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

NAME OF INSTITUTION	
ADDRESS	
INSTITUTION'S WEBSITE ADDRESS	
CHIEF EXECUTIVE OFFICER	
NAME OF CONTACT PERSON AT INSTITUTION	
EMAIL ADDRESS OF CONTACT	
TELEPHONE NUMBER OF CONTACT	**DATE SUBMITTED**

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

Please Complete and Return with Application

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

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

(For SACSCOC Use Only)

Institutional ID# _____

Level of Education _____

Staff Assignment _____

ORGANIZATIONAL INFORMATION
For Use by Staff Reviewing Application

1. Name of Institution
2. Mailing Address
3. City, State, Zip Code
4. Main Switchboard Telephone Number
5. Name of Chief Executive Officer
6. Title of Chief Executive Officer
7. Office address of Chief Executive Officer (including street, city, state, and zip code)
8. Telephone number of Chief Executive Officer

FAX Number	Email Address
9. Name of the Chair of the Board	
10. Address of the Chair of the Board (including street, city, state, and zip code)	
11. Date institution was chartered or authorized	
12. By what agency is the institution legally authorized to provide a degree program?	
Name of institution as stated on the authorization/charter	
13. The calendar system at the institution is:	

Semester ☐	Quarter ☐	Trimester ☐	Other
14. Date institution enrolled (or will enroll) **first students**			
15. Date institution graduated (or will graduate) **first class**			
16. Dates fiscal year begins and ends			
17. Name of Auditing Firm or Name of Governmental Agency which audits institution's finances			

INSTRUCTIONS FOR COMPLETING AND SUBMITTING APPLICATION

1. Complete both Part A (Institutional Characteristics) and Part B (Documenting Compliance) of the Application providing <u>narrative</u> describing compliance with each Standard listed and <u>documentation</u> demonstrating compliance.

2. Submit (1) four electronic copies of the application (flash drive) with narrative describing compliance and links to supporting documentation and (2) one hard copy of the application including a hard copy of faculty rosters. No other documentation need be submitted in hard copy.

3. Be as concise as possible in completing the application.

4. Include electronically the catalog, student handbook, faculty manual, administrative or operational manual and any other documents necessary to establish compliance. Link to specific pages in supporting documents which establish compliance. Do not simply link to the cover page of a document.

5. Attach the application fee* to the application.

6. Send the application as specified above, supporting documents, and application fee to the President of the Commission on Colleges at the address on the first page of this application.

7. International institutions: Ensure that all materials are in English and that audits reflect U.S. dollars with all information in the audits in English.

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

PART A

INSTITUTIONAL CHARACTERISTICS

HISTORY OF THE INSTITUTION

Provide a <u>brief</u> 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 CHARTS FOR THE INSTITUTION

Provide organizational charts 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.

Program	Accrediting Agency	Date of Last Review

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

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 and have access to appropriate electronic 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

(8) the physical resources available at the site to support the programs offered at the site

☐ Distance Learning by Correspondence

(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

(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 <u>number</u> of full-time undergraduate students (those taking 12 or more credit hours): _____

2. Total <u>number</u> 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 <u>hours</u> 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 <u>hours</u> 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), <u>or</u> 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	=	
	150				
Calculation Total for Part 6a. =				655	

FACULTY QUALIFICATIONS

The *Principles of Accreditation, Standard 6.2.a*, requires that an institution provide justification and documentation that each faculty member (full and part time) is qualified to teach the course or courses assigned to him/her. 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, to include, when appropriate, how the degrees, courses taken, certifications, or professional or work experiences relate directly to specific components of the course description and/or outcomes of each course assigned to the faculty member. The institution may use additional pages or links in electronic submissions if there is not enough room on the form.

