Breakfast   ❏ Luncheon

Frequently Asked Questions about the SACS-COC Annual Meeting

Who can attend the Annual Meeting? The meeting is open to anyone who is interested in accreditation practices in higher education.

In addition to conference registration, are there other fees? The fee for pre-conference workshops is $75.00 each. There are no additional fees to attend roundtables.

Who can attend the workshops and roundtables? Anyone who is registered for the conference is eligible to attend workshops and roundtables; however, since there is neither a waiting list nor on-site registration for workshops, we encourage early registration. Participation in roundtables is first-come, first-served.

Is there a reduced rate or one-day conference fee to attend only a portion of the conference? We do not offer reduced rates for conference registration. The registration fee is the same regardless of the number of sessions you attend or the number of attendees from your institution.

How can I obtain the special hotel rate and when will I receive my hotel confirmation? You should request hotel accommodations online, via U.S. mail, or fax by November 4, 2005 to obtain the conference rate. Your hotel confirmation will be sent to you directly from Connections, the Commission's Housing Bureau, within 14 days. You will not receive a confirmation from the hotel. Please see the Housing Reservation Form for details on our Web site at www.sacscoc.org/aamain.asp.

Can the conference registration fee and housing deposit be included in one check? No, these payments cannot be combined. The housing registration form and deposit must be sent to Connections. The conference registration fee must be submitted to the Commission office.

How do I cancel if I am unable to attend the conference? Cancellation requests must be made in writing and postmarked on or before November 11, 2005. Refunds will be issued after the conference.

Who is eligible to attend Presidents' Day Activities? Only the chief executive officer of COC member and candidate institutions is eligible to attend Presidents' Day activities.

How do I register for Presidents' Day activities? Please check the appropriate box(es) for the Presidents' breakfast and luncheon on the conference registration form. Although a separate fee is not assessed for the Presidents' Day activities, conference registration is required.

Can I substitute someone to attend Presidents' Day activities if I can't attend? Substitutes are not permitted for Presidents' Day activities.

A list of pre-registrants will be available at www.sacscoc.org/aamain.asp. beginning on September 30, 2005.
For more information about the 2005 Annual Meeting, please visit our Web site.

Travel Grant for Graduate Students

A limited number of travel grants will be available to graduate students in postsecondary education in the Southern region who are interested in learning about accreditation practices. Note that the review process is competitive and materials must be received on or before Friday, October 28, 2005.

COMMISSION ON COLLEGES
Southern Association of Colleges and Schools
Application for Travel Grant to Attend the SACS-COC
Annual Meeting, Atlanta, Georgia - Dec. 3-6, 2005

**For additional information, visit our Web site at www.sacscoc.org.
Deadline is October 28, 2005**

1. Full name _____
   <div>Last   First   Middle Initial</div>

2. Mailing address: _____
   <div>Street   City   State   Zip</div>

3. Phone: (___) _____   (___) _____
   <div>Home   Work   Extension</div>

4. Fax: _____   E-mail: _____

5. Employer and job title (if applicable): _____
   _____

6. Institution where you are enrolled: _____

7. List major, anticipated degree, and graduation date: _____
   _____
   _____

8. Discuss reasons why you desire to attend the SACS-COC 2005 Annual Meeting: (Attach your response and limit to 100 words or less)

9. Attach an itemized list of anticipated expenses (include $285 registration fee, travel, housing, and meals).

10. Attach a copy of your résumé and a letter of reference, preferably from a faculty member in your department.

Mail request to Carol Hollins, Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033, or fax to (404) 679-4558. **Note:** Scholarship recipients will be reimbursed for direct expenses within 7-10 working days after the conference.

COMMISSION DATELINE

September 22   Due date for Monitoring Reports scheduled for review by the Commission in December 2005

September 30   Due date for submission of nominees for the Commission on Colleges *(see related article)*

October 13   Workshop for applicant institutions

November 7–10   Off-site reviews of 2006 reaffirmation class, Track B

December 2–3   Meetings of the Committees on Compliance and Reports

December 3–6   Annual Meeting of the Commission on Colleges

January 30, 2006   Leadership Team orientation for 2008 reaffirmation class, Track A

For additional information, visit our Web site at www.sacscoc.org