

Accreditation Reference Handbook

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for Community and Junior Colleges
Western Association of Schools and Colleges*

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Eligibility Requirements for Accreditation

Eligibility Requirements for Accreditation

Eligible institutions offering one or more programs of two academic years leading to the Associate Degree, located in the states of Hawaii and California, the territories of Guam and American Samoa, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, and the Republic of the Marshall Islands may apply to the Commission for candidacy.

Prior to making a formal application, an institution wishing to become a Candidate for Accreditation must begin by assessing itself in relation to the basic criteria for institutional eligibility, stated below. The institution should also review the standards of accreditation and Commission policies, as they will provide a clear statement of ultimate Commission expectations of institutional performance and quality and give further definition to the eligibility criteria. The eligibility process is designed to screen institutions prior to a period of formal and extensive institutional self study so that only institutions which meet the basic criteria for eligibility may proceed.

The Commission uses the same self study and site visit process for both candidacy and accreditation applications. The results of a candidacy or initial accreditation visit could be denial, candidacy, or accreditation. Clearly, the history of the applicant institution will have great bearing on the Commission's decision.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Eligibility Requirements for Accreditation
(Adopted June 1995; Revised January 1996; Revised January 2004)

In order to apply for eligibility, the institution must completely meet all Eligibility Requirements. Compliance with the criteria is expected to be continuous and will be validated periodically, normally as part of every institutional self study and comprehensive evaluation.

Institutions that have achieved accreditation are expected to include in their self study reports information demonstrating that they continue to meet the eligibility requirements.

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its

membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members has no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.

The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

20. Public Information

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- Official Name, Address(es), Telephone Number(s), and Web Site
Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Locations or publications where other policies may be found.

21. Relations with the Accrediting Commission

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

Accreditation Standards

Introduction to the Accreditation Standards *(Adopted June 2002)*

Shaping the Dialogue

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.

An institution-wide dialogue must be at the heart of the self-evaluation process for the college community to gain a comprehensive perspective of the institution. Although the standards are presented in four parts, they work together to facilitate this dialogue on the institution's effectiveness and on ways in which it may improve. The self study provides the Commission with the institution's assessment of itself as a whole.

Accreditation Standards

The institutional mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. The institution provides the means for students to learn, assesses how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning. (Standard I). Instructional programs, student support services, and library and learning support services facilitate the achievement of the institution's stated student learning outcomes (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV).

A college-wide dialogue that integrates the elements of the Standards provides the complete view of the institution that is needed to verify integrity and to promote quality and improvement.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

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4. The institution's mission is central to institutional planning and decision making.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

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6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
 7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.¹
 - a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

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- b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.¹
 - c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.^{1, 2}
 - a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
 - b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
 - c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
 - d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.¹
 - e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

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- f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.
 - g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.
 - h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
 - i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.
- b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

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- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
 4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.
 5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
 6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.
 - a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.⁴
 - b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.³
 - c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly

reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.⁸

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.
 - a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
 - b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.
 - c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.²

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.^{1, 2}

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2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
 - a. General Information
 - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
 - Educational Mission
 - Course, Program, and Degree Offerings
 - Academic Calendar and Program Length
 - Academic Freedom Statement
 - Available Student Financial Aid
 - Available Learning Resources
 - Names and Degrees of Administrators and Faculty
 - Names of Governing Board Members
 - b. Requirements
 - Admissions
 - Student Fees and Other Financial Obligations
 - Degree, Certificates, Graduation and Transfer
 - c. Major Policies Affecting Students
 - Academic Regulations, including Academic Honesty
 - Nondiscrimination
 - Acceptance of Transfer Credits
 - Grievance and Complaint Procedures
 - Sexual Harassment
 - Refund of Fees
 - d. Locations or publications where other policies may be found
 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
 - a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.¹
 - b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

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- c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
 - d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.
 - e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
 - f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.¹

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- a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.
 - b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.
 - c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery. ¹
 - d. The institution provides effective maintenance and security for its library and other learning support services.
 - e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.
 - a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.⁴

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- b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.
 - c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.
 - d. The institution upholds a written code of professional ethics for all of its personnel.
 2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.
 3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.
 - a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.
 - b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.
 4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.
 - a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.
 - b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

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- c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
 - a. The institution plans professional development activities to meet the needs of its personnel.
 - b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
 6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
 - a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.
 - b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

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2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
 - a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
 - b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
 - a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.
 - b. The institution provides quality training in the effective application of its information technology to students and personnel.
 - c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
 - d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

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2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.
 - a. Financial planning is integrated with and supports all institutional planning.
 - b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
 - c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.
 - d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

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2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
 - a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
 - b. Appropriate financial information is provided throughout the institution.
 - c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.
 - d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.
 - e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.
 - f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.⁵
 - g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.
 3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
 - a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

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- b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.
 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
 5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.⁶

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

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- a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.
 - b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.
 - c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
 - d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
 - e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
 - f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
 - g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
 - h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
 - i. The governing board is informed about and involved in the accreditation process.
 - j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
 - a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
 - b. The president guides institutional improvement of the teaching and learning environment by the following:
 - Establishing a collegial process that sets values, goals, and priorities.
 - Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.
 - Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.
 - Establishing procedures to evaluate overall institutional planning and implementation efforts.
 - c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.
 - d. The president effectively controls budget and expenditures.
 - e. The president works and communicates effectively with the communities served by the institution.

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3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.⁷
 - a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
 - b. The district/system provides effective services that support the colleges in their missions and functions.
 - c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
 - d. The district/system effectively controls its expenditures.
 - e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.
 - f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.
 - g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

List of Policies Referenced in the Standards

¹Policy on Distance Learning, Including Electronically-Mediated Learning

²Principles of Good Practice in Overseas International Education
Programs for Non-U.S. Nationals

³Policy on Closing an Institution

⁴Policy on Transfer of Credit (Adopted January 2005);
Policy on Award of Credit (Adopted June 2004)

⁵Contractual Relationships with Non-Regionally Accredited Organizations

⁶The Governing Board

⁷Policy and Procedures for the Evaluation of Institutions
in Multi-College/Multi-Unit Districts or Systems

⁸Policy on Institutional Advertising, Student Recruitment,
and Representation of Accredited Status

Commission Policies

Policy on Award of Credit

(Adopted June 2004)

Background

While many institutions rely on the calculation of in-class time to determine the amount of credit awarded for a particular class, Accreditation Standards require that institutions award credit based on student achievement of the course's stated student learning outcomes. The Standards also require that the units awarded be consistent with institutional policies that reflect generally accepted norms in higher education. (Std. IIA.2.h.) In addition, institutions are increasingly providing more varied educational experiences as a means for students to earn college credits such as distance education, independent study, group project work, study abroad, work-experience, transfer of credits from other institutions, and credit by examination. Institutional policy and practice in award of credit must assure the integrity of credit awarded to all educational experiences.

Policy

Institutions must maintain policies and procedures that assure award of credit for educational experiences is based on achievement of the course's stated student learning outcomes, comparability of that learning to other institutions in higher education, applicability and appropriateness of that learning experience for the program or degree offered, and generally accepted norms in higher education.

Policy Elements

In the determinations about the award of credit, institutions have a responsibility to insure that the courses or other educational experiences that are awarded or assigned credit meet the following criteria:

- ▶ The courses or other educational experiences have identified student learning outcomes that students must meet at a defined level of performance to receive credit.
- ▶ The courses or other educational experiences meet standards of quality.

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- ▶ The credits awarded for a course or educational experience are comparable in quantity and nature to credits awarded to other courses at the institution.
 - ▶ The credits are appropriate for higher education or for pre-collegiate education, and are defined as such.
 - ▶ The credits are appropriate and applicable to the institution's own educational programs leading to a degree, certificate, or other defined educational outcomes.

Institutions have a responsibility to assure that work offered for credit is of sufficient quality to produce the student learning outcomes necessary to meet standards of quality in higher education of transfer institutions, and of employers, as well as the program and degree requirements of the institution itself.

Institutions have a responsibility to be consistent in award of credit, particularly in the award of credit to learning gained through alternative methods of delivery or by other providers of training and education. Consistency is especially important in assuring a comparable level of student competence and learning for different activities assigned comparable credit.

Institutions have a responsibility to maintain the integrity of award of credit by clearly stating requirements in policies, publishing those policies in documents used by faculty and students, and assuring that the policies are adhered to. The public has a significant interest in higher education student learning outcomes. Public funding and private donations and support are based on expectations that award of credit is directly related to student learning and student competencies.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Policy on the Benefits of Accreditation
(Adopted June 2004)

Background

Accreditation is the primary means by which colleges and universities in the United States assure and improve quality. Both accrediting bodies and the institutions they accredit must use the highest standards of professionalism to ensure that accreditation provides value to the institutions themselves, the students, the public, the government, and other institutions of higher education.

Policy

The Commission shall ensure that its accrediting actions sustain and enhance the quality of higher education and maintain the values of higher education. The Commission shall serve the public interest by providing beneficial information on its actions to students, institutions, and the public.

Policy Elements

The Commission serves as a gatekeeper for a threshold level of quality. When the Commission accredits an institution, it certifies that the institution has appropriate purposes, has the resources necessary to accomplish its purposes, has the data to demonstrate that it is accomplishing its purposes, and gives reasons to believe that it will continue to accomplish its purposes.

The Commission functions to reinforce the following core values of higher education: institutional autonomy, academic freedom, commitment to degree education, commitment to general education, and collegial governance. The Commission reinforces the value of institutional autonomy through its emphasis on a mission-based approach to quality review. The Commission values and supports academic freedom for all constituencies. The Commission provides a firm foundation for the value of the degree and general education by requiring that institutions both grant degrees and offer general education. The Commission's accreditation process is a collegial process of peer review.

The Commission provides to students an assurance that the educational activities of an accredited institution have been found to be satisfactory. This accredited status provides students the following benefits: easier transfer of satisfactorily completed credits when those credits are appropriate to the receiving institution, and the opportunity to access federal financial aid.

The Commission provides to its member institutions an incentive for self-evaluation and self-directed institutional improvement through its review and counsel, a guard against external encroachment harmful to institutional quality, an enhanced reputation of the accredited institution because of its voluntary submission to peer review and access to federal programs and private support that aid postsecondary education.

The Commission provides to the public an assurance that through external evaluation the institution conforms to established standards of good practice in higher education. It provides assurance that an institution of higher education is committed to improving the quality of its educational offerings and an assurance that the institution is operating within legal and fiscal practices of good conduct appropriate to an institution of higher education.

Policy on Closing an Institution
(Adopted June 2004)

Background

A decision to close an educational institution is a serious one that requires thoughtful planning and careful consultation with all affected constituencies. Every effort should be devoted to informing each constituency as fully and as early as possible about the conditions requiring consideration of a decision of such importance.

Additionally, most institutions of higher education are corporations established under the provisions of state or national law, and as such may have legal responsibilities (holding title to real property, for example) that may necessitate the continued existence of the corporation after the educational activities of the institution have been terminated. Therefore, in most cases corporate existence and educational activities will not be terminated simultaneously. This policy makes only incidental reference to such corporate responsibilities and always in the educational context. It is imperative that a governing board considering closing an institution under its care should be guided not only by the following policy and by the state education authorities, but also by advice of legal counsel.

Before closing, the governing board should consider carefully such alternatives as merging with another institution, forming a consortium, or participating in extensive inter-institutional sharing and cooperation. As much as possible, the determination to close an institution should involve a consultative process, but responsibility for the final decision to close rests with the governing board.

A decision to close requires specific plans for appropriate provisions for students, faculty and staff and for the disposition of the institution's assets. Failure to plan adequately will increase the inevitable distress to students, faculty, and staff.

Policy

Before closing an institution, a governing board must fully inform all affected constituents of the potential closure as early as possible, and provide for student completion of programs and the securing of student records.

An institution considering closure must address the following elements, each of which is discussed in more detail below

- Student Completion
- Disposition of academic records and financial aid transcripts;
- Provisions for faculty and staff;
- Disposition of assets;
- Obligations to creditors;
- Coordination with the Accrediting Commission for Community and Junior Colleges;
- Key governing board obligations.

Policy Elements

A. Student Completion

Institutions considering closing must provide for the academic needs of students who have not completed their degrees and educational programs. Arrangements for transfer to other institutions will require complete academic records and all other related information gathered in dossiers which can be transmitted promptly to receiving institutions. Agreements made with other institutions to receive transferring students and to accept their records must be submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) for approval. Where financial aid is concerned, particularly federal or state grants, arrangements must be made with the appropriate agencies to transfer the grants to the receiving institutions. In cases where students have held institutional scholarships or grants and there are available funds that can legally be used to support students while completing degrees and educational programs at other institutions, appropriate agreements must be negotiated. Where such arrangements cannot be completed, students must be fully informed.

When a student has completed 75% of an academic degree and educational program in the closing institution and chooses to continue at another institution, arrangements shall be made to permit that student to complete the requirements for a degree and educational program elsewhere, but to receive the degree and educational program from the closed institution. Such arrangements should also include provision for continuation of the institution's accreditation by the ACCJC for this purpose only. These steps normally require the institution to continue as a legal corporate entity for 12 to 18 months beyond the closing date, but any such arrangements must be established in careful consultation with the appropriate authori-

B. Disposition of Academic Records and Financial Aid Transcripts

All academic records, financial aid information, and other records must be prepared for permanent filing, including microfilming. Arrangements must be made with another college or university or with the state archives to preserve the records. Notification must be sent to every current and past student indicating where the records are being stored and what the accessibility to those records will be. Where possible, a copy of a student's record should also be forwarded to the individual student. The ACCJC must be notified of the location where student permanent records will be stored.