Please provide the following information in order to document appropriate faculty qualifications as required in **Standard 6.2.a.** Use the format on the roster 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 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 is 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**

Library Staff	Full-time #	Part-time #	Name(s) and Qualifications
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. Electronic Databases

4. **INFORMATION TECHNOLOGY AND ELECTRONIC RESOURCES**

    Describe all learning resources accessible electronically to faculty and students.

    Describe the computer resources dedicated to provision of 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.*

Area	Classification		Percent of Total Collection	Percent of Total Acquisitions
	D.C.	L.C.		
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 net assets (or stockholders' equity) with breakdown of unrestricted, temporarily restricted, and permanently restricted

    B. Summary of property, plant, and equipment, net of depreciation.

    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			
Total (sum of lines 1-20)				

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			
Total Educ & Gen Expend. & Transfers (sum of lines 1 - 12)	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			
Total Expend. & Transfers (sum of lines 13-20)				

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. 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

5. Deferred maintenance

PART B

DOCUMENTATION OF COMPLIANCE
2018 Principles of Accreditation: Foundation for Quality Enhancement

An institution seeking membership with the Southern Association of Colleges and Schools Commission on Colleges must first document in its application its compliance with the Core Requirements and Standards listed below in the chart. All narrative and documentation demonstrating compliance must be included as part of the completed Application. Minimum documentation required is listed following each requirement and standard to be addressed in the application.

Core Requirements	1.1	Standards	4.2.c.d
	2.1		5.4
	3.1 a.b.c		6.2 a.b
	4.1		7.3
	5.1		8.2.a.b.c
	6.1		10.2
	7.1		10.5
	8.1		10.6 a.b.c
	9.1		10.7
	9.2		11.2
	9.3		11.3
	11.1		12.4
	12.1		13.6
	13.1		13.7
	13.2		14.3
			14.4
			14.5

Steps in the accreditation process following submission of the application can be found in the Accreditation Procedures for Applicant Institutions on the SACSCOC website (www.sacscoc.org).

Provide narrative and documentation demonstrating compliance with each of the following Core Requirements and Standards.

Section 1: The Principle of Integrity

Institutional integrity is essential to the purpose of higher education. Integrity functions as the basic covenant defining the relationship between the Southern Association of Colleges and Schools (SACSCOC) and its member and candidate institutions. The principle serves as the foundation of a relationship in which all parties agree to deal honestly and openly with both their constituencies and with one another.

Core Requirement 1.1 (Integrity)

The institution operates with integrity in all matters.
(Note: While this principle requires no narrative by the institution in the application for accreditation, failure to adhere to this principle will lead to the imposition of a sanction, adverse action, or denial of authorization of a candidacy committee visit.)

Section 2: Mission

A clearly defined and comprehensive mission guides the public's perception of the nature of the institution. It conveys a sense of the institution's uniqueness and identifies the qualities, characteristics and values that define the institution's role and distinctiveness within the diverse higher education community. Fundamental to the structure of an institution's effectiveness review, the mission reflects a clear understanding of the institution by its governing board, administration, faculty, students, staff and all constituents.

Core Requirement 2.1 (Institutional Mission)

The institution has a clearly defined, comprehensive, and published mission 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.   The institution's mission statement as it appears on the website, in the catalog
       and in other institutional documents.

2.   A description of how the mission statement was developed and approved and how it
       is reviewed.

3.   A list of institutional publications where the mission statement is found.

Section 3: Basic Eligibility Standard

SACSCOC accredits degree-granting institutions in the southern region of the United States and those operating in select international locations. To gain or maintain accreditation with SACSCOC, an institution is a continuously functioning organization legally authorized to grant degrees and other academic credentials and is able to demonstrate compliance with SACSCOC standards and policies.

Core Requirement 3.1

1.   **An institution seeking to gain or maintain accredited status**

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

   b. **offers all course work required for at least one degree program at each level at which it awards degrees.** (For exceptions, see SACSCOC policy "Documenting an Alternative Approach.")

   c. **is in operation and has students enrolled in degree programs.** *(Continuous operation)*

Minimum Documentation Required

1. 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.

