

Subsection	Must Statements	Primary Responsibility	Shared Responsibility
1	Exercise of these rights (of an institution to pursue its established educational purpose; faculty members to teach, investigate and publish freely; students to have learning opportunities) must not interfere with the overriding obligation of the institution to offer its students a sound education leading to recognized certificates or degrees.		
2	During the interval between reaffirmation committee visits to each institution providing vocational education or training, the Commission will make at least one unannounced on-site inspection for the purpose of determining whether the institution has the personnel, facilities, and resources it claimed to have either during its previous on-site review or in subsequent reports to the Commission.		
1.1 Institutional Commitment 3	An institution is required to conduct a self-study at the interval specified by the Commission and, at the conclusion of the self-study, accept an honest and forthright peer assessment of institutional strengths and weaknesses. The Commission requires that the self-study assess every aspect of the institution; involve personnel from all segments of the institution, including faculty, staff, students, administration and governing boards; and provide a comprehensive analysis of the institution, identifying strengths and weaknesses. The Commission also requires an adequate institutional follow-up plan to address issues identified in the self-study.		
4	Must be committed to participation in the activities and decisions of the Commission.		
5	Committed to the search for knowledge and its dissemination.		
6	Integrity in the pursuit of knowledge is expected to govern the total environment of the institution.		
7	Responsible for ensuring integrity in all operations dealing with its constituencies, in its relations with other member institutions, and in its accreditation activities with the Commission on Colleges.		
8	Must provide the Commission access to all parts of its operation and to complete and accurate information about the institution's affairs, including reports of other accrediting, licensing and auditing agencies.		
9	Expected to cooperate during all aspects of the process of evaluation		
10	Provide the Commission with information requested and maintain an atmosphere of openness and cooperation during evaluations.		

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11	Must be in compliance with its program responsibilities under Title IV of the 1992 Higher Education Amendments. The Commission will rely on documentation forwarded to it by the Secretary of Education.		
12	Membership or reaffirmation with the Commission on Colleges must document its compliance with the Conditions of Eligibility as outlined in Section 1.4.		
1.2 Application of Criteria 13	Must refrain from making a significant modification in the nature or scope of an institution or its programs except in accordance with the Commission's "Substantive Change Policy for Accredited Institutions" and its attendant procedures.		
14	Existing or planned activities must be reported according to the policies, procedures and guidelines of the Commission on Colleges and must be in compliance with the Criteria.		
15	Must have adequate procedures for addressing written student complaints.		
1.3 Separately Accredited Units 16	A unit is required to apply for separate accreditation or to maintain separate membership if, in the judgement of the Commission, the unit exercises this level of autonomy.		
17	If an institution seeks separately accredited status for one of its units, it must notify the Executive Director of the Commission on Colleges of its intent and follow procedures established by the Commission.		
1.4 Conditions of Eligibility 18	Must document compliance with each of the thirteen Conditions of Eligibility to be authorized initiation of a self-study, or to be aware of candidacy or candidacy renewal.		
19	Must provide evidence that it is capable of complying with all requirements of Criteria and that it will be in compliance by the end of the period allowed for candidacy.		
20	The Conditions of Eligibility are basic qualifications which an institution of higher education must meet to be accredited by the Commission on Colleges.		
21	Must demonstrate compliance with the Criteria for Accreditation which holds institutions to appropriately higher standards of quality.		

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22	Must agree it will comply with the Criteria for Accreditation of the College Delegate Assembly consistent with the policies and procedures of the Commission on Colleges.		
23	Must agree that the Commission on Colleges may make known to any agency or member of the public the nature of any action regarding the institution's status with the Commission.		
24	Must comply with Commission requests, directives, decisions and policies, and will make complete, accurate and honest disclosure.		
25	Must have formal authority from an appropriate government agency or agencies located within the geographic jurisdiction of the Southern Association of Colleges and Schools to award degrees.		
26	Must have a governing board of at least five members, which has the authority and duty to ensure that the mission of the institution is implemented.		
27	The governing board is the legal body responsible for the institution and evidence must be provided that the board is an active policy-making body for the institution.		
28	The board is responsible for ensuring that the financial resources of the institution are use to provide a sound educational program.		
29	The board must not be controlled by a minority of board members or by organizations or interests separate from the board.		
30	The board's presiding officer must have no contractual, employment, or personal or familial financial interest in the institution. The majority of other voting members of the board must have no contractual, employment, or personal or familial financial interest in the institution.		
31	Board bylaws or other legal documents must ensure appropriate continuity in the board membership, usually by staggered terms of adequate length. Bylaws or other legal documents must ensure the independence of the board and amendments of the bylaws must occur only by vote of the board after reasonable deliberation.		
32	If a military institution is prohibited by the authorizing legislation from having a board with ultimate legal authority, it must have a public board in which neither the presiding officer nor a majority of the other members are civilian employees of the military or active/retired military. The board, consisting of at least five members, must have broad and significant influence upon the institution's programs and operations.		
33	The military institution must demonstrate that there is appropriate continuity in the board membership and that its board, in policy and practice, is an active policy-making body for the		

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	institution.		
34	The military institution's board must ensure that financial resources are used to provide a sound educational program and must not be controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation.		
35	The military institution's presiding officer of the board must have no contractual, employment, or personal or familial financial interest in the institution. Furthermore, a majority of the other voting members must have no contractual, employment, or personal or familial financial interest in the institution.		
36	The institution must have a chief executive officer whose primary responsibility is to the institution. The chief executive officer must not be the presiding officer of the board.		
37	The institution must be in operation and have students enrolled in degree programs at the time of the committee visit.		
38	The institution must offer one or more degree programs based on at least two academic years at the associate level, at least four academic years at the baccalaureate, or at least one academic year at the post-baccalaureate level.		
39	The institution may make arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia. However, the institution itself must provide instruction for all coursework required for at least one degree program at each level at which it awards degrees. Any alternative approach to meeting this requirement must be approved by the Commission on Colleges. In all cases, the institution must be able to demonstrate that it evaluates all aspects of its educational program.		
40	Degree programs must be comparable with its stated purpose and based upon fields of study appropriate to higher education. Institutions may experiment in developing and defining new fields of study, but the Commission cannot evaluate for membership an institution that offers only programs which represent fields of study that are outside of the expertise of the Commission's accredited institutions.		
41	Must have a clearly defined, published statement of purpose appropriate to an institution of higher education.		