C. Provisions for Faculty and Staff

The institution must arrange for continuation of those faculty and staff who will be necessary for the completion of the institution's work up to and after the closing date. It should be understood that the institution can make no guarantees, but genuinely good faith efforts to assist faculty and staff in finding alternative employment should be made. In the event that faculty or staff members find new positions, early resignations should be accepted.

D. Disposition of Assets

Determinations must be made to allocate whatever financial resources and assets remain after the basic needs of current students, faculty, and staff are provided for. Institutional assets must be used in ways that would honor the intentions of the original providers. When the financial resources of the institution are inadequate to honor commitments, including those to the Accrediting Commission, the Board shall investigate what alternatives and protection are available under applicable bankruptcy laws before deciding to close. If funds are insufficient to maintain normal operations through the end of the closing process, the institution should consider the possibility of soliciting one-time gifts and donations to assist in fulfilling its final obligations.

In the case of a not-for-profit institution, state or national laws regarding the disposition of funds and institutional assets must be meticulously followed. Arrangements for the sale of the physical plant, equipment, the library, special collections, art, or other funds must be explored with legal counsel. In the case of wills, endowments, or special

grants, the institution must discuss with the donors, grantors, executors of estates, and other providers of special funds arrangements to accommodate their wishes.

E. Obligations to Creditors

The institution must establish a clear understanding with its creditors and all other agencies involved with its activities to assure that their claims and interests will be properly processed. Insofar as possible, the institution shall assure that its final arrangements will not be subject to later legal proceedings which might jeopardize the records or status of its students or faculty. All concerned federal, national and state agencies need to be apprised of the institution's situation, and any obligations relating to estate or governmental funds need to be cleared with the appropriate agencies.

Every effort shall be made to develop publicly defensible policies for dividing the resources equitably among those with claims against the institution. One of the best ways of achieving this goal is to involve potential claimants in the process of developing the policies. Time and effort devoted to carrying the process to a judicious conclusion may considerably reduce the likelihood of lawsuits or other forms of confrontation.

It is impossible to anticipate in advance the many claims that might be made against remaining resources of an institution, but the following three principles may help to sort out possible claims and to set priorities:

1. Students have the right to expect basic minimal services during the final term, not only in the academic division, but also in the business office, financial aid office, registrar's office, counseling, and other essential support services. Staff must be retained long enough to provide these services. It may be appropriate to offer special incentives to keep key personnel present.
2. Reasonable notice must be given to all employees, explaining the possibility of early termination of contracts and that the reasons for retaining some personnel longer than others are based on satisfying the minimal needs of students and the legal requirements for closing.

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3. Every effort shall be made to honor long-term financial obligations (loans, debentures, etc.) even though the parties holding such claims may choose not to press them.

F. Coordination with the ACCJC

The ACCJC and other specialized accrediting bodies must be consulted and kept fully apprised of developments as the plan to close an institution progresses. Arrangements must be completed with the ACCJC in advance of closure in order to assure that a legally authorized and accredited institution awards degrees. A final report on the closing must be submitted to the ACCJC for its records. The ACCJC must also be notified of the location where student records will be stored.

G. Key Governing Board Obligations

The governing board must take a formal vote to terminate the institution on a specified date. That date will depend on a number of factors including the decision to file or not to file for bankruptcy. Another key factor is whether or not all obligations to students will have been satisfactorily discharged. This is particularly important if the decision is made to allow students to graduate from the institution by completing their degree requirements elsewhere. If such arrangements are made, the governing board must take the legal action necessary to permit awarding degrees after the institution otherwise ceases to function. Normally, a formal vote to award a degree is made after all requirements have been met, but it is legally possible to make arrangements for a student to complete the requirements for a degree at another institution and to receive the degree from the closed institution. These requirements must be clearly specified along with a deadline for completion. Also the board must identify the person or persons authorized to determine whether or not these requirements have in fact been satisfied. Arrangements must be completed with the ACCJC in advance in order to assure that a legally authorized and accredited institution awards degrees.

**Policy On Commission Good Practice
In Relations With Member Institutions**

*(Adopted June 1980; Revised June 1996; Edited October 1997;
Revised January 1999, January 2001, January 2006)*

Policy

The Commission makes the commitment to follow good practices in its relations with the institutions it accredits.

Policy Elements

The Commission will fulfill its commitment by adhering to the following practices:

1. Make an initial visit to, or evaluation of, an institution only on the written request of the chief executive officer of the institution.
2. Revisit an institution only on request by the chief executive, or if a visit is initiated by the Commission, after due notice to the institution.
3. Permit withdrawal of a request for initial candidacy or initial accreditation at any time (even after evaluation) prior to final action by the Commission.
4. Appraise institutions in the light of their own stated purposes so long as these are within the general frame of reference of higher education and consistent with the standards of the Commission.
5. Use the institution's self study report, the team report, and relevant qualitative and quantitative information in institutional evaluation.
6. Consider information contained in a minority report that is developed in response to either a self study report or another accreditation report submitted by the institution; the minority report should be received in approximate conjunction with the self study report or other accreditation report to which it pertains. The Commission will notify the institution when a minority report is received by sending a copy of the report to the institution.

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7. Interpret standards for accreditation in ways that are relevant to the character of the particular institution, respecting institutional integrity and diversity.
 8. Encourage sound educational innovation and assist and stimulate improvement in the educational effectiveness of the institution.
 9. Publish at least twice annually in the newsletter the names of institutions scheduled for comprehensive evaluation.
 10. Accept relevant third-party comment on the institutions scheduled for evaluation. Such comment must be submitted in writing, signed, accompanied by return address and telephone number, and received no later than five weeks before the scheduled Commission consideration. The Commission will notify the institution when a third-party report is received by sending a copy of the report to the institution.
 11. Establish reporting systems for annual, midterm, and self study reports which inform the Commission regarding student loan default rates and the standing of the institution with respect to appropriate state agencies, institutional or specialized accrediting agencies.
 12. Consider information regarding adverse actions against a member institution by another accrediting agency or state agency and provide an explanation consistent with accreditation standards why the action by another authority does not result in an adverse action.
 13. Limit oversight required by federal statute and regulations to issues expressly required by that mandate.
 14. Include on evaluation teams representation from other institutions of similar purpose and academic program to the extent feasible.
 15. Provide institutions an opportunity to object, for cause, to individual members assigned to the team designated to visit the institution, with special concern for possible conflict of interest.
 16. Arrange consultation during the visit with administration, staff, students, and trustees, and include a publicized opportunity for an open hearing during the visit.
 17. Address performance with regard to student achievement in reviews of institutional effectiveness. Advise team chairs that the team report

should make clear those standards with which the institution does not comply and those areas needing improvement.

18. Provide to the institution a detailed written report on its review assessing the institution's or program's compliance with the Commission's standards, including areas needing improvement, and the institution's performance with respect to student achievement.
19. Emphasize the value and importance of institutional self study and respect the confidentiality of the institutional self study report and evaluation team report.
20. Provide opportunity for the institution to respond in writing, relative to error of fact, to all types of team reports before they are finalized, supply all draft team reports to the institution before an accrediting decision is made, and provide opportunity to the institution to appear before the Commission when such reports are considered, and to provide written material no less than 15 days in advance of the Commission meeting. The Commission staff will notify an institution in writing as soon as reasonably possible regarding Commission decisions.
21. Encourage discussion and use on campus of major team recommendations.
22. Terminate accreditation only after advance written notice to the institution.
23. Provide opportunity for Commission review of its adverse decisions, and in addition, for appeal of those decisions to a panel established by the WASC Board.
24. Provide an opportunity for institutional representatives and the general public to attend those portions of Commission meetings devoted to policy matters and others of a non-confidential nature.
25. Refrain from conditioning candidacy or accreditation upon payment of fees for purposes other than annual fees and evaluation costs.
26. Encourage continuing close relationships and communication between the Commission and institutions through the establishment of liaison officer positions in each institution, with appropriate visibility and responsibility.

Accrediting Commission For Community And Junior Colleges
Western Association Of Schools And Colleges

Policy on Commission Actions on Institutions

*(Adopted January 1977; Revised January 1979, January 1991, June 1998;
Edited July 2002; Revised June 2003; Edited August 2004, January 2006)*

Policy

Institutions applying for candidacy or initial accreditation and accredited institutions undergoing periodic evaluation will be reviewed by the Accrediting Commission. The Commission will examine institutional evidence of student learning and achievement, the institutional self study report, the evaluation team report, and documents from previous evaluations to determine whether the institution complies with the Standards of Accreditation, Eligibility Requirements, and policies. The Commission will apply, as it deems appropriate, one of the actions listed in this policy.

In the case that a previously accredited institution cannot demonstrate that it meets Standards, Eligibility Requirements, and policies, the Commission will impose a sanction, as defined below. If the institution cannot document that it has come into compliance within a maximum of two years after receiving the initial sanction, the Commission will take adverse action. In keeping with the provisions of the Higher Education Act of 1965, as amended, the Commission defines adverse actions for accredited institutions as termination of accreditation, denial, or termination for institutions seeking candidacy, and denial for institutions seeking initial accreditation.

Policy Elements

- I. Actions on Institutions that are Applicants for Candidacy or extension of Candidacy

Grant candidacy. Candidacy is a pre-accreditation status granted to institutions that have successfully undergone eligibility review and demonstrate the ability and will to meet the standards of accreditation, eligibility requirements, and policies, within the two-year candidate period. Candidacy indicates that an institution has achieved initial recognition and is progressing toward accreditation. During candidacy the institution undertakes the necessary steps to reach demonstrable compliance with Commission standards. This includes an institutional self study and preparation of a self study report and visit. Candidate status may be extended for two years, for a total period not to exceed four years.

Extend candidacy. Candidacy is extended in response to a college request when the Commission determines that a candidate institution has made significant progress toward meeting the standards, eligibility requirements, and policies, and is convinced that the institution will meet all standards, eligibility requirements, and policies, if granted additional time to do so. Candidacy can be extended once for a two-year period. Four years in candidate status is the maximum available.

Defer a decision on candidacy. A Commission decision on candidacy is postponed pending receipt of specified information from the institution.

Deny candidacy. Candidacy is denied when the Commission determines that the institution has not demonstrated that it meets or exceeds the standards, the eligibility requirements, and policies, within the specified time. The institution may reapply for candidacy by submitting a self study report after two years. Denial of candidacy may be subject to a request for review by the Commission and subsequent appeal to the Western Association of Schools and Colleges under the published policies and procedures of these two bodies.

Termination of candidacy. If, in the opinion of the Commission, an institution has not maintained its eligibility for candidacy or has failed to explain or correct deficiencies of which it has been given notice, the candidacy of the institution may be terminated. Termination may be subject to a request for review by the Commission and subsequent appeal to the Western Association of Schools and Colleges under the published policies and procedures of these two bodies.

II. Actions on Institutions that are Applicants for Initial Accreditation

Grant initial accreditation. The institution substantially meets or exceeds accreditation standards, eligibility requirements, and policies. Recommendations are directed toward strengthening the institution, not correcting situations where the institution fails to meet the standards, eligibility requirements, and policies. The institution is required to submit a Midterm Report in the third year of the six-year accreditation cycle. The institution must be fully evaluated again within a maximum of six years from the date of the Commission action granting initial accreditation.

Grant initial accreditation and request a Focused Midterm Report. The institution substantially meets or exceeds accreditation standards, eligibility requirements, and policies. Recommendations are directed toward strengthening the institution, not correcting situations where the institution fails to meet the standards, eligibility requirements, and policies. The Commission will specify the nature, purpose, and scope of the focus of this report. The institution is required to submit the Focused Midterm Report in the third year of the six-year accreditation cycle.

Grant initial accreditation and request a Focused Midterm Report with a visit. The institution substantially meets or exceeds accreditation standards, eligibility requirements, and policies. Recommendations are directed toward strengthening the institution, not correcting situations where the institution fails to meet the standards, eligibility requirements, and policies. The Commission will specify the nature, purpose, and scope of the focus of this report and of the visit to be made. The institution is required to submit the Focused Midterm Report in the third year of the six-year accreditation cycle to be followed by a visit.

Grant initial accreditation and request a Progress Report. The institution substantially meets or exceeds accreditation standards, eligibility requirements, and policies, but has recommendations on a small number of issues of some urgency which, if not addressed immediately, may threaten the ability of the institution to continue to meet accreditation standards, eligibility requirements, and policies. The institution is required to submit a Progress Report. The Commission will specify the nature, purpose, scope, and due date of the report to be submitted. The institution is also required to submit a Midterm Report in the third year of the six-year accreditation cycle.

Grant initial accreditation and request a Progress Report with a visit. The institution substantially meets or exceeds accreditation standards, eligibility requirements, and policies, but has recommendations on a small number of issues of some urgency which, if not addressed immediately, may threaten the ability of the institution to continue to meet accreditation standards, eligibility requirements, and policies. The Commission will specify the nature, purpose, scope, and due date of the report to be submitted and of the visit to be made. The institution is also required to submit a Midterm Report in the third year of the six-year accreditation cycle.