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

Section 4: Governing Board

The institution's governing board holds in trust the fundamental autonomy and ultimate well-being of the institution. As the corporate body, the board ensures both the presence of viable leadership and strong financial resources to fulfill the institutional mission. Integral to strong governance is the absence of undue influence from external sources.

Core Requirement 4.1   (Governing Board Characteristics)

1.   **The institution has a governing board of at least five members that:**
   (a)   is the legal body with specific authority over the institution.
   (b)   exercises fiduciary oversight of the institution.
   (c)   ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
   (d)   is not controlled by a minority of board members or by organizations or institutions separate from it.
   (e)   is not presided over by the chief executive officer of the institution.

(*Governing board characteristics)*

<u>Minimum Documentation Required</u>

1. 1. A list of board members including the following:

    (a) names, addresses, places of employment, and term(s) of office and assurance that no board member receives compensation for board service

    (b) identification of which board members, if any, are employees of the institution

    (c) identification 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.

Standard 4.2. c. (CEO Evaluation/Selection)

The governing board selects and regularly evaluates the institution's chief executive officer.

<u>Minimum Documentation Required</u>

1.   Bylaws and/or policy/operational manual for the board indicating that the board selects and may terminate the CEO of the institution. Provisions for regular evaluation of the CEO should be provided and during any visit, evidence of evaluations should be provided to evaluators.

Standard 4.2.d. (Conflict of Interest)

The governing board defines and addresses potential conflict of interest for its members.

<u>Minimum Documentation Required</u>

1.   Bylaws and/or other documents defining conflict of interest for board members and describing means of ensuring that no conflict of interest exists consistent with Core Requirement 4.1 above.

Section 5: Administration and Organization

The institution's chief executive officer has ultimate responsibility for priorities and initiatives that advance its board-approved mission, goals, and priorities. The chief executive officer oversees an organizational structure that includes key academic and administrative officers and decision makers with credentials appropriate to their respective responsibilities.

Core Requirement 5.1   Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution. *(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.

Standard 5.4 (Qualified Administrative/Academic Officers)

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Minimum Documentation Required

1. Evidence of appropriate experience and qualifications of administrative and academic officers.

2. Evidence of regular evaluation of administrative and academic officers.

Section 6: Faculty

Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic program. The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Because student learning is central to the institution's mission and educational degrees, the faculty has responsibility for directing the learning enterprise including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

Achievement of the institution's mission with respect to teaching, research, and service requires a critical mass of full-time qualified faculty to provide direction and oversight of the academic programs. Due to this significant role, it is imperative that an effective system of evaluation be in place for all faculty members that takes into account the institution's obligations to foster intellectual freedom of faculty to teach, serve, research, and publish.

Core Requirement 6.1   Full-Time Faculty

The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution. *(Full-time faculty)*

Standard 6.2.b.

For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (*Program faculty)*

Standard 6.2.a.

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. *(Faculty Qualifications)*

See Part A for the Faculty Roster Form to be used in documenting qualifications and, following instructions there, respond to Standard 6.2.a. only in Part A. Do not duplicate rosters here.

Minimum Documentation Required for Core Requirement 6.1 and Standards 6.2.a. and b.

1. A faculty roster documenting qualifications of all faculty members to teach courses assigned to them (provide the roster in 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.

Section 7: Institutional Planning and Effectiveness

Effective institutions demonstrate a commitment to the principles of continuous improvement. These principles are based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

Note to Applicant Institutions: Applicants do not complete a Quality Enhancement Plan as part of the application process. Five years after gaining membership, the institution will complete a Quality Enhancement Plan as part of its reaffirmation of accreditation.

Core Requirement 7.1   (Institutional Planning and Effectiveness)

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes

consistent with its mission.