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42	Must have an appropriate plan, as well as a functioning planning and evaluation process, which identifies and integrates projected educational, physical and financial development, and incorporates procedures for program review and institutional improvement.		
43	Must have published admission policies compatible with its stated purpose.		
44	All undergraduate degree programs must include a substantial component of general education courses at the collegiate level.		
45	For associate programs, the component must constitute a minimum of 15 semester hours or equivalent quarter hours and for baccalaureate programs, a minimum of 30 semester hours or equivalent quarter hours. The credit hours must be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. The courses must be designed to ensure breadth of knowledge and must not be narrowly focused on those skills, techniques and procedures peculiar to a particular occupation or profession.		
46	The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity.		
47	In each major in a degree program, there must be a least one full-time faculty member with responsibility for supervision and coordination of the major. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.		
48	Must have sufficient learning resources or, through formal agreements or appropriate technology, ensure the provision of and ready access to adequate learning resources and services to support the courses, programs and degrees offered.		
49	Must have adequate financial base to accomplish its purpose at an acceptable level of quality on a continuing basis.		
50	Must provide financial statements and related documents which accurately and appropriately represent the total operation of the institution.		
51	Must include in its application separate institutional audits and management letters for its three most recent fiscal years, including that for the fiscal year ending immediately prior to the date of the submission of the application.		
52	Must have available the audit and management letter for the most recent fiscal year ending immediately prior to any committee visit for candidacy, candidacy renewal, or initial membership.		

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53	These audits must be conducted by independent certified public accountants or an appropriate governmental auditing agency.		
54	Must not show an annual or cumulative operating deficit at any time during the application process or at any time during candidacy.		
55	Applicant and candidate military institutions authorized by the federal government to award degrees must provide financial information, as shall be required by the Commission, from appropriate governmental agencies. This information must accurately represent the total operation of the institution and must be sufficient to demonstrate adequate financial support of programs and operations.		
1.6 Representation of Status 56	Must be accurate in reporting to the public its status and relationship with the Commission.		
57	In catalogs, brochures and advertisements a member institution must describe its relationship with the Commission only according to the following statement: (Name of institution) is accredited by the Commission on Colleges of the Southern Association of College and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award (name specific degree levels).		
58	For institutions in Candidacy status: (Name of institution) is a Candidate for Accreditation with ...(same as #58 above).		
59	(Note: Effective January 1996, candidacy for substantive change will no longer be a Commission status, except for those institutions currently candidates at new degree levels. Therefore, member institutions which are currently candidates at new degree levels must continue to use the following statement: (Name of institution) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award (name specific degree levels) and is a Candidate for Accreditation to award the (name specific degree level).		
60	No statement may be made about future accreditation status with the Commission.		
61	The logo or seal of the Southern Association of Colleges and Schools must not be used by the institution.		

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Section II	Must have a clearly defined purpose or mission statement appropriate to collegiate education as well as to its own specific educational role. This statement must describe the institution and its characteristics and address the components of the institution and its operations.		
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63	The official posture and practice of the institution must be consistent with its purpose statement.		
64	Appropriate publications must accurately cite the current statement of purpose.		
65	Statement of purpose must be approved by the governing board.		
66	An institution must study periodically its statement of purpose, considering internal changes as well as the changing responsibilities of the institution to its constituencies.		
67	The institution must demonstrate that its planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfill its stated purpose.		

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3.1 Planning & Evaluation: Educational Programs			
68	Educational activities of an institution include teaching, research and public service. Planning and evaluation of these activities must be systematic, broad based, interrelated and appropriate to the institution.		
69	The institution must define its expected educational results and describe its methods for analyzing the results.		
70	Must establish a clearly defined purpose appropriate to collegiate education.		

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71	Must formulate educational goals consistent with the institution's purpose		
72	Must develop and implement procedures to evaluate the extent to which these educational goals are being achieved		
73	Must use the results of these evaluations to improve educational programs, services and operations.		
74	Must develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service. This evaluation must encompass educational goals at all academic levels and research and service functions		
75	Must evaluate success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.		
3.2 Planning & Evaluation: Administrative & Educational Support 76	Must demonstrate planning and evaluation in its administrative and educational support services.		
77	For each administrative and educational support service unit, the institution must establish a clearly defined purpose which supports the institution's purpose and goals		
78	For each administrative and educational support service unit, the institution must formulate goals which support the purpose of each unit.		
79	For each administrative and educational support service unit, the institution must develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit.		
80	For each administrative and educational support service unit, the institution must use the results of the evaluations to improve administrative and educational support services.		
3.3 Institutional Research 81	Institutional research must be an integral part of the institution's planning and evaluation process.		

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82	Institutional research must be effective in collecting and analyzing data and disseminating results.		
83	An institution must regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process.		
84	Institutions must assign administrative responsibility for conducting institutional research, allocate adequate resources, and allow access to relevant information.		
Subsection	Must Statements	Primary Responsibility	Secondary Responsibility
4.1 General			
4.1			
85	The educational program must be clearly related to the purpose of the institution.		
86	The institution must provide competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities..		
87	Student enrollment and financial resources must be sufficient to support an effective educational program.		
88	Must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program.		
4.2 Undergraduate Program			
4.2.1			
89	General admission policies must be established by the governing board on recommendation of the administration.		
90	The board is responsible for deciding the size and character of the student body.		
91	Implementation of specific admission policies is the responsibility of the administration and faculty of the institution.		
92	The unit responsible for administering the policies must be clearly identified.		
93	In those institutions in which various subdivisions maintain separate admission requirements, there must be institution-wide coordination of all admission policies and procedures.		

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94	Admission policies must be consistent with the educational purposes of the institution. They must include qualitative and quantitative requirements that identify students who demonstrate reasonable potential for success at the institution.		
95	An institution admitting students with deficiencies in their preparation for collegiate study must offer appropriate developmental or remedial support to assist these students.		
96	Must regularly evaluate its admission policies.		
97	Must ensure that its recruiting activities and materials accurately and truthfully portray the institution.		
98	To be admitted to degree programs, applicants must show evidence of high school graduation or other successful experiences which reasonably predict their ability to make satisfactory progress at the institution. Each institution must assess and justify the appropriateness of experiences offered in lieu of a high school diploma.		
99	Admission policies must be followed in the admission of al students.		
100	Must provide evidence that it selects students whose interests and capabilities are consistent with the admission policies.		
101	Must clearly define and publish its policy on the admission of transfer students. The policy must include the following: the requirement for official transcripts of credits earned from all institutions of higher education previously attended; qualitative and quantitative criteria determining the acceptability of transfer work; criteria regarding the award of advanced standing, whether by credit earned at another institution, by advance placement examinations, or through experiential learning; and conditions governing admission in good standing, admission on probation, and provisional admission.		