Extend candidacy. Candidacy can be extended at the Commission's

discretion for two years. Rather than awarding initial accreditation, the Commission extends candidacy when it determines that a candidate institution has not yet met the standards, eligibility requirements, and policies, but has made significant progress toward doing so. The Commission must be convinced that the institution will meet all standards, eligibility requirements, and policies, if granted additional time. Four years in candidate status is the maximum available.

Defer a decision on accreditation. A Commission decision on accreditation is postponed pending receipt of specified additional information from the institution or to permit an institution to correct serious weaknesses and report to the Commission within a limited time. If the institution is a candidate for accreditation, candidacy continues during the period of deferment.

Deny accreditation. The Commission denies accreditation when an applicant institution fails to meet accreditation standards, eligibility requirements, and policies, within the maximum period allowed for a college to remain in candidacy. A denial is a final decision which is subject to a request for review by the Commission and subsequent appeal to the Western Association of Schools and Colleges under the published policies and procedures of these two bodies. In cases where the four-year limit on candidacy has been reached, the Commission may consider extending the limit in special circumstances. If an extension is not granted, the institution may not reapply for candidacy for at least two years.

III. Actions on Institutions that are Applicants for Reaffirmation of Accreditation

A. Actions that Reaffirm Accreditation

Reaffirm accreditation. The institution substantially meets or exceeds accreditation standards, eligibility requirements, and policies. Recommendations are directed toward strengthening the institution, not correcting situations where the institution fails to meet the standards, eligibility requirements, and policies. The institution is required to submit a Midterm Report in the third year of the six-year accreditation cycle.

Reaffirm accreditation, and request a Focused Midterm Report. The institution substantially meets or exceeds accreditation standards, eligibility requirements, and policies, but the Commission wishes to direct the institution's attention to a small

number of the recommendations for special emphasis. The Commission will specify the nature, purpose, and scope of the focus of this report. The institution is required to submit the Focused Midterm Report in the third year of the six-year accreditation cycle.

Reaffirm accreditation, and request a Focused Midterm Report with a visit.

The institution substantially meets or exceeds accreditation standards, eligibility requirements, and policies, but the Commission wishes to direct the institution's attention to a small number of the recommendations for special emphasis. The Commission will specify the nature, purpose, and scope of the focus of the report and of the visit to be made. The institution is required to submit the Focused Midterm Report in the third year of the six-year accreditation cycle.

Reaffirm accreditation, and request a Progress Report.

The institution substantially meets or exceeds accreditation standards, eligibility requirements, and policies, but has recommendations on a small number of issues of some urgency which, if not addressed immediately, may threaten the ability of the institution to continue to meet accreditation standards, eligibility requirements, and policies. The Commission will specify the issues to be addressed and the due date of the report. Resolution of the issues is expected within a one- to two-year period. The institution is also required to submit a Midterm Report in the third year of the six-year accreditation cycle.

Reaffirm accreditation, and request a Progress Report with a visit.

The institution substantially meets or exceeds accreditation standards, eligibility requirements, and policies, but has recommendations on a small number of issues of some urgency which, if not addressed immediately, may threaten the ability of the institution to continue to meet accreditation standards, eligibility requirements, and policies. The Commission will identify the issues to be addressed in the report, the due date of the report to be submitted, and specifics of the visit to be made. Resolution of the issues is expected within a one- to two-year period. The institution is also required to submit a Midterm Report in the third year of the six-year accreditation cycle.

B. Procedural Actions

Defer a decision on reaffirmation of accreditation. A Commission decision on accreditation is postponed pending receipt of specified additional information from the institution or to permit an institution to correct serious weaknesses and report to the Commission within six months or less. The response from the institution may be followed by a visit addressed primarily to the reasons for the decision. The Commission will specify the nature, purpose, and scope of the information to be submitted and of the visit to be made. The accredited status of the institution continues during the period of deferment.

C. Sanctions

Institutions are advised that the Commission is required by the U.S. Department of Education not to allow deficiencies to exist for more than a total of two years. Consequently, institutions may remain under sanction for a cumulative total of no more than two years. If concerns are not resolved within this period, the Commission will take action to terminate accreditation.

Issue Warning. When the Commission finds that an institution has pursued a course deviating from the Commission's eligibility requirements, standards, or policies to an extent that gives concern to the Commission, it may issue a warning to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities. The Commission will specify the time within which the institution must resolve these issues. During the warning period, the institution will be subject to reports and visits at a frequency to be determined by the Commission. The accredited status of the institution continues during the warning period; if warning is issued as a result of the institution's comprehensive review, reaffirmation is delayed during the period of warning.

Impose Probation. When an institution deviates significantly from the Commission's eligibility requirements, standards, or policies but not to such an extent as to warrant a show cause order or the termination of candidacy or accreditation, or fails to respond to conditions imposed upon it by the Commission, including a warning, the institution may be placed on probation. The Commission will specify the time within which the college must resolve deficiencies. During the probation period, the institution will be subject to reports and visits at a frequency to be determined by the

Commission. The accredited status of the institution continues during the probation period; if probation is imposed as a result of the institution's comprehensive review, reaffirmation is delayed during the period of probation.

Order Show Cause. When the Commission finds an institution to be in substantial non-compliance with its eligibility requirements, standards, or policies, or when the institution has not responded to the conditions imposed by the Commission, the Commission may require the institution to show cause why its accreditation should not be withdrawn at the end of a stated period. In such cases, the burden of proof will rest on the institution to demonstrate why its accreditation should be continued. The Commission will specify the time within which the institution must resolve deficiencies. If the loss of accreditation will likely cause an institution to close, during the show cause period, the institution must make preparations for closure according to the Commission's "Policy on Closing an Institution." While under a show cause order, the institution will be subject to reports and visits at a frequency to be determined by the Commission. The accredited status of the institution continues during the period of the show cause order; if show cause is ordered as a result of the institution's comprehensive review, reaffirmation is delayed during the show cause order.

D. Actions that Terminate Accreditation

Terminate Accreditation. If, in the judgment of the Commission, an institution has not satisfactorily explained or corrected matters of which it has been given notice, or has taken an action that has placed it significantly out of compliance with Commission standards, its accreditation may be terminated. The Commission will give the institution written reasons for its decision. Termination of accreditation is subject to a request for review and appeal under the applicable policies and procedures of the Commission and the Western Association of Schools and Colleges. The accredited status of the institution continues pending completion of any review and appeal process the institution may request. Otherwise, the institution's accreditation ends on the date when the time period permitting such a request expires. In such a case, the institution must complete again the entire accreditation process to qualify for candidacy.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

**Policy on Complaints Against the Accrediting
Commission for Community and Junior Colleges**
(Adopted January 1999)

Complaints against the Commission are limited to complaints regarding the agency's standards, criteria, or procedures. In order to be considered a formal complaint against the Commission, a complaint must involve issues broader than a concern about a specific institutional action or a specific evaluation team.

The complaint must be written, and must state clearly the nature of the complaint, and it must be signed. The President, on behalf of the Commission, responds to each complaint made against the Commission within 30 days of receipt of the complaint (if more time than this is required to complete an investigation, the complainant is notified within the initial 30 days); reports the nature and disposition of any complaints to the Chair of the Commission; and compiles annually a list, available to the public on request, which summarizes the nature and disposition of any such complaints. Upon advice of counsel, the Commission retains the right to withhold public disclosure of information if potential legal action is involved in the complaint.

If a complaint filed against the Commission under the provisions of this section is not resolved by the President, the Commission chair shall designate one or more persons to review the handling of the complaint. The Commission shall review the report of the designated reviewer(s) and shall notify the complainant and the President of its response.

**Contractual Relationships with Non-Regionally
Accredited Organizations**

(Reviewed March 1973; Adopted June 2003)

No postsecondary educational institution accredited by a regional institutional accrediting commission can lend the prestige or authority of its accreditation to authenticate courses or programs offered under contract with organizations not so accredited unless it demonstrates adherence to the following principles:

1. The primary purpose of offering such a course or program is educational. (Although the primary purpose of the offering must be educational, what ancillary purposes also provide the foundation for the program or course such as auxiliary services, anticipated income, and public relations?)
2. Any course offered must be consistent with the institution's educational purpose and objectives as they were at the time of the last evaluation. If the institution alters its purpose and objectives, the regional commission must be notified and the policy on substantive change applied. (How does the institution define the specific relationship between the primary and ancillary purposes and the contracted service and how does it demonstrate its capability to attain these purposes?)
3. Courses to be offered and the value and level of their credit must be determined in accordance with established institutional procedures, and under the usual mechanisms of review. (What evidence exists that established institutional procedures have been followed?)
4. Courses offered for credit must remain under the sole and direct control of the sponsoring accredited institution, which exercises ultimate and continuing responsibility for the performance of these functions as reflected in the contract, with provisions to assure that conduct of the courses meets the standards of its regular programs as disclosed fully in the institution's publications, especially as these pertain to:
 - a. Recruitment and counseling of students.
 - b. Admission of students to courses and/or to the sponsoring institution where credit programs are pursued.

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- c. Instruction in the courses.
 - d. Evaluation of student progress.
 - e. Record keeping.
 - f. Tuition and/or fees charged, receipt and disbursement of funds, and refund policy.
 - g. Appointment and validation of credentials of faculty teaching the course.
 - h. Nature and location of courses.
 - i. Instructional resources, such as the library.

Additional data needed would include course outlines, syllabi, copies of exams, records of students, and evidence of equivalencies with established programs.

In establishing contractual arrangements with non-regionally accredited organizations, institutions are expected to utilize the following guidelines. The not-for-profit institution should establish that its tax-exempt status, as governed by state or federal regulations, will not be affected by such contractual arrangements with a for-profit organization.

The Contract

1. Should be executed only by duly designated officers of the institution and their counterparts in the contracting organization. While other faculty and administrative representatives will undoubtedly be involved in the contract negotiations, care should be taken to avoid implied or apparent power to execute the contract by unauthorized personnel.
2. Should establish a definite understanding between the institution and contractor regarding the work to be performed, the period of the agreement, and the conditions under which any possible renewal or renegotiation of the contract would take place.
3. Should clearly vest the ultimate responsibility for the performance of the necessary control functions for the educational offering with the accredited institution granting credit for the offering. Such performance responsibility by the credit-granting institution would minimally consist of adequate provision for review and approval of work performed in each functional area by the contractor.

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4. Should clearly establish the responsibilities of the institution and-contractor regarding:
 - a. Indirect Costs
 - b. Approval of Salaries
 - c. Equipment
 - d. Subcontracts And Travel
 - e. Property Ownership and Accountability
 - f. Inventions and Patents
 - g. Publications and Copyrights
 - h. Accounting Records and Audits
 - i. Security
 - j. Termination Costs
 - k. Tuition Refund
 - l. Student Records
 - m. Faculty Facilities
 - n. Safety Regulations
 - o. Insurance Coverage

Enrollment Agreement

1. The enrollment agreement should clearly outline the obligations of both the institution and the student, and a copy of the enrollment agreement should be furnished to the student before any payment is made.
2. The institution should determine that each applicant is fully informed as to the nature of the obligation being entered into and the applicant's responsibilities and rights under the enrollment agreement before the applicant signs it.
3. No enrollment agreement should be binding until it has been accepted by the authorities of the institution vested with this responsibility.

Tuition Policies

1. Rates
 - a. The total tuition for any specific given course should be the same for all persons at any given time. Group training contracts show-

ing lower individual rates may be negotiated with business, industrial, or governmental agencies.

- b. Tuition charges in courses should be *bona fide*, effective on specific dates, and applicable to all who enroll thereafter or are presently in school, provided the enrollment agreement so stipulates.
 - c. All extra charges and costs incidental to training should be revealed to the prospective student before enrollment.
 - d. The institution should show that the total tuition charges for each of its courses is reasonable in the light of the service to be rendered, the equipment to be furnished, and its operating costs.
2. Refunds and Cancellations
 - a. The institution should have a fair and equitable tuition refund and cancellation policy.
 - b. The institution should publish its tuition refund and cancellation policy in its catalog or other appropriate literature.
3. Collection Practices
 - a. Methods used by an institution in requesting or demanding payment should follow sound ethical business practices.
 - b. If promissory notes or contracts for tuition are sold or discounted to third parties by the institution, enrollees or their financial sponsors should be aware of this action.

Student Recruitment

1. Advertising and Promotional Literature
 - a. All advertisements and promotional literature used should be truthful and avoid leaving any false, misleading, or exaggerated impressions with respect to the school, its personnel, its courses and services, or the occupational opportunities for its graduates.
 - b. All advertising and promotional literature used should clearly indicate that education, and not employment, is being offered.

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- c. All advertising and promotional literature should include the correct name of the school. So-called “blind” advertisements are considered misleading and unethical.