<u>Minimum Documentation Required for Core Requirement 7.1</u>

1. A description of the <u>institutional</u> 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.

2. Evidence demonstrating that the <u>institutional</u> planning and evaluation processes are reviewed systematically and result in continuing improvement in institutional quality and evidence demonstrating that the <u>institution</u> is effectively accomplishing its mission.

3. A description of the research component which supports the planning and evaluation processes.

2. Identification of who is responsible for ensuring that the planning and evaluation processes function systematically.

3. Provision of a timeline by which the processes function.

6. Copies of the institution's current master (or strategic) plan and past strategic plans, including the institutional goals and an indication of how the current plan relates specifically to the mission of the institution.

7. A copy of the plan for the upkeep of property; the comprehensive safety plan; the current facilities master plan; and the financial plan.

Standard 7.3 (Administrative Effectiveness)

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

<u>Minimum Documentation Required for Standard 7.3</u>

1. Expected outcomes for <u>each</u> administrative support unit.

2. Evidence of the achievement and status of administrative outcomes for each administrative support unit.

Section 8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

Core Requirement 8.1   (Student Achievement)

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. *(Student achievement)*

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. See also necessary documentation for Standard 8.2. a., b., and c.

Standard 8.2

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

a.   **student learning outcomes for each of its educational programs.**
     (Student outcomes: educational programs)

b.   **student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.**
     (Student outcomes: general education)

c.   **academic and student services that support student success.**
     (Outcomes: academic and student services)

Minimum Documentation Required for Standard 8.2 a., b., and c.

1.   A list of student learning outcomes for <u>each</u> educational program. (Standard 8.2.a.)
2.   Evidence of assessment of achievement by students of student learning outcomes for <u>each</u> educational program and evidence of extent of achievement. (Standard 8.2.a)
3.   Identification of how the results of assessment have been used for improvement of each educational program. (Standard 8.2.a)
4.   A list of competencies for the general education component. (Standard 8.2.b.)
5.   Evidence of the assessment of achievement of the competencies. (Standard 8.2.b)
6.   Demonstration of the extent to which students have attained the competencies. (Standard 8.2.b).
7.   Evidence of use of the results of assessment of general education competencies for

improvement. (Standard 8.2.b.)

8. A list of expected outcomes for <u>each</u> academic support services unit. (Standard 8.2.c.)
9. Evidence of the extent of achievement and status of outcomes for <u>each</u> academic support services unit. (Standard 8.2.c.)
10. A list of expected outcomes for each student support services unit. (Standard 8.2.c)
11. Evidence of the extent of achievement and status of outcomes for each student support services unit. (Standard 8.2.c)

Section 9: Educational Program Structure and Content

Collegiate-level educational programs emphasize both breadth and depth of student learning. The structure and content of a program challenges students to integrate knowledge and develop skills of analysis and inquiry.

General education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principle areas of knowledge. Undergraduate and graduate degrees develop advanced expertise in an integrated understanding of one or more academic disciplines or concentrations.

The institution is responsible for the delivery of an appropriate portion of the academic experiences applicable to the degrees or credentials awarded.

Core Requirement 9.1 (Program Content)

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education. *(Program content)*

Minimum Documentation Required

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

2. Demonstration of a coherent course of study for programs and appropriateness of programs to higher education.

Core Requirement 9.2 (Program Length)

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. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. *(Program length)*

Minimum Documentation Required

1. Identification of the number of hours required for degree programs.

2. An explanation of equivalencies when using units other than semester credit hours.

3. Justification/rationale for program equivalency for all degree programs and combined degree programs with fewer than the required number of semester credit hours or its equivalent unit.

Core Requirement 9.3 (General Education Requirements)

The institution requires a general education component at the undergraduate level that:

(a) **is based on a coherent rationale.**
(b) **is a substantial component of each undergraduate degree program. 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.**
(c) **Ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**
(General education requirements)

Minimum Documentation Required

1. Description of the general education component including a coherent rationale for the component.
2. A list of courses in the required general education core and the number of hours required.
3. 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.