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102	Institutions which award credit based on advanced placement or other examinations; training provided by non-collegiate institutions, such as armed forces and service schools; professional certification; or experiential learning must meet the following conditions governing the award of such credit: (1) the amount of credit awarded is clearly stated and is in accord with commonly accepted good practice in higher education. (2) Credit is awarded only in areas offered within the current curriculum of the institution, and is appropriately related to the student's educational programs. (3) Decisions regarding the awarding of credit and the determination of such credit are made by qualified faculty members at the institution, or according to procedures and standards approved by qualified faculty. The institution demonstrates that assessment procedures verify that the credit awarded is appropriate.		
103	Must award credit only for documented learning which demonstrates achievement of all outcomes for specific courses in an approved degree program.		
104	Must award credit only to matriculated students, identify such credit on the student's transcript as credit for prior experiential learning and, upon request from another institution, document how such learning was evaluated and the basis on which such credit was awarded		
105	Must ensure that credit for prior experiential learning does not duplicate credit already awarded or remaining courses planned for the student's academic program		
106	Must adopt, describe in appropriate institutional publications, implement and regularly review policies and procedures for awarding credit for experiential learning		
107	Must clearly describe, and establish the validity of, the evaluation process and criteria for awarding credit for prior experiential learning		
108	Must inform transfer students of the amount of credit which will transfer, preferably prior to their enrollment, but at least prior to the end of the first academic term in which they are enrolled		
109	Coursework transferred or accepted for credit toward an undergraduate degree must represent collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own undergraduate degree programs.		
110	There must be clearly defined policies regarding the academic dismissal, suspension and readmission of students.		

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111	Readmission of students dismissed or suspended for academic reasons must be consistent with the academic policies of the institution.		
4.2.2 112	In each degree program, there must be an appropriate sequence of courses leading to the degree.		
113	An institution must publish the requirements for each degree it awards. The requirements must be appropriate to the degree offered and must specify the total credits, the number and distribution of general education credits, the number of credits to be earned in the major or area of concentration, the number of electives, standards for satisfactory progress, and other degree requirements.		
114	Undergraduate degree programs must contain a basic core of general education courses. A minimum of 15 semester hours for associate programs and a minimum of 30 semester hours for baccalaureate programs are required for degree completion. The core must include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.		
115	Must demonstrate that graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers.		
116	Must clearly define what is meant by a major or an area of concentration and must state the number of credit required for each. An adequate number of hours with appropriate prerequisites must be required in courses above the elementary level.		
117	For degree completion, at least 25 percent of semester credit hours, or the equivalent quarter hours, must be earned through instruction by the institution awarding the degree.		
118	All courses, other than those identified by the institution as developmental/remedial, offered by an institution for credit must be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs or must be clearly identified on transcripts as not applicable to any of the institution's own degree or certificate programs.		
4.2.3 119	Curricula must be directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the institution.		
120	Must have a clearly defined process by which the curriculum is established, reviewed and evaluated. This process must recognize the various roles of the faculty, the administration and the governing board.		

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121	For each major in a degree program, the institution must assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field.		
122	At least one full-time faculty member with appropriate credentials must have primary teaching assignment in the major.		
123	The governing board must be responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs.		
124	Administration and faculty must be responsible for the development of academic programs recommended to the governing board. They are also responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board.		
125	Curricula intended to provide basic preparation for students who will subsequently transfer to another institution must be designed to consider the institutions to which these students transfer.		
126	"Inverted", "two plus two" and similar programs must include an adequate amount of advanced coursework in the subject field.		
127	Institutions which enter into programmatic partnerships with secondary schools which result in the award of college credit, such as technical and dual enrollment programs, must ensure that the credit awarded is at the collegiate level and is in compliance with the Criteria and with Section IV in particular.		
128	Partnerships must be evaluated regularly by the participating institution of higher education.		
129	The participating institution must assume full responsibility for the academic quality and integrity of partnerships as measured by the Criteria.		
4.2.4			
130	Instructional techniques and policies must be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course.		
131	Instruction must be evaluated regularly and the results used to ensure quality instruction.		
132	Students must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.		
133	Methods of instruction must be appropriate to the goals of each course and the capabilities of the students.		

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134	Experimentation with methods to improve instruction must be adequately supported and critically evaluated.		
135	Must use a variety of means to evaluate student performance. The evaluation must reflect concern for quality and properly discern levels of student performance.		
136	Must publish grading policies and grading policies must be consistent with policy		
137	Must evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: use of standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinion of former students		
138	Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, must be designed to ensure an opportunity for preparation, reflection and analysis concerning subject matter		
139	Must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.		
140	Must provide for its students a learning environment in which scholarly and creative achievement is encouraged		
141	In certain professional, vocational and technical programs, clinical and other affiliations with outside agencies may be necessary. In all such cases, learning experiences for which credit is awarded must be under the ultimate control and supervision of the educational institution.		
142	Must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization		
143	Must demonstrate that program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers		
4.2.5 144	Must conduct a systematic, effective program of undergraduate academic advising		
145	Must ensure that the number of advisees assigned to faculty or professional staff is reasonable		
146	An effective orientation program must be made available to full- and part-time undergraduate students.		

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147	Orientation and advisement programs must be evaluated regularly and used to enhance assistance to students.		
4.3 Graduate Program			
148			
4.3.1			
149	Administration and faculty must be responsible for the development of new academic programs recommended to the governing board		
150	A graduate program must have curricula and resources substantially beyond those provided for an undergraduate program		
151	Research, scholarly activity and/or advanced professional training must be included in graduate studies and supported by adequate resources		
152	Must provide a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization		
153	An undergraduate institution planning to initiate its first graduate program, a graduate institution planning to initiate a program at a degree level higher than that already approved, or a graduate institution planning to initiate a program at the same level but substantially different from those already approved must inform the Executive Director of the Commission on Colleges in advance of the admission of students.		
154	Must also document that any necessary approval from state or other agencies has been secured		
155	Before an institution moves from baccalaureate to graduate status, or attempts to expand the number of its graduate programs at the same level, it must demonstrate that it has conducted a thorough assessment of needs, market and environmental factors, and resource requirements and financial implications for the institution.		
156	Must maintain strong educational programs at the master's and/or baccalaureate levels before attempting doctoral programs, or must justify their departure from the requirement.		
157	Free-standing graduate and professional schools are exempted from this requirement. However, they must demonstrate not only the strength of their individual programs, but also that students admitted have met undergraduate requirements specified for the program.		
4.3.2			
158	Must establish qualitative and quantitative requirements which result in the admission of students whose educational preparation indicates the potential for high level performance		