2. Field Agents

- a. An institution is responsible to its current and prospective students for the representations made by its field representatives (including agencies and other authorized persons or firms soliciting students), and therefore should select each of them with the utmost care, provide them with adequate training, and arrange for proper supervision of their work.
- b. It is the responsibility of an institution to conform to the laws and regulations of each of the areas in which it operates or solicits students, and in particular to see that each of its field representatives is properly licensed or registered as required by the laws of the state or other entity.
- c. If field representatives are authorized to prepare and/or run advertising or to use promotional materials, the institution should accept full responsibility for the materials used and should approve any such in advance of their use.
- d. When field representatives are authorized to collect money from an applicant for enrollment, they should leave with the applicant a receipt for the money collected and a copy of the enrollment agreement.
- e. No field representative should use any title, such as “counselor,” “advisor,” or “registrar,” that tends to indicate that his duties and responsibilities are other than they actually are.
- f. No field agent should violate orally any of the standards applicable to advertising and promotional material.

**Credit for Prior Experiential Learning
In Undergraduate Programs**
(Adopted June 1980; Revised June 1990)

It is the position of the Commission that the academy has a significant role beyond that of certifying what a student has learned elsewhere. It is within the academy that a student earns academic degrees.

Credit for prior experiential learning is offered only under the conditions enumerated below. This policy is not designed to apply to such practices as CLEP advanced placement, or ACE evaluated military credit. Questions about this policy should be referred to Commission staff.

In developing and publishing their guidelines and procedures, it is suggested that institutions follow the principles of good practice in assessing experiential learning represented by the Council for the Advancement of Experiential Learning (CAEL)* and the American Council on Education.**

1. Before credit for prior experiential learning becomes part of the student's permanent record, the student completes, at the credit-granting institution, a sufficient number of units to establish evidence of a satisfactory learning pattern.
2. Portfolio-based credit for prior experiential learning is awarded for no more than 30 semester units, or the equivalent, toward the Associate Degree. Credit is awarded only for documented learning which ties the prior experience to the theories and data of the relevant academic field.
3. Credit is awarded only in areas which fall within the regular curricular offerings of the institution and are part of the instructional program the student completes.
4. Institutions using documentation and interviews in lieu of examinations, demonstrate that the documentation provides academic assurances of equivalency to credit earned by traditional means.

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5. No assurances are made in advance regarding the number of credits to be awarded.

*Willingham, Warren W. *Principles of Good Practice in Assessing Experiential Learning*. CAEL, American City Building, Suite 40-3, Columbia, MD 21044, 1977.

**American Council on Education. "Principles of Good Practice for Alternative and External Degree Programs for Adults." ACE, Publications Department A, One Dupont Circle, Washington, D.C. 20036, 1990.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Disclosure and Confidentiality of Information

*(Adopted January 1976; Revised June 1978, June 1996, June 1998;
Edited May 2003)*

It is the obligation of every institution applying for candidacy, extension of candidacy, accreditation, or reaffirmation of accreditation and of every candidate or accredited institution to provide the Commission with access to all parts of its operations, with due regard for the rights of individual privacy, and with complete and accurate information with respect to the institution's affairs, including reports of other accrediting, licensing, and auditing agencies. Failure to do so, or to make complete, accurate, and honest disclosure, is sufficient reason in and of itself to deny or revoke candidacy or accreditation.

The Commission will maintain inviolate the confidentiality of information supplied by the institution except in those rare cases where it is deemed necessary by the Commission to make public information which forms a substantive basis for the Commission's decision.

I. Policy on Publication of Commission Actions

The Commission may announce publicly, as appropriate, through its President and will publish in the *ACCJC Accreditation Notes* and/or *Directory* the fact that:

1. The institution's application for candidacy or accreditation has been denied.
2. An institution has been granted candidacy or accredited.
3. The institution's candidacy has not been extended or its accreditation reaffirmed.
4. The institution has been placed on probation.
5. The institution has been given a show cause order effective at a specific date. OR
6. The institution's candidacy has not been renewed or its accredita-

tion has been terminated.

II. Policy on Publicly Available Written Materials.

It shall be the policy of the Accrediting Commission for Community and Junior Colleges to maintain and make publicly available written materials describing:

1. Each type of accreditation and preaccreditation granted by the Commission.
2. Commission procedures for applying for accreditation or preaccreditation.
3. The criteria and procedures used by the Commission for determining whether to grant, reaffirm, reinstate, deny, restrict, revoke, or take any other action related to each type of accreditation and preaccreditation that the agency grants.
4. The names, academic and professional qualifications, and relevant employment and organizational affiliations of the members of the Commission's policy and decision making bodies as well as the agency's principal administrative staff. AND
5. The institutions that the Commission currently accredits or preaccredits and the date when the agency will review or reconsider the accreditation or preaccreditation of each institution.

Policy on Distance Learning, Including Electronically Mediated Learning

(Adopted June 2001, Edited August 2004, Revised June 2005)

Background

Recognizing that most institutions must make use of the growing range of systems for delivery of instruction, including various electronic means, the Accrediting Commission for Community and Junior Colleges (ACCJC) has adopted a policy based on principles of good practice to help assure that distance learning is characterized by the same concerns for quality, integrity, and effectiveness that apply to more traditional modes of instruction.

As methods used to facilitate/conduct distance learning evolve, the ACCJC policies that address distance learning also change. This policy statement has drawn from several previous policies and is intended to replace those policies with a single, unified, and up-to-date statement. Further development of this policy may well be appropriate in the not-so-distant future.

Definition of Distance Learning

Distance learning is defined, for the purposes of accreditation review, as a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources used to support learning, or other students. Distance learning may employ correspondence study, audio, video, or computer technologies. Educational interactions delivered through these means may occur on campus as well as off campus. These interactions may be synchronous or asynchronous.

Policy

ACCJC policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. The intent of the policy is to provide a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution

offering courses and programs electronically is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

Policy Elements

- Development, implementation, and evaluation of all courses and programs, including those offered electronically, must take place within the institution's total educational mission.
- Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered electronically.
- Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through electronic means.
- Institutions are expected to provide the resources and structure needed to accomplish these outcomes.
- Institutions are expected to demonstrate that their students achieve these outcomes through application of rigorous assessment.
- Institutions are expected to provide the ACCJC reasons to believe that these outcomes will continue to be accomplished.
- Institutions are expected to give the ACCJC advance notice of intent to initiate a new delivery mode, such as electronically-delivered courses, through the Substantive Change process.
- Institutions are expected to give the ACCJC advance notice of intent to offer a program in which 50% or more of the courses are electronically-delivered, through the Substantive Change process.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Policy Statement on Diversity
(Adopted January, 1994)

How an institution deals with diversity is an important indicator of its integrity and effectiveness. Institutions accredited by the Commission consider diversity issues in a thorough and professional manner. Every institution affiliated with the Commission is expected to provide and sustain an environment in which all persons in the college community can interact on a basis of accepting differences, respecting each individual, and valuing diversity. Each institution is responsible for assessing the quality and diversity of its campus environment and for demonstrating how diversity is served by the goals and mission of the college and district. In addition, institutions must identify the processes that actively promote diversity in the everyday environment and the academic programs of the college. Accreditation teams will evaluate the condition of institutional diversity during the site visits and include findings and recommendations in written reports to the Accrediting Commission.

The Commission Statement on Diversity is designed to guide institutions and evaluation teams in the self study and site visit process and to indicate how institution-wide reviews of issues of diversity should be documented in the self study and visiting team reports. The Accrediting Commission, taking into account the mission of the institution and the entirety of the self study and peer review processes, will evaluate the institution's effectiveness in addressing issues of diversity.

**Policy and Procedures for the Evaluation of Institutions
in Multi-College/Multi-Unit Districts or Systems**

(Adopted June 1999; Revised January 2004)

Background

The Accrediting Commission for Community and Junior Colleges has historically accredited colleges rather than districts or systems. However, almost half of the member institutions are part of larger systems, either by being part of a multi-college district/system or by being owned by a larger corporate entity.

ACCJC evaluates colleges based on the Standards of Accreditation regardless of how functions are organized. In single-college districts all functions are carried out by the same entity. For multi-college districts/systems, key functions that relate to the Standards are distributed among the colleges and the district/system in various patterns. In order for the Commission to evaluate colleges in single-college and multi-college organizations fairly, colleges must inform the Commission about their functional organization and involve those responsible for the functions in accreditation activities.

The integrity of the district/system programs and services falls within the scope of the institution's accreditation. The district/system auxiliary programs and services are subject to review if the program or service is executed in the name of the district/system or college, or if the district/system administers or the board authorizes the program or service.

Policy

The ACCJC ensures the equitable evaluation of all institutions regardless of the differences in organization and clarifies the Commission's expectations regarding the conduct and outcomes of institutional reviews in multi-college districts/systems.

Elements of this policy are the following:

1. Individual colleges are the unit of analysis for the accreditation evaluations and, regardless of their organizational structure, the Commission holds colleges accountable for meeting the Standards.
2. The central district/system plays a substantial role in the institution's ability to adhere to all the Standards of Accreditation and gain and sustain accredited status.
3. Institutions have the responsibility to describe and display clearly the particular way functions are distributed in their unique multi-college organization. There must be ongoing communication between the college and the district/system regarding the distribution of these functions. The Commission will use this description to identify the locus of responsibility for the institution's ability to meet accreditation standards.
4. When a team identifies serious inadequacies in the performance of a district/system function, such a deficiency could jeopardize the accreditation of one, some, or all of the district/system colleges. Responsibility for correcting this deficiency will be placed on the district/system office as well as on the college in question.
5. The Commission reserves the right to initiate direct interaction with district/system officers regarding the ability of institutions to demonstrate that they meet or exceed the Standards. When district/system officers are contacted regarding an institution, the college(s) will also receive the same communication.
6. A district/system may make a special request for an evaluation of the effectiveness of its central functions in conjunction with any institutional reviews. This activity is limited to issues related to the ability of colleges to demonstrate that they meet or exceed the Standards. The outcome of this activity does not result in any "accredited" status for the district/system.

Procedures

A. Self Study

1. As part of the self study process and in consultation with the district/system, the institution must specify whether primary responsibility for all or parts of a specific function is at the college or district level through an organizational “map,” which is a description of the delineation of functions of the district/system and the college. The “map,” provided in the self study, must accomplish the following:
 - Define the major functions of the colleges and the district/system office.
 - Account for every major function regardless of whether it is the responsibility of the college or the district/system office.
 - Address all Standards.
 - Make clear how the information it provides relates to the Standards.
 - Be factual.
 - Provide sufficient information about each function, and,
 - Reflect consultation between the college and the district/system.

Moreover, the Commission recognizes that institutions in a multi-college system may have lateral relationships with other institutions in the district/system which should be included in the map. For example, police services may be a district/system service for all colleges in a multi-college district/system, yet located at one institution in the district/system.

2. Individuals, whether on the campus or in the district/system office, must be actively involved in developing the self study based upon who has responsibility for the institutional function. As a result, close cooperation between and among the institutions and the district/system office is expected as a part of the institutional self study preparation.
3. In the self study, institutions are expected to include a discussion of how the identified district/system functions and decisions affect the colleges’ ability to meet the Standards. For example, the board’s role in adopting the college mission statement is addressed in the Standard dealing with mission; the district/system office responsibility for personnel is discussed in the Standard appropriate to

faculty and staff; the district/system financial allocation system should be included in the Standard in which financial resources are addressed. The organizational map will provide guidance for this discussion.

4. The district/system chief administrator and governing board are expected to be involved in the process of developing the self study. The governing board must review and approve the final self study and certify broad institutional involvement in its development.

B. Team Composition

Just as for colleges in single-college districts, team composition for colleges in multi-college districts/systems is shaped by the institution being accredited. Teams visiting colleges in multi-college districts/systems will have the range of expertise appropriate for the college and also individuals with multi-college district/system perspectives. Institutions may request team members with special expertise in multi-college issues. The Commission makes every effort to include individuals who have experience in similarly situated institutions and multi-college districts/systems to serve as team chairs and team members.

C. Visit Organization

The Commission conducts evaluation visits to institutions in multi-college districts/systems simultaneously or in clusters of institutions. This arrangement allows the Commission to consider district/system issues when taking action on the accredited status of institutions in multi-college systems. It also improves the efficiency of self study preparation and evaluation visits.

D. District/System Visiting Team

Prior to simultaneous visits taking place in the colleges of a district/system, the President will name a coordinating chair from the team chairs involved. This coordinating chair, in consultation with the other institutional team chairs, will form a small district/system team which is drawn from all of the teams visiting the colleges. It will consist of all of the team chairs and such members of the respective teams as are needed to address the district/system issues identified in the self stud-

ies and by the evaluation teams.

The purposes of the coordinating chair and district/system team are to:

- Evaluate the evidence provided in the self studies to confirm that the functions provided by the district/system enable the institutions to meet the Standards.
- Explicitly identify issues pertaining to the Standards that are related to district/system functions.
- Ensure commonality and comparability of team recommendations across institutional team reports when accreditation issues have district/system consequences.
- Support the work of the teams evaluating each college.

This team will meet with the district/system administration before the visit to discuss prior district issues and will spend an appropriate period of time validating the portions of the self studies that pertain to centralized operations. Any recommendations regarding district/system functions will be included in the institutional team reports.

The coordinating chair may have a separate team assistant available to him/her solely for the purpose of supporting the district/system team and for performing organizational tasks related to this part of the evaluation visits. Team chairs on the special district/system team will receive the self study, the previous team reports, and Commission action letters from every college involved and will make the materials available to institutional team members on the district/system team.