Section 10: Educational Policies, Procedures, and Practices

Effective academic policies related to an institution's educational programs are developed in concert with appropriate input and participation of the constituencies affected by the policies, conform with commonly accepted practices and policies in higher education, accurately portray the institution's programs and services, and are disseminated to those benefiting from such practices. These academic policies lead to a teaching and learning environment that enhances the achievement of student outcomes and success.

To advance learning, all coursework taken for academic credit has rigor, substance, and standards connected to established learning outcomes. To protect the integrity of degrees offered, the institution is responsible for the quality of all coursework transcripted as if it were credit earned from the institution.

Standard 10.2 (Public Information)

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

Minimum Documentation Required

1. Cite specifically where academic calendars, grading policies, and refund policies can be found.

Standard 10.5 (Admissions Policies and Procedures)

The institution: (a) publishes admissions policies consistent with its mission; (b) ensures that its recruitment materials and presentations accurately represent the institution's practices, policies, and accreditation status, and (c) ensures that independent

contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

<u>Minimum Documentation Required</u>

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).

4.   Describe admission policies and demonstrate consistency with institutional mission.

5.   Describe policies/procedures which ensure that independent contractors or agents used for recruiting and admission activities are governed by the same principles and policies as institutional employees. Include agreements with independent contractors   or agents.

Standard 10.6 (Distance and Correspondence Education)

An institution that offers distance or correspondence education:

(a)   ensures 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.
(b)   has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
(c)   ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

<u>Minimum Documentation Required</u>

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.

Standard 10.7 (Policies for Awarding Credit)

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

<u>Minimum Documentation Required</u>

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.

Section 11: Library and Learning/Information Resources

To provide adequate support for the institution's curriculum and mission, an institution's students, faculty, and staff have access to appropriate collections, services, and other library-related resources that support all educational, research, and public service programs wherever they are offered and at the appropriate degree level. The levels and types of educational programs offered determine the nature and extent of library and learning resources needed to support the full range of the institution's academic programs. Qualified, effective staff are essential to carrying out the goals of a library/learning resource center and the mission of the institution, and to contributing to the quality and integrity of academic programs.

Core Requirement 11.1 (Library and Learning/Information Resources)

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. *(Library and learning/information resources)*

Minimum Documentation Required

1. Information requested in Part A relating to library resources and services.

2. If applicable, 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 provided through cooperative agreements, and/or those provided through electronic means relate to and sufficiently support the <u>specific</u> programs offered by the institution.

Standard 11.2 (Library and Learning/Information Staff)

The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution. *(Library and learning/information staff)*

Minimum Documentation Required

1. Evidence as required in Part A (a) concerning staff and qualifications and (b) evidence of appropriate staff and resources at off-campus sites and/or distance learning.

Standard 11.3 (Library and Learning/Information Access)

The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources. *(Library and learning/information access)*

1. Information requested in Part A relating to library resources and services.

2. Evidence that the institution provides instruction to students, both on campus, at off-campus sites and at a distance (if applicable), concerning how to access and use learning resources provided by the institution.

Section 12: Academic and Student Support Services

Student success is significantly affected by the learning environment. An effective institution provides appropriate academic and student support programs and services, consistent with the institution's mission, that enhance the educational and personal development experience(s) of students at all levels; contribute to the achievement of teaching and learning outcomes; ensure student success in meeting the goals of the educational programs; and provide an appropriate range of support services and programs to students at all locations. Qualified and effective faculty and staff are essential to implementing the institution's goals and mission and to ensuring the quality and integrity of its academic and student support programs and services. An effective institution has policies and procedures that support a stimulating and safe learning environment.

Core Requirement 12.1 (Academic and Student Support Services)

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. *(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 including student activities provided to students regardless of where the students are located or how they access courses offered by the institution.