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159	In cases where the baccalaureate degree is not required, the institution must demonstrate that the student has adequate educational preparation to complete the graduate program.		
160	Admission procedures must include the requirement that an applicant submit official undergraduate transcripts of credit earned from all institutions of higher education previously attended; and other appropriate documents , such as official reports on nationally recognized aptitude tests and evaluations by professionals in the field as to the readiness of an applicant for graduate work.		
161	Admission criteria for all graduate programs must be published.		
162	Coursework transferred or accepted for credit toward an graduate degree must represent graduate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own graduate degree programs.		
163	Graduate credit must not be awarded for portfolio-based experiential learning which occurs prior to the matriculation into a graduate program and which has not been under the supervision of the institution.		
164	Justification for an exception must include adequate documentation that the institution: (a) awards credit only for documented learning which ties the prior experience to the theories and data of the relevant academic field; (b) awards credit only to a matriculated student, identifies such credit on the student's transcript as credit for prior experiential learning, and is prepared, upon request from another institution, to document how such learning was evaluated and the basis on which such credit was awarded; (c) takes steps to ensure that credit for prior experiential learning does not duplicate credit already awarded for courses in the student's academic program; (d) adopts, describes in appropriate institutional publications, implements, and regularly reviews policies and procedures for awarding credit for experiential learning; and (e) clearly describes, and establishes the validity of, the evaluation process and criteria for awarding credit for prior experiential learning.		
165	Separate admission criteria must be formulated for each level of graduate work offered.		
166	Policies must clearly define probation or conditional admission, if any, including the requirements for conditional admission and how long a student may remain in that status.		
167	Admission criteria for each graduate program must be established with representation by the faculty responsible for instruction in that program.		

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168	Must publish both the general criteria for admission and any special admission criteria for individual programs.		
169	Must regularly evaluate its admission policies.		
4.3.3 170	General completion requirements for graduate degrees offered by an institution must be determined by the faculty or an appropriate body representing the faculty.		
171	Policies governing these requirements must include the following: the specified period of time for degree completion, requirements governing residency, thesis and dissertation requirements (when applicable), the minimum number of credit hours required for the degree, the minimal acceptable grade-point average, standards for satisfactory academic progress at which the student should apply for candidacy, and the types of qualifying and exit examinations the candidate must pass.		
172	These requirements, along with any others developed by the institution, must be published and distributed to all incoming graduate students and be appropriate to the degree and program being offered.		
173	If individual academic units develop special completion requirements for their graduate programs, these requirements must be published in the official catalog.		
174	All courses offered by an institution for credit must be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs or must be clearly identified on transcripts as not applicable to any of the institution's own degree or certificate programs.		
4.3.4 175	Must be able to demonstrate that it maintains a substantial difference between undergraduate and graduate instruction		
176	Graduate study must be at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student.		
177	Must require graduate students to analyze, explore, question, reconsider and synthesize old and new knowledge and skills		
178	The graduate curriculum must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship.		
179	Combined instruction of graduate and undergraduate students, if permitted at all, must be structured to ensure appropriate attention to both groups.		

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180	The curricular offerings must be clearly and accurately described in published materials.		
181	Curricula must be directly related and appropriate to the purpose and goals of the institution and the degree program, and to the financial and instructional resources of the institution.		
182	Must have a clearly defined process by which the curriculum is established, reviewed and evaluated. .		
183	The faculty and administration are responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board.		
184	The governing board must be responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs.		
185	Must make a distinction between a course of study leading to the master's or specialist degree and a course of study leading to the doctorate.		
186	A program leading to a master's or to a specialist degree must be the equivalent of at least one year of full-time graduate study.		
187	A master's or a specialist degree must provide the following: an understanding of research and the manner in which research is conducted; an understanding of the subject matter, literature, theory and methodology of the discipline; an association with resident faculty sufficient to permit their individual evaluation of the candidate's capabilities; and demonstrated means of certifying the knowledge and skills the candidate has acquired.		
188	A non-research-oriented professional master's degree requires an understanding of the accepted professional practices in the field.		
189	The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.		
190	Must demonstrate that program length, credit hours, and tuition and fees are appropriate for its master's and specialist degrees and any other credential it offers.		
191	A doctoral degree program must be of sufficient duration to provide for substantial mastery of the subject matter, theory, literature, research and methodology of a significant part of the field, including any language or other skills necessary to its pursuit, and independent research as evidenced by a doctoral dissertation.		