E. Reports by the Institutional Teams and District/System Team

The district/system team will develop conclusions about any major issues pertaining to the district/system. Recognizing that some district/system observations may pertain to all colleges, and others only to particular colleges, the institutional team chair, working in conjunction with the coordinating chair and the members of the district/system team, will incorporate appropriate conclusions within the Standards

in the individual institutional team reports. When the district/system team feels a recommendation that pertains to the district/system as a whole is in order, that same recommendation will appear in each of the institutional team reports.

At the end of each evaluation visit, the institutional team chair meets with the college chief administrator to discuss major findings. The team chair will then make a presentation of the team process and findings at an open meeting involving the entire college community. After the verbal exit reports are concluded at each of the campuses, the team chairs, led by the coordinating chair, will provide a verbal briefing to the district/system chief administrator. This discussion is limited to the district/system functions identified in the organizational map and the issues related to them which are identified in the institutional self studies and the findings of the institutional teams. The themes reported by the coordinating chair ought to be congruent with those shared with the chief administrator at each of the colleges.

Although the district/system policies may affect the accredited status of the institution(s), the district/system team will not make recommendations on the accredited status of the colleges. Confidential recommendations on the accredited status of the colleges will come from each of the institutional teams.

The coordinating chair will send a letter to the district/system chief administrator advising him/her of the results of the district/system visit with copies sent to the college chief administrators.

F. Commission Actions and Public Disclosure

The Commission will receive the following items for each college in preparation for Commission action: the self study, the team report, the catalog, and other pertinent documents. The Commission, using its reader system, will consider each institution separately in relation to the district/system and take the appropriate action for each institution.

The Commission will also discuss the district/system and develop a consensus on any matters to be communicated to the district/system chief administrator. In its action letters to the institutions, the Commission will comment on important district/system matters

that impinge on or significantly enhance college quality.

In a case where one or more accreditation concerns relating to the district/system are identified, the Commission may request a written response from the district/system itself and may also specify a visit by Commission representatives to validate any such response.

The Commission will make clear that significant inadequacies in district/system office functions can jeopardize the accreditation of one, some, or all of the district/system colleges. When correspondence is sent to the district/system chief administrator, copies will be sent to the appropriate college(s).

Should the Commission decide that a district/system response and visit are in order, the district/system team will normally include the coordinating chair, a member of the Commission, and additional persons with special expertise, as needed. The purpose of the visit is to validate the response from the district/system. This response could be the basis for subsequent Commission action relative to the accredited status of one or more of the institutions in the district/system.

G. Follow-up Activities

The district/system chief administrator is required to share the team report and Commission Action letter of any visit related to district/system functions with the governing board and appropriate staff at the district/system and at the colleges.

The Commission may issue special communications to college chief administrators on particular leadership issues. When the college involved is a member of a district/system, the district/system chief administrator will be copied on this correspondence.

H. Cost

The costs associated with the additional activities of a district/system visit may be billed directly to the district/system involved on an actual cost basis.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

**Policy on Institutional Advertising, Student Recruitment,
and Representation of Accredited Status**

(Adopted January 2005)

Background

The Accreditation Standards require that colleges make available to students and prospective students clear and accurate information about their respective institutions in all publications that may be disseminated in the name of the institution.

Policy

All ACCJC accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.

Policy Elements

A. Advertising, Publications, Promotional Literature

Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including those presented in electronic formats. All statements and representations shall be clear, factually accurate, and current. Supporting information should be kept on file and readily available for review.

Catalogs and other official publications shall be readily available and accurately depict: official name, address(es), telephone number(s), and web site address of the institution; institutional mission statement, purposes, and objectives; entrance requirements and procedures; basic information on programs and courses with required sequences and frequency of course offerings explicitly stated; degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate; faculty (full and part-time listed separately) with degrees held and the conferring institution; institutional facilities readily available for educational use; rules and regulations for

conduct; the college's academic freedom statement; tuition, fees, and other program costs; opportunities and requirements for financial aid; policies and procedures for refunding fees and charges to students who withdraw from enrollment (See Policy Guidelines for Refund of Student Charges); policies related to the transfer of credits from other institutions; statements of nondiscrimination; location or publications where other institutional policies may be found; members of the Governing Board; and the accredited status of the institution.

In college catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered; and any unique requirements for career path or for employment and advancement opportunities in the profession or occupation described.

B. Student Recruitment for Admissions

Student recruitment shall be guided by well-qualified admissions officers and trained volunteers whose credentials, purposes, and position or affiliation with the institution are clearly specified. Independent contractors or agents used by the institution for recruiting purposes shall be governed by the same principles as institutional admissions officers and volunteers.

The following practices in student recruitment shall be scrupulously avoided: assuring employment unless employment arrangements have been made and can be verified; misrepresenting job placement and employment opportunities for graduates; misrepresenting program costs; misrepresenting abilities required to complete intended program; offering to agencies or individual persons money or inducements other than educational services of the institution in exchange for student enrollment. Awards of privately endowed restricted funds, grants or scholarships are to be offered only on the basis of specific criteria related to merit or financial need.

C. Representation of ACCJC Accredited Status

The term “accreditation” is to be used only when accredited status is conferred by ACCJC. Specialized and program accreditation granted by other accreditors should be clearly specified as to the source of the accreditation.

No statement shall be made about possible future accreditation status or qualification not yet conferred by ACCJC. Statements like the following are not permissible; “(Name of Institution) has applied for candidacy with the ACCJC”; “The _____ program is being evaluated by ACCJC, and it is anticipated that accreditation will be granted in the near future.” The phrase “fully accredited” shall be avoided, since no partial accreditation is possible from ACCJC.

When accredited status is affirmed in institutional catalogs and other official publications, it shall be stated accurately and fully in a comprehensive statement, which identifies the accrediting body by name in the manner required by the accrediting body.

The accredited status of a program shall not be misrepresented. The accreditation granted by the ACCJC has reference to the quality of the institution as a whole. Since institutional accreditation does not imply specific accreditation of any particular program in the institution, statements like “this program is accredited” or “this degree is accredited,” are incorrect and misleading.

Institutions offering programs in a single field, e.g., a school of art, engineering, theology, granted accreditation by the ACCJC shall clearly state that this accreditation does not imply specialized accreditation of the program offered.

Interregional Policies on the Accreditation of Institutions Operating Across Regions

(Adopted June 2000; Revised June 2003)

Preamble

The purpose of these policies is to establish and define the respective roles of the regional higher education accrediting commissions in assuring quality and encouraging the improvement of affiliated institutions operating interregionally. Developed by the Council of Regional Accrediting Commissions (CRAC), they are designed to address concerns arising from differences that may exist among regional commission criteria and their application in off-campus operations. The interregional policies encompass only those colleges and universities which have physical presence, appropriate state authorization, and offer instruction equivalent to 50% or more of a degree program in another (host) region(s) than their home region where they hold accreditation. Once adopted, however modified, these policies will encompass all regionally accredited institutions and will establish a common framework for the evaluation of institutions operating interregionally.

- ❑ These policies are based upon the following fundamental premises:
- ❑ The home region should be demonstrably accountable for its accreditation decisions affecting institutions operating in host regions.
- ❑ The host region has a legitimate interest in the quality of institutions from other regions operating within its jurisdiction.
- ❑ The home and host regions, while honoring these policies and the procedures designed to implement them, have flexibility in defining the host region's role in the evaluation of instructional sites operating in its region.
- ❑ The eight regional commissions, building on their commonality of tradition and long-standing mutual respect, will work cooperatively, together with affected institutions, to implement these policies toward the fulfillment of their quality assurance responsibilities in the review of transregional programming while honoring institutional autonomy and integrity.

These policies represent a departure from past practice. Their continued efficacy rests upon the commitment of the involved commissions

to assess their effectiveness and otherwise determine their impact on their member institutions, making modifications as are necessary. For that reason, CRAC has recommended that these policies be implemented on a three-year (2000-2003) pilot basis. While it is expected that once in force the policies will materially affect the evaluation of institutions operating across regional boundaries, it is also understood that first experiences will likely result in the need for corrections and adjustments in their content. For that reason, CRAC is committed to undertake in 2003 a basic review of the effectiveness of the policies in achieving their purposes.

Policy Statement on the Evaluation Of institutions Operating Interregionally

To preserve the values and practices of peer review and regional accreditation, the evaluation of institutions that deliver education at a physical site(s) in another region(s) will be undertaken with the participation of the host regional accrediting commission(s). This will include the joint (home/host) review of off-campus sites in a host region against the accreditation standards of that region.

Procedures for the evaluation of colleges and universities operating interregionally will honor these basic principles:

- ❑ The mission of the institution will be respected throughout the evaluation process.
- ❑ The design and implementation of the strategy fashioned to evaluate its host region instructional sites will be developed collaboratively by the participating regional commissions together with the affected institution.
- ❑ The home region's evaluation processes will serve as the basis for the joint evaluations and the home region will take the leadership role in initiating and overseeing the process.
- ❑ The home region will be solely responsible for final accrediting actions, but will respond to issues brought to its attention by the host commission as identified through its involvement in the institutional review.
- ❑ Host commission participation in an interregional accrediting process shall not constitute accreditation of the institution by that commission.

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- ❑ The host region retains the discretion to determine its involvement in the evaluation of institutions operating interregionally.

Exchanging Information

To assure that each commission is adequately apprised of the instructional activities of out-of-region institutions in its region, the following information will be exchanged as specified:

- A. Annually, each commission will notify the other affected commissions of any of its institutions operating interregionally. The information provided will include: location(s), levels of degree offerings, and number of students enrolled. It is understood here as elsewhere, that notice need only be provided regarding those locations where 50% or more of a degree program are offered.
- B. Each commission will notify other relevant commissions when one of its institutions intends to establish a new out-of-region instructional site. In such cases, the home commission in consultation with the host region together with the institution, will determine if the new site(s) constitute a substantive change and thus be subject to review under the interregional accrediting processes.

Procedures for the Interregional Accrediting Process

Notice to Host Region of Planned Evaluations

The home region will provide timely notice to the host region(s) of:

- A. Scheduled comprehensive evaluations of institutions with instructional sites in the host region.
- B. Any focused visits which include the review of sites in the host region or includes issues related to off-campus programming.
- C. Any other evaluations of new sites in the host region.

Procedures for Evaluations

A. Standards to be Applied

The standards of both the home and host region will be applied at host region sites using a “home standards plus” model. That is, the standards of the home region will be used as the basis for the evaluation as supplemented by any criteria of the host region identified in the design process for the evaluation.

B. Evaluation Protocol

Well in advance of the comprehensive visit, the home and host commissions, in consultation with the institution, will develop a protocol for the evaluation of host region sites to include: 1) the scope of the review; 2) which sites are to be reviewed, with the final decision remaining with the home region; 3) the content of the self-study report(s) for the sites to be visited with particular attention to how identified host region standards are to be addressed; and 4) any other matters of agreement relevant to the evaluation, including issues of possible public disclosure.

C. Site Team Composition

The size and composition of the team visiting host region sites will be jointly determined, with the host region being afforded the opportunity to appoint up to 50% of the team’s membership. The host region may appoint a vice or co-chair as agreed upon by the home region. Teams will otherwise be appointed in keeping with home region procedures. It is understood that the host region’s conflict of interest policy will apply for the team members it appoints.

D. Costs

The costs for the evaluation of host region sites will be billed in keeping with the home region’s policies. The home region will otherwise administer reimbursement of evaluator expense also in keeping with its policies.

Procedures for Evaluation Reports

- A. A single evaluation report will be prepared for each of the sites visited within the host region, as agreed upon by the commissions involved.
- B. The evaluation report will include a review of the site under the home region's standards, and as appropriate, findings regarding the host region's standards as previously identified and any topics included in the evaluation under prior agreement. Recommendations to the home region can be made by both home and host sub-groups on the team.
- C. Site team reports are provided to the host region by the home region upon receipt. In cases of comprehensive evaluations, the home region's institutional evaluation report is also forwarded to the host region.
- D. The host region is responsible for establishing processes for the timely review of site-specific evaluation reports prior to their being considered by the home regional commission so as to provide any comments it believes should be taken into consideration as the institution's case is reviewed.
- F. The policy of confidentiality for team recommendations of the home region will apply.

Procedures for Decisions and Notification

- A. The home region's decision-making processes will ensure that the institution has the opportunity to respond to the team report and any comments from the host region before a final decision is made.
- B. The home region takes the final accrediting action and is responsible for providing notification of that action to all relevant parties, including the host region.
- C. When the final action differs from the recommendation and comments of the host region, if any, a rationale for the action will be sent upon request by the home to the host region.
- D. The home region is responsible for addressing any misrepresentation of the interregional evaluation on the institution's accreditation status.

Policy Statement on Separately Accreditable Institutions

In an effort to be consistent and equitable to all institutions, the following criteria for identifying separately accreditable institutions will be applied by each of the regional accrediting commissions.

An instructional site located in a region other than that of its home campus must seek separate accreditation in the region it exists if it functions independent of operational control of the parent college or university. An instructional site will be deemed operationally independent and accreditable by the host region when it meets these criteria:

The instructional site:

1. Has, under board policy, substantial financial and administrative independence from the home institution including matters related to personnel.
2. Has a full time chief administrative officer.
3. Is empowered, under board policy, to initiate and sustain its own academic programs.
4. Has degree-granting authority in the state or jurisdiction in which it is located.