3. Student Handbook

Standard 12.4   (Student Complaints)

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. *(Student complaints)*

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).

3. Identify where a record of student complaints is kept at the institution.

Section 13: Financial and Physical Resources

Although missions vary among institutions, both a sound financial base and a pattern of financial stability provide the foundation for accomplishing an institution's mission. Adequate financial resources allow for deliberate consideration of the effective use of institutional resources to fulfill that mission. Adequate physical resources are essential to the educational environment and include facilities that are safe and appropriate for the scope of the institution's programs and services. It is reasonable that the general public, governmental entities, and current and prospective students expect sufficient financial and physical resources necessary to sustain and fulfill the institution's mission.

Core Requirement 13.1 (Financial and Physical Resources)

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. *(Financial resources)*

Minimum Documentation Required

1. Independent audits and management letters and other attachments 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 public 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 <u>and</u> 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 net asset 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 13.2 (Financial Documents)

For applicant and candidate institutions, including an applicant seeking separate accreditation from a current SACSCOC-accredited institution, the institution provides the financial information, including audit requirements, in the SACSCOC policy entitled "Accreditation Procedures for Applicant Institutions" and included here as follows: *(Financial documents)*

> In addition to providing narrative describing its compliance with Core Requirement 13.1, an institution must include with its application the following financial information:
>
> (1) separate institutional audits (audits opinioned on the institution) and any attachments for its three most recent fiscal years, including the audit for the most recent fiscal year ending prior to the date of the application. Should the end of another fiscal year occur during initial review of the application by SACSCOC staff, that audit must be submitted before review of the application can be completed. In addition, the audit for the most recently completed fiscal year must be provided when seeking authorization by the SACSCOC Board of Trustees to receive a Candidacy Committee visit.
>
> (2) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.
>
> (3) a statement of financial position of unrestricted net assets (without donor restrictions), exclusive of plant assets and plant-related debt (short and long term debt attached to physical assets) which represents the change in unrestricted net assets attributable to operations for the most recent year.
>
> Further, throughout the remainder of the process the institution must provide a separate audit for the most recently completed fiscal year ending prior to any committee visit or Board of Trustees review for Candidacy, Candidacy renewal, or initial Membership.
>
> All audits must be conducted by independent certified public accountants or an appropriate governmental auditing agency.
>
> An applicant or Candidate institution may not show an annual or cumulative operating deficit at any time during the application process or at any time during Candidacy.
>
> Audits submitted by international institutions must be expressed in U.S. dollars and all information in the audit must be in English.

Standard13.6   (Federal and state responsibilities)

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education. *(Federal and state responsibilities)*

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.

Standard 13.7 (Physical resources)

The institution ensures adequate physical facilities and resources, both on and off campus that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Minimum Documentation Required

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

Section 14: Transparency and Institutional Representation

An institution is responsible for representing accurately to the public its status and relationship with SACSCOC; reporting accurately to the public its status with state or the federal government if receiving funding from either or both; maintaining openness in all accreditation-related activities; ensuring the availability of institutional policies to students and the public; and publishing appropriate information with respect to student achievement. SACSCOC's philosophy of accreditation precludes removal from or denial of membership or candidacy to a degree-granting institution of higher education on any ground other than an institution's failure to meet the standards of the membership as determined by the professional judgment of peer reviewers, or failure to comply with SACSCOC's policies and procedures.

An applicant institution has no "status" with SACSCOC until it gains Candidacy.

Standard 14.3   Comprehensive Institutional Reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. *(Comprehensive institutional reviews)*

Standard 14.4   Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions (see SACSCOC's policy "Accrediting Decisions of Other Agencies.") *(Representation to other agencies)*

Standard 14.5   Policy Compliance

The institution complies with SACSCOC's policy statements that pertain to new or

additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation.* *(Policy compliance)*
(Note: For applicable policies, institutions should refer to the SACSCOC website [http:/www.sacscoc.org])