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192	A substantial period of residence must be included to provide student access to a wide range of support facilities, including a research library, cultural events and other occasions for intellectual growth associated with campus life, significant faculty/student interaction, opportunities for student exposure to and engagement with cognate disciplines and research scholars working in those disciplines, and significant peer interaction among graduate students.		
193	For appropriate professional programs, a project may be substituted for the research dissertation. In such cases, the institution must demonstrate a substantial level of competency appropriate to a doctoral degree.		
194	There must be appropriate and regular means for determining candidacy and the fulfillment of degree requirements.		
195	Must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.		
196	Must demonstrate that program length, credit hours, and tuition and fees are appropriate for its doctoral degrees		
197	Must conduct frequent systematic evaluations of graduate curricula offerings and program requirements		
198	Must integrate research with instruction		
4.3.5 199	Must provide an environment which supports and encourages scholarly interaction and accessibility among the faculty and students consistent with the qualitative intent of the Criteria		
200	Instructional methods and delivery systems must provide students with the opportunity to achieve the stated objectives of a course or program.		
201	Students must be informed of the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.		
202	Methods of instruction must be appropriate for students at the specified level of graduate study.		
203	Experimentation with methods to improve instruction must be adequately supported and critically evaluated.		
204	Must use a variety of means to evaluate student performance. The evaluation must reflect concern for quality and properly discern levels of student performance.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
205	An institution must publish its grading policies, and its grading practices must be consistent with policy.		
206	Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, must be designed to ensure an opportunity for preparation, reflection and analysis concerning subject matter.		
207	Must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.		
208	There must be provision for assigning students to their advisors or directors, appointing their graduate committees, and monitoring their academic progress.		
209	There must be frequent, systematic evaluation of graduate instruction and, if appropriate, revision of the instructional process based on the results of this evaluation.		
4.3.6 210	Must conduct a systematic, effective program of graduate academic advising		
211	Must ensure that the number of advisees assigned to faculty or professional staff is reasonable		
212	An effective orientation program must be made available to full- and part-time graduate students.		
213	Orientation and advisement programs must be evaluated regularly and used to enhance assistance to students.		
4.4 Publications 214	The content and design of publications produced and distributed by an institution must be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice.		
215	Must make available to students and the public accurate, current catalogs or other official publications containing the following information: entrance requirements and procedures; admissions criteria and policies, including the admission of transfer students; rules of conduct; academic calendar: degree completion requirements; full-time faculty and degrees held; costs and financial obligations: refund policies; and other items relative to attending the institution or withdrawing from it.		
4.5 Distance Learning Programs 216	Must formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution's stated purpose		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
217	Must demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable Criteria		
4.6 Continuing Ed, Outreach, and Service Programs			
218	Continuing education and outreach and service programs must be clearly related to the purpose of the institution.		
219	All continuing education programs , both credit and non-credit, must be evaluated regularly.		
220	All continuing education and outreach programs offered for credit must comply with the requirements of the Criteria, and with Section IV in particular.		
221	For outreach and service programs, an institution must provide the resources and services necessary to support the programs and must evaluate the programs regularly.		
222	Must not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience		
223	Must document that the credit awarded for non-credit coursework represents collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies equivalent to those of students in the institution's own degree programs; and coursework taught by faculty members qualified to teach at the appropriate degree level		
224	All credit-bearing continuing education courses and activities must comply with the requirements of the Criteria		
4.7 Student Records			
225	Must have adequate student records for both credit and non-credit courses		
226	Must take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet		
227	Must have policies concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records		
228	Must establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution		
4.8 FACULTY			
229	Must provide evidence that it has employed faculty members qualified to accomplish its purpose		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
4.8.1			
230	Must show that it has an orderly process for recruiting and appointing its faculty		
231	Recruiting and appointment procedures must be described in the faculty handbook or other published documents		
232	An institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty member to teach at the institution is from a regionally accredited institution		
233	If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution must show evidence that the faculty member has appropriate academic preparation.		
234	Must ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught		
4.8.2 235	In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.		
236	In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be represented in lieu of formal academic preparation in the above areas. Such cases must be justified by the institution on an individual basis.		
237	The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses and programs.		
238	Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for college transfer, or from which substantial numbers of students transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
239	Each full-time and part-time faculty member teaching credit courses in professional, occupational and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, must possess appropriate academic preparation or academic preparation coupled with work experience.		
240	The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching.		
241	In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be represented in lieu of formal academic preparation for faculty members teaching both transfer and non-transfer courses in these areas. Such cases must be justified by the institution on an individual basis.		
242	Must keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications		
243	Faculty members must have special competence in the fields in which they teach.		
244	It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.		
245	Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a baccalaureate degree and, ideally, should have work or other experience which helps them relate these skills to the occupational field.		
246	Faculty members who teach adult basic education courses below the collegiate level must have a baccalaureate degree, and also should have attributes or experiences which help them relate to the particular needs of the adults they teach.		
247	Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to there teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
4.8.2.2 248	Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.		
249	In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases must be justified by the institution on an individual basis.		
250	The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses and programs.		
251	It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.		
252	At least 25 percent of the discipline course hours in each undergraduate major must be taught by faculty members holding the terminal degree, usually the earned doctorate, in that discipline.		
253	It is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in these disciplines. This requirement also applies to each major offered through distance learning, including those offered at branches or other sites.		
254	Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.		
4.8.2.3 255	Institutions offering either master's or specialist degrees must demonstrate a high level of faculty competence in teaching and scholarship.		
256	Institutions offering doctoral degrees must demonstrate the research capability of faculty members teaching in these programs.		
257	Eligibility requirements for faculty members teaching graduate courses must be clearly defined and publicized.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
258	Must have adequate resources to attract and retain qualified faculty, especially in the disciplines in which doctoral programs are offered.		
259	Faculty members responsible for the direction of doctoral research must be experienced in directing independent study.		
260	Each faculty member teaching courses at the master's and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline.		
261	It is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in these disciplines.		
262	All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline.		
263	When an institution presents evidence of competence or academic credentials other than the doctorate in the discipline for its graduate faculty, it must justify the employment of such faculty.		
264	The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.		
265	It is the responsibility of the institution to keep on file, for all full-time and part-time faculty members teaching graduate courses, documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications.		
266	Must employ at least four qualified full-time faculty members whose responsibilities include teaching in the program.		
4.8.2.4 267	Institutions offering courses for credit through distance learning activities and programs must meet all criteria related to faculty.		
268	Whether through direct contact or other appropriate means, institutions offering distance learning programs must provide students with structured access to and interaction with full-time faculty members.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
4.8.3 269	The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance.		
270	The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited.		
271	Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.		
272	Must establish and publish comprehensive policies concerning the employment of part-time faculty members.		
273	Must provide for appropriate orientation, supervision and evaluation of all part-time faculty members.		
274	Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.		
4.8.4 275	Must avoid heavy dependence on graduate teaching assistants to conduct classroom instruction		
276	Must provide a published set of guidelines for institution-wide graduate assistantship administration, including appointment criteria, remuneration, rights and responsibilities, evaluation and reappointment		
277	Graduate teaching assistants must have earned at least 18 graduate semester hours in their teaching discipline, be under direct supervision of a faculty member experienced in the teaching discipline, receive regular inservice training and be evaluated regularly.		
278	Institutions may appoint graduate teaching assistants for whom English is a second language only when a test of spoken English, or other reliable evidence of the applicant's proficiency in oral and written communication, indicates that the appointment is appropriate.		
279	Must provide a structure for administrative oversight at a level above that of the individual academic units to ensure conformity with institutional policies and procedures		
4.8.5 280	Salary increases must be based on clearly stated criteria.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
4.8.6 281	Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline.		
282	Must adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication		
283	Institutional policies must set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution.		
284	Must provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment		