Each regional commission, upon the adoption of this policy, will determine if any of its affiliated institutions have instructional sites that appear to be separately accreditable. Following consultation with the host commission and the institution, and upon learning from the host region the site's potential to meet its eligibility requirements, the home region will make the determination as to the status of such sites that meet these criteria. The host region agrees to take deliberate steps toward reviewing any instructional sites identified as operationally independent in keeping with its policies and procedures for applying institutions. An institution identified as separately accreditable will continue to be included in the accreditation of the parent college or university until it achieves separate accreditation.

Off-campus instructional sites, regardless of location, not found to be operationally independent are included in the accreditation of the home campus. The operational independence of such sites is periodically reviewed under this policy.

Nothing in this policy is intended to require the home region to accredit a separately accreditable instructional site in another region.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Policy Regarding Matters Under Litigation
(Adopted January 1989; Revised June 1996, January 2001)

The Commission's concerns are to determine whether an institution is in compliance with Commission standards and policies and to assist institutions, through established procedures, in the improvement of quality. To this end, the Commission takes appropriate action on credible evidence received from any reliable source, including the courts, that calls into question the ability of an institution to meet Commission standards and policies. It is the policy of the Accrediting Commission not to become involved in litigation within an institution. The Commission is not an adjudicatory agency, and it is not the role or function of the Commission to arrive at any determination regarding the merits of any aspect of pending litigation.

Because of the sensitivities created when litigation is pending during a site visit by an evaluation team, the Commission has developed the following guidelines.

Responsibility of the Institution

It is the responsibility of the institution to inform the Commission staff, prior to a visit, of any pending litigation against the institution. The staff will consult with the liaison officer to determine if any special advice will need to be provided to the team chair.

Responsibility of Visiting Teams

Visiting teams should not comment on pending litigation in such a way as to express an opinion about the merits of the lawsuit or its outcome. Team members are not precluded from meeting with individuals involved in litigation and hearing from them regarding the litigation. If such a meeting is held or if the subject of the litigation arises during the course of interviews, the institution will be informed. Team members are cautioned against saying or writing anything which may be used by either party in support of their positions in the lawsuit.

If questions arise prior to, during, or after a visit, Commission staff should be consulted.

Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals

(February 1990)

Preface

The Executive Directors/Presidents of the regional institutional accrediting bodies of the Council on Postsecondary Accreditation subscribe to the following principles of good practice in overseas international education programs for non-U.S. nationals. Each regional institutional accrediting body will apply these principles consistent with its own accrediting standards.

Principles of Good Practice

Institutional Mission

1. The international program is rooted in the U.S. institution's stated mission and purposes and reflects any special social, religious, and ethical elements of that mission.
2. The faculty, administration, and governing board of the U.S. institution understand the relationship of the international program to the institution's stated mission and purposes.

Authorization

3. The international program has received all appropriate internal approvals where required, including system administration, government bodies, and accrediting associations.
4. The international program has received all appropriate external approvals where required, including system administration, government bodies, and accrediting associations.
5. The U.S. institution documents the accepted legal basis for its operations in the host country.

Instructional Program

6. The U.S. institution specifies the educational needs to be met by its international program.
7. The content of the international educational program is subject to review by the U.S. institution's faculty.
8. The international education program reflects the educational emphasis of the U.S. institution, including a commitment to general education when appropriate.
9. The educational program is taught by faculty with appropriate academic preparation and language proficiencies whose credentials have been reviewed by the U.S. institution.
10. The standard of student achievement in the international program is equivalent to the standard of student achievement on the U.S. campus.
11. The international educational program where possible and appropriate is adapted to the culture of the host country.

Resources

12. The institution currently uses and assures the continuing use of adequate physical facilities for its international educational program, including classrooms, offices, libraries, and laboratories, and provides access to computer facilities where appropriate.
13. The U.S. institution has demonstrated its financial capacity to underwrite the international program without diminishing its financial support of the U.S. campus. Financing of the international program is incorporated into the regular budgeting and auditing process.

Admissions and Records

14. International students admitted abroad meet admissions requirements similar to those used for international students admitted to the U.S. campus, including appropriate language proficiencies.

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15. The U.S. institution exercises control over recruitment and admission of students in the international program.
 16. All international students admitted to the U.S. program are recognized as students of the U.S. institution.
 17. All college-level academic credits earned in the international program are applicable to degree programs at the U.S. institution.
 18. The U.S. institution maintains official records of academic credit earned in its international program.
 19. The official transcript of record issued by the U.S. institution follows the institution's practices in identifying by site or through course numbering the credits earned in its off-campus programs.

Students

20. The U.S. institution assures that its institutional program provides a supportive environment for student development, consistent with the culture and mores of the international setting.
21. Students in the international program are fully informed as to services that will or will not be provided.

Control and Administration

22. The international program is controlled by the U.S. institution.
23. The teaching and administrative staff abroad responsible for the educational quality of the international program are accountable to a resident administrator of the U.S. institution.
24. The U.S. institution formally and regularly reviews all faculty and staff associated with its international program.
25. The U.S. institution assesses its international program on a regular basis in light of institutional goals and incorporates these outcomes into its regular planning process.

Ethics and Public Disclosure

26. The U.S. institution can provide to its accrediting agencies upon request a full accounting of the financing of its international program, including an accounting of funds designated for third parties within any contractual relationship.
27. The U.S. institution assures that all media presentations about the international program are factual, fair, and accurate.
28. The U.S. institution's primary catalog describes its international program.
29. The U.S. institution does not sell or franchise the rights to its name or its accreditation.
30. The U.S. institution assures that all references to transfer of academic credit reflect the reality of U.S. practice.
31. The U.S. institution assures that if U.S. accreditation is mentioned in materials related to the international program, the role and purpose of U.S. accreditation is fairly and accurately explained within these materials.

Contractual Arrangements

32. The official contract is in English and the primary language of the contracting institution.
33. The contract specifically provides that the U.S. institution controls the international program in conformity with these guidelines and the requirements of the U.S. institution's accreditations.
34. The U.S. institution confirms that the foreign party to the contract is legally qualified to enter into the contract.
35. The contract clearly states the legal jurisdiction under which its provisions will be interpreted will be that of the U.S. institution.

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36. Conditions for program termination specified in the contract include appropriate protection for enrolled students.
 37. All contractual arrangements must be consistent with the regional commissions' document, "Contractual Relationships with Non-Regionally Accredited Organizations."

Adopted June 1, 1990 by the Accrediting Commission
for Community and Junior Colleges

*Adopted February 12, 1990 by the Executive Directors
of the Regional Institutional Accrediting Bodies:*

Commission on Higher Education, Middle States Association of Colleges
and Schools

Commission Institutions of Higher Education,
New England Association of Schools and Colleges

Commission on Vocational, Technical, and Career Institutions,
New England Association of Schools and Colleges

Commission on Institutions of Higher Education,
North Central Association of Colleges and Schools

Commission on Colleges, Northwest Association of Schools and Colleges

Commission on Colleges, Southern Association of Colleges and Schools

Commission on Occupational Education Institutions,
Southern Association of Colleges and Schools

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Accrediting Commission for Senior Colleges and Universities,
Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Policy on Public Disclosure

*(Adopted June 1999; Edited June 2002; Revised January 2003;
Edited June 2005; Revised January 2006)*

Background

The Commission believes that the two major responsibilities of institutional accreditation are quality assurance to the public and improvement of member institutions. Accreditation systematically accomplishes these purposes through standards of good practice, institutional self study, external peer review and recommendations, Commission actions, and follow-up. The purpose of this policy is to strengthen the ability of institutions and the Commission to fulfill mutual obligations to inform, to educate, and to enhance the level of public confidence in higher education institutions in the process and outcomes of voluntary, non-governmental accreditation, within the region and across regions. Specifically, the goals are:

1. To make a meaningful contribution to the body of information available to consumers of higher education services and to facilitate easier access to such information;
2. To provide institutions with a way to communicate with their multiple publics regarding accreditation matters; and
3. To enhance public understanding of accreditation, and thereby to enhance public confidence in institutions of higher education through peer review, self regulation, and institutional improvement.

Policy

The Commission adheres to certain principles. These principles are:

1. Both the Commission and the institution have responsibilities to provide information about institutional quality to the public.
2. The Commission and the institution should maintain appropriate levels of confidentiality during the various stages of the accreditation process that lead to the Commission's decision. The accredi-

tation process must occur within a context of trust and confidentiality if it is to result in an accurate appraisal of institutional quality. The efficacy of the accreditation process requires that institutions provide accurate information, candid self-analyses, and evidence of the degree to which they meet standards. It also requires that the Team Report provide candid and targeted analysis and recommendations for improvement.

3. Institutions themselves should regularly disclose information about their effectiveness, thereby taking responsibility for major elements of public disclosure.
4. The Commission should utilize consistent disclosure approaches for all member institutions.
5. Since the Commission accredits institutions rather than programs, the information it supplies to the public is limited to matters of institutional quality as defined in the standards of accreditation. Thus, the Commission does not provide information about the quality of specific programs within an institution.
6. The Commission recognizes and promotes the diversity of institutions as a strength of our society. Consistent with the principle that the Commission evaluates each institution on the basis of its own mission, the Commission refrains from making public comparisons of institutions.
7. The accreditation process uses standards of quality in higher education to evaluate institutional processes and performance. Therefore, public disclosure of accreditation information about an institution by the Commission is limited to matters addressed in Commission standards of accreditation, eligibility requirements, and policies, and related actions on institutions.

Policy Elements

ACCJC has the responsibility to provide:

I. Information for the general public about the accredited status of individual institutions.

A. Commission Actions

Institutions applying for candidacy or initial accreditation and accredited institutions undergoing periodic evaluation will be

reviewed by the Accrediting Commission. The Commission will examine institutional documents, the institutional self study report, the evaluation team report, and documents from previous evaluations. The Commission makes a determination about the accredited status of the institution, using its Policy on Commission Actions on Institutions.

In accordance with the requirements of the Higher Education Act §602.27(c), the Commission also discloses in its Accreditation Reference Handbook, the Eligibility, Candidacy and Initial Accreditation Manual, Directory or other appropriate publications, each type of accreditation and candidacy granted by the Commission, the procedures for applying for accreditation or candidacy, the criteria and procedures used by the Commission determining whether to grant, reaffirm, deny, or take any other action related to the accredited status of institutions; the names, academic and professional qualifications, and relevant employment and organizational affiliations of the Commission and principal staff; the institutions the Commission currently accredits or recognizes in candidacy status; and the date when the Commission will next review or consider the accreditation or candidacy of each institution. Other matters of public interest are the domain of the institution.

Under the provisions of the U.S. Secretary's Procedures and Criteria for the Recognition of Accrediting Agencies (§602.2), only denial, or termination of accreditation or candidacy are defined as adverse actions by the Commission. Appeals of denial or termination are governed by the provisions of the WASC Constitution.

B. WASC Directory Information

The WASC Directory information is published on the ACCJC website and includes the name of the institution and location, the chief executive officer, the form of control, each type of accreditation or pre-accreditation held by the institution, the date of initial accreditation, and the date of the next comprehensive review.

C. Statement of Accredited Status.

The Commission has adopted a set of basic information elements that will be made available in Commission publications, or on request, about the accredited status of individual institutions. This information will be recorded and disseminated in a common format. A Statement of Accredited Status will be prepared for each member institution. A Statement of Accredited Status will

also be available to the public on request. The Statement includes information about the nature of the institution and its scope, its accredited status, the nature of Commission actions regarding the institution, a definition of the meaning of the accredited status, and a discussion of any terms that might require explanation.

D. Commission Responsibilities to the Institution.

The Commission will prepare information for the institution which outlines the reasons for the action, the follow-up and the monitoring activities which will be required, and the time frame within which the institution must remedy the conditions which led to the action.

If an institution cannot document that it is in compliance with the standards, eligibility requirements, and policies within a maximum of two years after the initial action, the Commission will take an adverse action. In keeping with the provisions of the Higher Education Act of 1965, as amended, the Commission defines adverse action as denial, or termination of accreditation or candidacy. If the Commission determines that there is good cause, the Commission may extend the time allowed for the institution to demonstrate that it meets or exceeds the standards, eligibility requirements, and policies. Progress Reports, Midterm Reports, Deferral of a Decision, Warning, Probation, and Show Cause are not adverse actions in the context of federal regulations.

E. Disclosure of Commission Actions on the Accredited Status of Institutions.

Actions of the Commission regarding the accredited status of institutions as described in the Policy on Commission Actions on Institutions are public actions. The Commission publishes the status of each institution in appropriate publications such as Commission Newsletters, the WASC Directory, and the ACCJC web site. The Commission also notifies appropriate governmental agencies and accrediting bodies as required by the Higher Education Act.

If a specific inquiry is made about an institution which has been warned, placed on probation, or issued a show cause order, the President shall inform the inquirer that such action has been taken and the reasons therefore.

If an institution so conducts its affairs that it becomes a matter of public concern, misrepresents a Commission action, or uses the

public forum to take issue with an action of the Commission relating to that institution, the Commission may announce, through the President, the action taken and the basis for that action, making public any pertinent information available to it.