285	All policies regarding employment, as established by the governing board, must be published and distributed to the faculty.		
286	If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, must be clearly set forth in the faculty handbook or other official publication.		
287	Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.		
4.8.7 288	Must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs		
289	The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners.		
4.8.8 290	Primary responsibility for the quality of the educational program must reside with the faculty.		
291	The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published.		
4.8.9 292	Must provide a faculty of adequate size to support its purpose		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
293	Must have procedures for the equitable and reasonable assignment of faculty responsibilities--including classroom instruction, academic advising, committee membership, guidance of student organizations, and research an service to the public.		
4.8.10 294	Must conduct periodic evaluations of the performance of individual faculty members. The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured. The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned.		
295	Must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.		
4.9 Consortial Relationships and ContractualAgreements 296	The Commission recognizes the right of a member institution to enter into consortial relationships and contractual agreements for the purpose of offering credit course or programs. A member institution which enters into such consortial relationships or contractual agreements must have sufficient control of relationships/agreements so as to maintain compliance with the Criteria when offering educational programs through such arrangements.		
297	All consortia and contracts must be evaluated regularly.		
298	If an institution plans to participate in consortial relationships or enter into contractual agreements for educational programs, it must follow reporting policies and procedures related to substantive change.		
4.9.1 299	A member institution seeking to participate in a consortium degree or certificate program must enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level. Exceptions must be approved by the Commission in advance of the formation of or participation in the consortium.		
300	Must maintain the quality of all courses/programs offered through the consortium.		
301	Educational course/programs offered through a consortial relationship must be related to the teaching purpose of the institution and comply with the Criteria.		
4.9.2 302	Educational services and programs offered through a contractual agreement with another institution or organization must support the purpose of the institution.		
303	Must maintain the quality of all courses/programs offered through the contract and ensure ongoing compliance with the Criteria.		
304	If an institution enters into a teach-out agreement with another institution, it must submit the agreement to the Commission for approval.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
5.1 Library and Other Learning Resources 305	Because adequate library and other learning resources and services are essential to teaching and learning, each institution must ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered.		
306	Must develop a purpose statement for its library and other learning resource services		
307	The library and other learning resources must be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purpose of the institution.		
308	Learning resources and services must be adequate to support the needs of users.		
309	The size of collections and the amount of money spent on resources and services do not ensure adequacy. Of more importance are the quality, relevance, accessibility, availability and delivery of resources and services, and their actual use by students, regardless of location. These considerations must be taken into account in evaluating the effectiveness of library and learning resource support.		
310	Priorities for acquiring materials and establishing services must be determined with the needs of the users in mind.		
5.1.2 311	Must ensure that all students and faculty members have access to a broad range of learning resources to support its purpose and programs at both primary and distance learning sites.		
312	Basic library services must include an orientation program designed to teach new users how to access bibliographic information and other learning resources.		
313	Libraries and learning resource centers must provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning.		
314	Librarians must work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively.		
315	Adequate hours must be maintained to ensure accessibility to users.		
316	Library collections must be cataloged and organized in an orderly, easily accessible arrangement following national bibliographical standards and conventions.		
317	Students and faculty must be provided convenient, effective access to library resources needed in their programs.		
318	Convenient, effective access to electronic bibliographic databases, whether on-site or remote, must be provided when necessary to support the academic programs.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
319	Libraries and other learning resource centers must have adequate physical facilities to house, service and make library collections easily available; modern equipment in good condition for using print and nonprint materials; provision for interlibrary loan services designed to ensure timely delivery of materials; and an efficient and appropriate circulation system.		
320	Must provide access to essential references and specialized program resources for each institutional location.		
321	Access to the library collection must be sufficient to support the educational, research and public service programs of the institution.		
322	The collections of print and non-print materials must be well organized.		
323	Institutions offering graduate work must provide library resources substantially beyond those required for baccalaureate programs.		
324	Librarians, teaching faculty and researchers must share in the development of collections, and the institution must establish policies defining their involvement.		
325	Each library or learning resource center must have a policy governing resource material selection and elimination, and should have a procedure providing for the preservation, replacement or removal of deteriorating materials in the collection.		
5.1.4 326	The institution must provide evidence that it is incorporating technological advances into its library and other learning resource operations.		
5.1.5 327	Cooperative agreements with other libraries and agencies should be considered to enhance the resources and services available to an institution's students and faculty members. These agreements must not be used by institutions to avoid responsibility for providing adequate and readily accessible library resources and services.		
328	Cooperative agreements must be formalized and regularly evaluated.		
5.1.6 329	Libraries and other learning resources must be adequately staffed by professionals who hold graduate degrees in library science or in related fields such as learning resources or information technology.		
330	In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation; however, in such cases, the institution must justify the exceptions on an individual basis.		
331	The number of library support staff members must be adequate.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
332	Institutional policies concerning faculty status, salary and contractual security for library personnel must be clearly defined and made known to all personnel at the time of employment.		
5.1.7 333	For distance learning activities, an institution must ensure the provision of and ready access to adequate library/learning resources and services to support the courses, programs and degrees offered.		
334	The institution must own the library/learning resources, provide access to electronic information available through existing technologies, or provide them through formal agreements.		
335	The institution must assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.		
336	When formal agreements are established for the provision of library resources and services, they must ensure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution's specific programs--in the field of study and at the degree level offered.		
5.2 Instructional Support 337	To support its curriculum, each institution must provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skill centers) which are organized and administered so as to provide easy access for faculty and student users. They must be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning. These requirements apply to all programs wherever located or however delivered.		
5.3 Information Technology Resources 338	An institution must provide evidence that it is incorporating technological advances into its operations.		
339	Information technology resources must support the planning function and the educational program component of the institution at appropriate levels.		
340	Institutions must provide the means by which students may acquire basic competencies in the use of computers and related information technology resources.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
341	There must be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software. These requirements apply to all programs wherever located or delivered.		
342	Policies for the allocation and use of information technology resources must be clearly stated and consistent with an institution's purpose and goals. These policies must be evaluated regularly to ensure that academic and administrative needs are adequately addressed.		
343	Appropriate security measures must be installed and monitored to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.		
5.4 Student Development Services			
5.4.1 344	Student development services are essential to the achievement of the educational goals of the institution and should contribute to the cultural, social, moral, intellectual and physical development of students.		
345	The institution must develop goals for the student services program consistent with student needs and with the purpose of the institution.		
346	Appropriate student development services must be provided for distance learning programs as well as on-campus programs.		
347	The institution must clearly designate an administrative unit responsible for planning and implementing student development services.		
348	Appropriate policies and procedures for student development programs and services must be established.		
349	These services must be staffed by individuals who have academic preparation and experience consistent with their assignments.		
350	Exceptional cases must be justified by the institution on an individual basis.		
351	Student development services and programs must be evaluated regularly.		
5.4.2 352	Human, physical, financial and equipment resources for student development services must be adequate to support the goals of the institution.		
5.4.3.2 353	Must develop a statement of the student's role and participation in institutional decision-making.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
354	Must have an activities program appropriate to its purpose and encompassing student interests.		
355	Must develop policies and procedures governing the supervisory role of the institution over student activities.		
356	When student publications or other media exist, the institution must provide a clearly written statement of the institution's responsibilities regarding them.		
5.4.3.3 357	Must publish a statement of student rights and responsibilities and make it available to the campus community.		
358	The jurisdiction of judicial bodies (administrative, faculty, and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures must be clearly defined and broadly distributed.		
5.4.3.4 359	If an institution has residence halls, it must develop policies and procedures governing them and must take reasonable precautions to provide a healthful, safe and secure living environment for the residents.		
360	The learning environment in the residence halls must support the educational mission of the institution.		
5.4.3.5 361	There must be provision for institution-wide coordination of all financial aid awards.		
362	All funds for financial aid programs must be audited in compliance with all federal and state requirements.		
363	An institution participating in Title IV programs must comply with the regulations in the student loan programs as established under Title IV of the 1992 Higher Education Amendments. Excessive default rates in the student loan program may be cause for conducting a special evaluation.		
5.4.3.6 364	Must provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.		
5.5 Intercollegiate Athletics			

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
5.5.1 365	The intercollegiate athletics program must be operated in strict adherence to a written statement of goals and objectives which has been developed by the administration, in consultation with the athletic director which has been developed by the administration, in consultation with the athletic director, with appropriate input from the faculty, and which has been given official institutional approval.		
366	This statement must be in harmony with, and supportive of, the institutional purpose and should include explicit reference to the academic success, physical and emotional well-being, and social development of student athletes.		
367	The intercollegiate athletics program must be evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational purpose of the institution.		
368	Evaluation of the athletics program must be undertaken as part of the self-study conducted in connection with initial accreditation or reaffirmation of accreditation.		
5.5.2 369	The administration must control the athletics program and contribute to its direction with appropriate participation by faculty and students and oversight by the governing board. Ultimate responsibility for that control must rest with the chief executive officer.		
370	It is essential that responsibilities for the conduct of the athletics program and for its oversight be explicitly defined and clearly understood by those involved.		
5.5.3 371	All fiscal matters pertaining to the athletics program must be controlled by the administration, with ultimate responsibility resting with the chief executive officer.		
372	If external units (alumni organizations or foundations) raise or expend funds for athletic purposes, all such financial activities must be approved by the administration, and all such units shall be required to submit independent audits.		
373	The administration of scholarships, grants-in-aid, loans and student employment must be included in the institution's regular planning, budgeting, accounting and auditing procedures.		
374	All income, from whatever source and expenditures for the athletics program must have appropriate oversight by an office of the institution that is independent of the athletics program.		
375	All such income and expenditures must also be appropriately audited.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
5.5.4 376	Must have clearly stated written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes and, with faculty participation, must annually monitor compliance with those policies.		
377	The implementation of academic, admission and financial aid policies must be the responsibility of administrators and faculty not connected with the athletics program.		
378	If there are any special admissions for athletes, they must be consistent with the institutional policy on special admissions for other students and be under the control of regular academic policies and procedures.		
379	Academic policies governing maintenance of academic good standing and fulfillment of curricular requirements must be the same for athletes as for other students.		
Subsection	Must Statements	Documentation	
6.1 Organization and Administration 380	The administration of an institution of higher education has the responsibility for bringing together its various resources and allocating them effectively to accomplish institutional goals.		
6.1.1 381	The name of an institution, the titles of chief administrators, the designations of administrative and academic divisions, the terms used to describe academic offerings and programs, and the names of degrees awarded must be accurate, descriptive and appropriate.		
6.1.2 382	Although titles and functions vary, the governing board is the legal body responsible for the institution and policy making.		
383	A military institution authorized and operated by the federal government to award degrees and prohibited by authorizing legislation from having a board with ultimate legal authority must have a public board which, in policy and practice, carries out the normal functions of a board as described in these criteria.		
384	Except under clearly defined circumstances, board action must result from a decision of the whole, and no individual member or committee can take official action for the board unless authorized to do so.		
385	The duties and responsibilities of the governing board must be clearly defined in an official document.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
386	This document must also specify the following: the number of members, length of service, rotation policies, organization and committee structure, and frequency of meetings.		
387	There must be appropriate continuity in the board membership, usually provided by staggered terms of adequate length.		
388	A board member may be dismissed only for cause and by procedures involving due process.		
389	The responsibilities of the governing board must include the following functions: establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer.		
390	The governing board must have in place proper procedures to ensure that it is adequately informed about the financial condition and stability of the institution.		
391	The board must not be subject to undue pressure from political, religious or other external bodies.		
392	There must be a clear distinction, in writing and in practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.		
6.1.4 393	Must publish official documents which contain, but are not limited to, the following information: the duties and responsibilities of administrative officers, the patterns of institutional organization, the role of the faculty in institutional governance, statements governing tenure or employment security, statements governing due process, and other institutional policies and procedures that affect the faculty and other personnel.		
6.1.5 394	The administrative organization must reflect the purpose and philosophy of the institution and enable each functional unit to perform its particular responsibilities as defined by the stated purpose of the institution.		
395	Administrative responsibility and authority for all educational offerings and functions of the institution must be clearly identified, and each institution must develop, publish and make available an organizational chart clearly delineating lines of responsibility and authority.		
396	The duties of the chief executive officer, and of other administrative officials directly responsible to the chief executive, must be clearly defined and made known to faculty and staff.		
397	Administrative officers must possess credentials, experience and/or demonstrated competence appropriate to their areas of responsibility.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
398	The effectiveness of all administrators, including the chief executive officer, must be evaluated periodically.		
6.2 Institutional Advancement			
399	Each institution should have a program of institutional advancement, it must be directly related to the purpose of the institution.		
6.2.2			
400	All fund raising must be related to the purpose of the institution.		
401	All aspects of fund raising must be incorporated into the planning process and evaluated regularly.		
402	Must develop policies and procedures for fund raising and ensure that such policies are appropriately disseminated and followed.		
6.3 Financial Resources			
6.3.1			
403	Must possess sufficient financial resources to support all of its programs.		
404	The recent financial history of the institution must also demonstrate the financial stability essential to its successful operation.		
6.3.2			
405	All business and financial functions of the institution should be centralized under a chief business officer reporting to the chief executive officer. The organization of the business office must be consistent with the purpose of the institution, the size of the institution, and the volume of transactions of a business or financial nature.		
406	The chief executive officer must report regularly to the governing board on the financial and business operations of the institution.		
6.3.3			
407	Must prepare an approximately detailed annual budget. Its preparation and execution must be preceded by sound educational planning.		
408	Procedures for budget planning must be evaluated regularly.		
409	The budget is presented by the chief executive officer through proper channels to the governing board for final approval.		
6.3.4			
410	After the budget has been approved by the chief executive officer and adopted by the governing board, a system of control must be established.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
411	The business officer must render interim budget statements on a periodic basis to department heads for their guidance in staying within budgetary allocations.		
412	Budgetary control is an administrative function, not a board function.		
413	Necessary budget revisions must be made when actual conditions require such change and must be communicated to those affected within the institution.		
6.3.5 414	Once funds have been appropriated, creating a budget, establishing priorities, and controlling expenditures become the responsibility of the institution--operating under the jurisdiction of the governing board and subject to its policies.		