II. Information about the application of the accreditation processes at a particular institution.

- A. The Commission publishes the names of institutions scheduled for comprehensive review annually in the Commission newsletter. This notice also includes an invitation for third-party comment and information regarding how, and to whom, that comment should be delivered. The institutional evaluation schedule is available to the public on request.
- B. The Commission provides each institution under review with a roster of the team members, including their positions and institutional affiliations. Institutions may object to a proposed team member for cause. These rosters are updated regularly as team membership is adjusted.
- C. The Commission requires the college to make public the institutional self study report, the team report, and the Commission action letter. The Commission itself does not make public the self study report, the team report and the Commission action letter, unless the institution has misrepresented the findings of the team report, or failed to make the team report, Commission action letter or self study report public. Should the institution or others issue selective and biased releases or use the public forum to take issue with Commission actions, the Commission and its staff will be free to make all the documents public. In the event of such misrepresentation, or failure to disclose, the Commission is free to disclose the reports and provide accurate statements about the institution's accredited status.
- D. The Commission does not disclose any information about an institution's potential accredited status before a Commission action is taken. Information about actions under review or appeal (denial of candidacy or initial accreditation, or termination of accreditation) will not be disclosed until a final decision is rendered, unless required by federal regulation. Review and Appeal procedures are found in the Policy on Review of Commission Actions.
- E. The institutional file in the Commission office is part of the private

relationship with the institution and is therefore not available to the public. Upon request, the Commission will disclose the number of complaints received about the institution since the last comprehensive evaluation, the general nature of those complaints, and their resolution or status. In accordance with its policy on Student and Public Complaints against Institutions (*Accreditation Reference Handbook*), the Commission will only include in that disclosure formal, signed complaints that are within the Commission's jurisdiction and which have been referred to the institution. Multiple complaints about a single issue will be assessed to determine how those complaints should be recorded. The Commission informs the institution when such an inquiry is received.

- F. In order to assure the accuracy and appropriateness of institutional information which is made public, the Commission expects team members to keep confidential all institutional information read or heard before, during, and after the team visit. Except in the context of Commission work, team members are limited in their discussion to information contained in the public reports. Sources of information that should remain confidential include previous college and team reports; the current self study report; interviews and written communication with campus personnel, students, trustees, and community members; and team discussions.

III. Information about the Commission and its processes.

- A. The Commission publishes updates on the status of higher education in the region from the experiences of accreditors in the newsletter. Typically, the updates include a review of major issues in the region, an analysis of actions taken during the year, summaries of the focus of team findings and recommendations, changes in Commission policies and practices, and summaries of staff activities.
- B. The Commission newsletter is published quarterly to provide timely information about accreditation. The newsletter is distributed to all member institutions, other accreditors, and appropriate higher education and government associations and agencies. The newsletter is available to the public on request.
- C. The Commission publishes handbooks, manuals, and other materials which describe the Commission and its processes which are distributed to all member institutions and to the public on request. These materials are free to members and other accreditors and are available for a nominal charge to others.

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- D. The Commission maintains a website which informs members and the public about the Commission and its activities.
 - E. The Commission and Commission staff make presentations before organizations within higher education, government, and the public at large. The Commission and its staff participate in regional and national forums on subjects related to quality assurance and institutional improvement.
 - F. The Commission regularly renews its commitment to the principles expressed in its policies through a process of review by the Commission. When new issues in the field of higher education or changes in the United States Department of Education emerge, policies may be created, revised or eliminated. First reading policies are sent to the field for review and comment, followed by submission to the Commission for second reading and adoption.

Member institution's responsibilities:

Institutions, as well as accrediting agencies, are accountable for honest and open communication with the public on institution-related issues in which there is a legitimate public interest. Honesty, openness, and concern for its constituents are indicators of the integrity with which the institution conducts its interactions and communication with its public. Ultimately, this institutional integrity is one indicator of institutional quality and effectiveness, and the Commission includes these matters in its evaluation of institutions. The Commission relies on member institutions to conduct themselves in accordance with these principles of institutional responsibility.

I. Institutional Self Study and other Accreditation Reports

- A. Self Studies. The Commission relies on the strong sense of collegiality, mutual respect, and trust in its relations with member institutions. The privilege of self-regulation requires openness with the public as well.

The self study report is the property of the institution which developed it, but the self study report should receive wide distribution within the institution. The Commission recognizes that some institutions may be governed by public disclosure statutes and expects that institutions will conduct themselves in accord with

those laws and regulations.

- B. **Team Reports.** The Commission requires that institutions share the findings and recommendations that result from the accreditation process widely throughout the institution, especially with those that contributed to the self study. Once an on-site evaluation is complete, institutions are required to make the report public and readily available through a wide distribution system. The institution is required to publicize the location of the team reports. Any excerpting of team reports for use by those outside the institution must be accompanied by explanatory information which discusses the complete context of accreditation. Any use of the team reports which misquotes, misleads, or misrepresents findings or recommendations is grounds for Commission release of the complete team report.

II. **On-Site Evaluation**

The Commission requires that the chief executive officer notify the campus community of the date and purpose of each comprehensive evaluation and any follow-up activity or reports requested by the Commission. Key elements in that notification to the campus community should include the following:

1. Notice of the opportunity for submission of third-party comments by the public and the process for doing so.
2. Information regarding where and how the Commission's Standards of Accreditation may be accessed at the institution.
3. Information regarding the implementation of the institutional self study, and the development of the self study report, and a call for widespread participation.
4. Information regarding the team visit, team composition, dates of the visit, team schedule and activities. Institutions are expected to publicize times and locations during the visit when team members will be available to meet informally with any member of the campus community on any accreditation issue.

III. Dissemination of information within individual institutions regarding Commission actions

The Commission delegates the primary responsibility for communicating information about its status to the institution. However, the Commission action letter to the chief executive officer requires that there be broad and timely dissemination of the team report and the Commission action letter within the institution, especially to those who were signatories to the self study report. The Chair of the institutional Board and system or district Chancellor (where applicable) also receive a copy of the action letter and the team report.

IV. Representation of Eligibility, Candidacy, or Accredited Status

- A. The institution is expected to describe its accredited status using the language prescribed in the Commission Policy on Representation of Accredited Status, and to avoid expanding that representation to include other matters such as transfer of credit. The address and telephone number of the Commission office should be included when the college references its accredited status, including catalogs and recruiting materials. Institutions must send a copy of the institutional catalog to the Commission office as each iteration is published.
- B. The chief executive officer of the institution is responsible for informing the campus community of the accreditation action taken by the Commission and the reasons for the action. This communication should be coordinated with district or system officers as appropriate. If the accreditation action includes any special status, the institution is obligated to provide that information to all current and prospective students and staff in a timely manner.
- C. When the institution refers to its accredited status in any publications or advertisements during a period in which its accreditation may be subject to special scrutiny, the institution must disclose that information.

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**Policy on the Rights and Responsibilities
of ACCJC and Member Institutions
in the Accrediting Process**
(Adopted January 2005)

Background

Students, the public, higher education bodies, and various levels of government need assurance that an accredited institution is of high quality and possesses integrity. American higher education has chosen to use a voluntary, nongovernmental, self-regulatory process to provide this assurance. Such a process must balance institutional autonomy, independence, and freedom with an institution's responsibilities to its various constituencies. Therefore, the process must carefully delineate the rights and responsibilities of both the accrediting bodies and the institutions they accredit. Mutual understanding and respect for the rights and responsibilities of each party will ensure that higher education remains fundamentally sound, responsible, responsive, and effective, so that the public may have confidence in the integrity and quality of educational institutions with a minimum need for government regulations.

Policy

ACCJC is committed to partnering with member institutions in a voluntary non-governmental accreditation process that results in mutual commitment to self-regulation and continuous institutional improvement. ACCJC and its member institutions share rights and responsibilities to develop and promulgate accreditation standards and an agreed-upon accrediting process for institutional review.

Policy Elements

A. Development and Promulgation of Standards

ACCJC has the responsibility to: provide opportunities for broad participation of affected constituencies in the development and acceptance of standards and policies; develop standards which are consistent with the purposes of accreditation, sufficiently flexible to allow diversity and effective program development, and allow and encourage institutional/programmatic freedom and autonomy; allow the institution to exercise

its rights within a reasonable set of parameters relevant to the quality of education; and conduct periodic reviews of the standards.

Member institutions have the responsibility to participate in development of standards and policies and in their periodic reviews.

B. Protocols

ACCJC has the responsibility to routinely provide copies of all correspondence pertaining to that institution to the Chief Executive Officer and, where appropriate, to the Accreditation Liaison Officer; and refrain from advertising or soliciting applications for accreditation from institutions.

Member institutions have the responsibility to develop an effective mechanism to ensure the internal coordination of accrediting activities.

C. Information Collection

ACCJC has the responsibility to specify items to be addressed in all reports to the Commission, require only information that is relevant to accrediting standards and policies, and respect the confidentiality of information required and evaluated in the accrediting process.

Member institutions have the responsibility to: determine how design and conduct the self study, involve broad and appropriate constituent groups in the preparation and process of self study, disclose to the ACCJC all information which is required to carry out the ACCJC evaluation and accreditation functions, respect the confidentiality of information required and evaluated in the accrediting process, and submit substantive changes for approval by the ACCJC before such substantive changes are implemented.

D. Visits and Reviews

ACCJC has the right to: conduct site visits as required under the ACCJC's adopted accreditation processes; exercise its discretion whether or not to conduct joint, concurrent, coordinated, consolidated, or phased visits when requested by an institution; and note in its accreditation documents any attempt by professional organizations, collective bargaining groups, or special interest groups to impede or interfere with participation in the review process and visit.

Member institutions have the right to: request ACCJC to hold joint, concurrent, coordinated, consolidated, or phased visits; and review the

list of proposed team members in order to avoid potential conflicts of interest.

ACCJC has the responsibility to: select visiting team members, in consultation with the institution, who are competent by virtue of experience, training, and orientation, sensitive to the uniqueness of the institution, and impartial, objective, and without conflict of interest; ensure that the composition, team size, and length of visit are determined in consultation with the institution, determined with regard to the size and complexity of the institution, and appropriate to accomplish the objectives of the visit.

ACCJC also has the responsibility to communicate its findings derived from the site visit to the institution; ensure that the visiting team report identifies and distinguishes clearly between statements directly related to quality assessment and those representing suggestions for quality improvement; and provide the chief executive officer of the institution with an opportunity to correct all factual errors and provide supplemental materials pertinent to the facts and conclusions in the visiting team report before it takes action on the self study and visiting team reports.

Member institutions have the responsibility to provide maximum opportunity for communication between all relevant constituencies and the visiting team; and ensure that professional organizations, collective bargaining groups, or special interest groups not impede or interfere with reports, visits, and reviews. Member institutions also have the responsibility to make the team report available to the public.

E. Decisions

Member institutions have the right to withdraw a request for any status of accreditation at any time prior to the decision on that request. Member institutions also have the right to appeal an accrediting decision in accordance with the policies of the ACCJC and to maintain its accredited status during the appeal.

ACCJC has the responsibility to: permit the withdrawal of a request for any status of accreditation at any time prior to the decision on that request; make decisions solely on the basis of published standards, policies, and procedures using information available and made known to the institution; avoid conflicts of interest in the decision-making process; and ensure the confidentiality of the deliberations in which accrediting decisions are made, and to observe due process in all delib-

erations.

ACCJC also has the responsibility to: notify institutions promptly in writing of accrediting decisions, giving reasons for the actions; ensure that the communication of the final accrediting decision identifies and clearly distinguishes between statements directly related to quality assessment and those representing suggestions for quality improvement; publish accrediting decisions, both affirmative and negative, except for initial denial of candidacy or eligibility (which are not made public); maintain the confidentiality of the team report; and require that corrective action be taken if an institution releases information misrepresenting or distorting any accreditation action taken by ACCJC or the status of its affiliation with ACCJC. If the institution is not prompt in taking corrective action, the accrediting body may further release a public statement providing the correct information.

F. Follow-Up

The ACCJC has the right to take action to ensure that member institutions meet their responsibilities and request periodic reports, special reports, additional visits, and consultative activities relevant to the institution's accreditation status. ACCJC has the right to request the reevaluation of an institution at any time as a means for monitoring specific developments within an institution between comprehensive evaluations.

The ACCJC has the responsibility to provide written notice to the institution of the action taken in relation to a special report or visit, assist and stimulate improvement of the educational effectiveness of an institution, and work with the institution to identify appropriate assistance.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Representation of Accredited Status
*(Revised and Adopted June 1998; Revised January 1999;
Edited May 2003)*

The following statements govern representations which can be made by an institution during three types of accreditation status. In addition, institutions on probation, show cause, or termination status must disclose that information to students and prospective students and in any publication where the institution makes reference to its accredited status.

**A. Representation of Status by Institutions
During Eligibility Review**

An institution which is preparing, has submitted, or has received Commission approval of an Eligibility Review has no formal relationship with the Commission. An institution that has completed an Eligibility Review may not make any representation which claims or implies any relationship with the Accrediting Commission.