415	Enforcement of budgetary law is imperative; however, the educational function of an institution must not be controlled through the use of budgetary techniques or controls by financial officials outside the institution.		
6.3.6 416	Must adopt an accounting system that follows generally accepted principles of institutional accounting as they appear in College and University Business Administration, published by the National Association of College and University Business Officers.		
417	Institutions exempted from use of the required accounting system must arrange to provide comparable information.		
418	All proprietary institutions must provide revenue/expenditure reports consistent with NACUBO/AICPA publications, either independently certified in the audit report or included as supplemental data in the audit report.		
419	The chief business officer is responsible for preparing financial reports for appropriate institutional officials, board officers and outside agencies.		
420	Periodic written reports to the chief executive officer of the institution are essential.		
421	An annual fiscal year audit must be made by independent certified public accountants, or an appropriate government auditing agency, employing as a guide for institutions under the jurisdiction of the Financial Accounting Standards Board (FASB), Audits of Not-For-Profit Organizations, published by the American Institute of Certified Public Accountants (AICPA), or, for institutions under the jurisdiction of the Government Accounting Standards Board (GASB), Audits of Colleges and Universities, also published by the American Institute of Certified Public Accountants (AICPA), or, in the case of for-profit institutions, conducted in accordance with generally accepted accounting principles.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
422	If an institution is subject to Statement of Financial Accounting Standard (SFAS) No. 117 and elects to use the single column "Corporate" Statement of Financial Position in its report, it must provide an additional Statement of Financial Position using one of the four highest levels of disaggregation illustrated in F.A.R.M		
423	The additional statement must be included either in the audit report as an audited supplemental schedule or independently certified if not included in the audit report.		
424	A for-profit institution and its corporate parent, if any, must add to their audit report a separate schedule indicating the disposition of profits, including detailed information on corporate income taxes paid, both state and federal, and on dividends distributed to stockholders.		
425	A public institution included in a statewide or systemwide audited financial report, for which a separate institutional audit report is not available for the fiscal year ending immediately prior to the committee visit, must have available, in lieu of audited financial statements, a Standard Review Report in accordance with AICPA Professional Standards AR 100.35 to include current funds expenditure classifications and amounts in accordance with generally accepted principles of institutional accounting, and the institution's current fund balance sheet.		
426	Institutions in this category must provide either a separate or a consolidated balance sheet.		
427	The auditors must not be directly connected with the institution either personally or professionally.		
428	A for-profit institution and its corporate parent, if any, must add to their audit report a separate schedule indicating the disposition of profits, including detailed information on corporate income taxes paid, both state and federal, and on dividends distributed to stockholders.		
429	An effective program of internal auditing and financial control must be maintained to complement the accounting system and the annual external audit.		
430	In those cases in which a public institution's financial report is included as part of a comprehensive certified state or system financial report and a separate annual audited report is not available, the institution must have an established procedure to ensure the effectiveness of internal controls.		
6.3.7 431	Must maintain proper control over purchasing and inventory management.		
6.3.8 432	Must adhere to published policy and procedure for refunding fees and charges to students who withdraw from enrollment.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
433	The policy and procedure must be in keeping with generally accepted refund practices in the higher education community, applicable to all students, and clearly stated in appropriate official publications.		
6.3.9 434	There must be a suitable organization and adequate procedures for the management of all funds belonging to the institution.		
435	The cashiering function should be centralized in the business office, and there must be a carefully developed system for the receipt, deposit and safeguarding of institutional funds.		
436	All persons handling institutional funds must be adequately bonded.		
6.3.10 437	Must have a written statement of its investment policies and guidelines approved by the board.		
438	Investment policies and guidelines must be evaluated regularly.		
6.3.12 439	The institution may operate, or have contracted for operation, activities that may have a significant impact on the operation of the institution. These activities, when operated by or for the institution, must be documented and operated in a fiscally responsible manner.		
6.4 Physical Resources 440	Physical resources, including buildings and equipment both on and off campus, must be adequate to serve the needs of the institution in relation to its stated purpose, programs and activities.		
6.4.1 441	Space allocated to any institutional function must be adequate for effective conduct of that function.		
6.4.2 442	Must have a plan for the upkeep of its property. The plan must address routine, preventative and deferred maintenance of buildings, equipment and grounds.		
443	The plan must be operational and evaluated annually.		
6.4.3 444	Must take reasonable steps to provide a healthful, safe and secure environment for all members of the campus community.		
445	Administrative responsibility for environmental health and safety programs must be assigned.		
446	A comprehensive safety plan must be developed, implemented and evaluated regularly.		
6.4.4 447	Must maintain a current written physical facilities master plan that provides for orderly development of the institution and relates it to other institutional planning efforts.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
6.5 Externally Funded Grants and Contracts			
448	Externally funded grants and contracts must be related to the stated purpose of the institution.		
449	The institution's policy on such grants and contracts must provide for an appropriate balance between grant and contract activity and instruction, and guarantee institutional control over the administration of research projects.		
450	The researcher's freedom to investigate and report results must be preserved.		
451	Must establish a clear policy concerning a faculty member's division of obligations between research and other academic activities.		
452	Must ensure that this policy is published in such documents as the faculty handbook and made known to all faculty members.		
453	Where applicable, the institution must develop policies regarding summer salaries paid from grants during the regular academic year, and fees for consultative services provided by faculty members. These policies must also be published and made known to the faculty.		
454	In accepting funds from outside agencies, the institution must ensure that it maintains control over research and instruction.		
455	Because many agencies attach stringent regulations directing and limiting the activities for which they provide funding, the institution must safeguard control over its own activities.		
456	Continuity of support for general institutional activities must not be endangered by acquisition of research grants and contracts.		
457	Grants must be awarded and contracts must be made for specified periods of time.		
458	It is also important that an institution not become dependent upon indirect cost allowances from grants and contracts to support its regular operating budget.		
6.6 Related Corporate Entities	459 Institutions are often associated with related separately-incorporated units, such as radio or television stations, athletic foundations, research foundations, scholarship foundations, hospitals, for-profit enterprises, press operations and publications, and insurance trusts. When an institution is reliant upon such an entity, or when a separately-incorporated or related entity is reliant upon the institution, documentation outlining the mutual relationship and benefits must be maintained by the institution.		

Subsection	Must Statement	Primary Responsibility	Shared Responsibility
460	This documentation must include the following: a description of the separately-incorporated unit's activities; a statement demonstrating the manner in which the activities relate to the purpose of the institution; a current roster of board members of the unit, including institutional personnel and board members who have responsibilities with both the institution and the incorporated entity, whether they are additionally compensated by the entity or not; a copy of the separately incorporated unit's annual financial audit report for the most recently completed year; and copies of the charter and bylaws of the unit.		