During the period in which the college prepares its self study, the institution does not have a publicly recognized relationship with the Accrediting Commission and cannot represent itself to current or prospective students, the public, governmental agencies, other accrediting bodies, or any other parties as having an affiliated status with the Commission.

No formal or informal statements should be made about possible future accreditation, status, or qualification which is not yet conferred by the Commission.

Representations should be limited to the following statement:

At its (date of meeting), the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges reviewed and accepted the Eligibility Report submitted by (name of institution). Under Commission rules, acceptance of an Eligibility Report does not establish a formal relationship between the Commission and the college. Inquiries about accreditation should be made to the Commission office: ACCJC/WASC, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234.

B. Representation of Status by Candidate Institutions

Institutions that have achieved candidacy status should use the following language in public representations about their relationship with the Accrediting Commission. Note that both paragraphs are required.

(Name of institution) is a candidate for accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Candidate for Accreditation is a status of preliminary affiliation with the Commission initially awarded for up to two years. Candidacy is not accreditation and does not assure eventual accreditation.

C. Representation of Status by Accredited Institutions

Representations of accredited status should be limited to the following statement. Additional modifiers such as “fully accredited” are not appropriate since no partial accreditation is possible.

(Name of institution) is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Review of Commission Actions

*(Adopted January 1977; Revised January 1979, June 1998;
Edited June 2002)*

The Commission defines adverse actions as denial, withdrawal, suspension, or termination of accreditation or preaccreditation as defined in §602.3 of the Higher Education Act.

Institutions who are denied initial accreditation or preaccreditation, or whose candidate or accredited status is denied, withdrawn, suspended, or terminated by the Accrediting Commission for Community and Junior Colleges may request a review of the Commission's decisions. For purposes of compliance with §602.25(c) of the Higher Education Act, these actions are considered to be adverse actions. For Commission review of denial, withdrawal, suspension or termination of accreditation, or termination of accreditation or preaccreditation, the institution may be represented by counsel. Such institutional appeals are limited to written appeals.

Such a review must be requested prior to filing of an appeal by the institution to the Western Association of Schools and Colleges. The following procedures will govern the conduct of the Commission's review:

1. If the Accrediting Commission for Community and Junior Colleges decides to take any of the actions listed above, its President will notify the institution concerned of the decision by certified mail, return receipt requested, within approximately seven calendar days of the Commission's decision. Said notification shall contain a succinct statement of the reasons for the Commission's decision.
2. If the institution wishes a review by the Commission, it shall file with the President a request for such a review under the policies and procedures of the Commission. This request should be submitted by the chief executive officer of the institution and, in the case of private institutions, co-signed by the chairperson of the governing board. Requests for review by an institution in a multi-college system shall be co-signed by the chief executive officer of the system. This request must be received by certified mail, return receipt requested, within twenty-eight calendar days of the date of the mailing of the Commission's notification of its decision to the institution.

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3. Within twenty-one calendar days after the date of its request for a review, the institution, through its chief administrative officer, must submit a written statement of the reasons why, in the institution's opinion, a review of the Commission's decision is warranted. As a general rule, this written statement should respond only to the Commission's statement of the reasons for the Commission's decision and to the evidence that was before the Commission at the time of its decision. However, if the institution believes that there are compelling reasons to expand the scope of the response or if it wishes to introduce new evidence which may have been generated or discovered since the time of the Commission's decision, it may do so in a separate section of its response.
 4. On receipt of the institution's written statement referred to in paragraph 3, the chairperson of the Commission will select a review committee of three or more persons. A roster of the review committee will be sent to the institution normally within twenty-one calendar days of the date of the Commission's receipt of the institution's written statement.
 5. Within a reasonable period of time after the review committee has been selected, the President will schedule a visit to the institution by the review committee.
 6. Prior to the visit to the institution, the review committee will review available information. If additional information is needed, the chairperson of the review committee may request such information from the chief executive officer of the institution.
 7. The review visit will be investigative and designed to determine if the Commission's decision was substantially supported by the evidence before the Commission at the time of the Commission's decision. If, however, in the judgment of the review committee, changes have occurred which might materially affect the decision of the Commission, the review committee chairperson, with the approval of the members, may accept new evidence bearing on these changes.
 8. The committee should open and close its visit with a meeting with the chief executive officer of the institution. At the closing meeting the chairperson should, among other matters, attempt to ascertain whether or not the institution has any complaints about any aspect of the visit.

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9. The committee should prepare a report which cites and evaluates the evidence which the committee considers relevant to the question of whether the Commission's original decision was substantially supported by the evidence before the Commission at the time of its decision. If the committee accepts evidence of changes which occurred subsequent to the Commission's original decision, the review committee should include a summary and analysis of such evidence in its report identifying it as new evidence and describing the weight given it.
 10. The chairperson of the review committee will submit a copy of the committee's report which is referred to in paragraph 9 to the chief executive officer of the institution, the chairperson of the institution's governing board, and the President of the Commission, normally within twenty-one calendar days of the end of the review committee's visit.
 11. Within fourteen calendar days of the institution's receipt of the review committee's report, the chief executive officer may submit a written response to the President of the Commission, with a copy to the chairperson of the review committee. Failure of the institution to submit a response shall constitute an acceptance by the institution of the Commission's original decision.
 12. In a confidential letter to the Commission, the review committee shall make one of the following recommendations:
 - a. The decision of the Commission was substantially supported by the evidence before the Commission at the time of the Commission's decision.
 - b. The decision of the Commission was not substantially supported by the evidence before the Commission at the time of the Commission's decision.
 - c. The decision of the Commission was substantially supported by the evidence available at the time of the Commission's decision, but the institution has taken significant steps to improve conditions and remedy deficiencies and the Commission should reevaluate its decision in light of these steps.

The recommendation of the review committee to the Commission shall not be disclosed to the institution being reviewed. The recommendation is not binding on the Commission.

13. The chief executive officer of the institution and a limited number of the staff will be invited to meet with the two readers of the committee's report and the chairperson of the review committee shortly before the meeting of the Commission at which the report will be acted upon. Discussion at this preliminary meeting will be confined to the report of the review committee referred to in section 9 and the institution's response to this report.
14. The two readers will report the substance of this meeting to the Commission when it meets. If institutional representatives wish to appear before the Commission at that time, their request will be granted, but the meeting with the readers is intended to obviate the need for such an appearance except in unusual circumstances.
15. In making its decision on the institution's status, the Commission will consider the evidence available to it and then reach a final decision to (a) reaffirm its original decision; (b) modify it; or (c) reverse it. As soon after the meeting as practicable, the President will notify the chief executive officer of the institution by certified mail of the Commission's decision.
16. The decision of the Commission, referred to in paragraph 15, shall be final as far as the Accrediting Commission for Community and Junior Colleges is concerned. However, if the institution remains aggrieved, it may file an appeal with the President of the Western Association of Schools and Colleges through the President of the Commission in accordance with the provisions of Article VI of the Constitution of the Western Association of Schools and Colleges.*
17. An institution retains its accredited or candidate status until the review process of the Commission is completed. If the institution files a subsequent appeal with the Western Association of Schools and Colleges, its status remains unchanged until that appeal has been heard and decided.

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18. The cost of the review will be borne by the institution. The request for a review must be accompanied by a deposit set by the Commission. If the actual cost is less than this amount, the excess will be refunded. If it is greater, the institution will be billed for the difference.

* The WASC Constitution is contained in this handbook.

Policy on Refund of Student Charges *(Adopted June 2005)*

Background

National attention has for some time focused on the matter of fair and equitable refund of student charges and fees. Since 1976, federal law has required that all institutions receiving federal student-aid funds have equitable refund policies. This policy summarizes elements of fair and equitable refund of tuition, room, board and other charges for students who withdraw from their studies or otherwise discontinue their use of an institution's services before the end of an academic term. It offers a balanced approach to issues related to refunds, including the financial commitments incurred by the institution and the responsibility to treat both withdrawing and continuing students fairly. Overall, it requires institutions to ensure that their students' rights to fair and equitable treatment are fully recognized.

Policy

Institutions shall publish a current schedule of all student charges including a statement of the purpose for such charges and a list of optional or non-refundable charges and deposits. Institutions shall also develop, make public, and adhere to policies and procedures for the fair and equitable refund of all charges made to students except those that are clearly identified as "non-refundable."

Policy Elements

The institution's refund policy should be consistent with the National Association of College and University Business Officers (NACUBO) guidelines, accepted by the United States Department of Education to meet the 1976 federal law requirements, and include:

- Adoption by the governing board and wide dissemination.
- A clear distinction between those charges and deposits that are refundable and those that are not.

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- A reasonable sliding scale of refund amounts or percentages of fees, deposits, and charges that is tied to specific dates within the academic term. A notification that withdrawal and requests for refunds must be made in writing and addressed to designated college officials.
 - An appeal process for students who feel that individual circumstances warrant exceptions from published policy which includes the name, title, and address of the official responsible.
 - A timely schedule of repayment or credit of refunds which considers the time required to process a formal student request for refund, to process a check if required, and to allow for mail delivery when necessary.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Student and Public Complaints Against Institutions

*(Adopted June 1972; Revised January 1984, January 1993;
Edited October 1997; Revised June 2001)*

Accreditation by the Western Association of Schools and Colleges is an expression of confidence that an institution is satisfactorily achieving its objectives, and that it meets or exceeds the Commission's standards and abides by Commission policies. The Commission is concerned with institutional integrity and with performance consistent with Commission standards and policies. While it cannot intervene in the internal procedures of institutions or act as a regulatory body, the Commission can and does respond to complaints regarding allegations of conditions at affiliated institutions that raise significant questions about the institution's compliance with the standards expected of an accredited institution.

The Commission does not consider allegations concerning the personal lives of individuals connected with its affiliated institutions. It assumes no responsibility for adjudicating isolated individual grievances between students, faculty, or members of the public and individual institutions. The Commission will not act as a court of appeal in matters of admission, granting or transfer of academic credit, grades, fees, student financial aid, student discipline, collective bargaining, faculty appointments, promotion, tenure and dismissals or similar matters.

Complaints are considered only when made in writing, when the complainant is clearly identified, and the complainant's address is included. Substantial evidence should be included in support of the allegation that the institution is in significant violation of the Commission's standards and policies. Such evidence should state relevant and provable facts. The Commission requires that each affiliated institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized. The complainant should demonstrate that a serious effort has been made to pursue all review procedures provided by the institution.

When the Commission receives a complaint about a candidate or accredited institution, it reviews that information to determine if it is relevant to the compliance of that institution with Commission standards and policies. If appropriate, such information may be referred to the institution and/or to the visiting team next scheduled to evaluate the institution. The Commission at all times reserves the right to request information of an

affiliated institution and to visit that institution for purposes of fact-finding, consistent with Commission policy. If Commission investigation yields credible evidence that indicates a systemic problem that calls into question the institution's ability to meet Commission standards and policies, the Commission may invoke the sanctions provided for in policy.

Procedures

1. Within ten days of the receipt of a complaint it will be acknowledged in writing and initially reviewed by the staff of the Commission.

It is the complainant's responsibility to do the following:

- a. State the complaint in the clearest possible terms.
 - b. Provide, in writing, a clear description of the evidence upon which the allegation is based.
 - c. Demonstrate that all remedies available at the institution (grievance procedures, appeals, hearings, etc.) have been exhausted. The complainant should describe what has been done in this regard.
 - d. Acknowledge awareness that Commission staff may send a copy of the complaint to the president of the institution.
 - e. Include name and address.
 - f. Sign the complaint.
2. If the President or designee finds the complaint to be not within the scope of Commission policies and jurisdiction, the complainant will be so notified. Individual complaints, whether acted upon or not by the Commission, will be retained in Commission files.
 3. If the complaint appears to be within the scope of Commission policies and jurisdiction, and is substantially documented, a copy of the complaint will be forwarded to the institution's chief executive, who will be asked to respond to the President within thirty days. The President will send a copy of the complaint and correspondence to the chairperson of the Accrediting Commission.

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4. The Commission staff will review the complaint, the response, and evidence submitted by the institution's president, and will determine one of the following:
 - a. That the complaint will not be processed further. The complainant will be so notified.
 - b. That the complaint has sufficient substance to warrant further investigation (which may include referral to the Commission). The Commission may request information of the institution and may visit that institution for purposes of fact-finding. If Commission investigation reveals credible evidence that the institution is not meeting Commission standards and policies, the Commission may invoke the sanctions provided for in policy. In the event of further investigation, the complainant will be so notified.

Although every effort will be made to expedite a final decision, it is not possible to guarantee a specific time frame in which the process will be completed. If further investigation is warranted, the time required to conduct the investigation may vary considerably depending on the circumstances and the nature of the complaint.

5. The complainant and the institution will be notified of the outcome of the review of the complaint.
 - a. If the complaint is investigated further, as in 4.b above, the complainant and the institution will be notified of the outcome of the investigation.

Prior to the Commission's disposition of the complaint, the institution will have an opportunity to respond in writing within thirty days to the findings of the investigation. The complainant and the institution involved will be notified of the decision. The decision as communicated by the President is final.

- b. If the complaint was referred to ACCJC by another agency, that agency will receive copies of correspondence that state the outcome of the complaint.

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6. The Commission will keep a record of student and public complaints against member institutions. Commission staff will report to the Commission annually regarding the status and resolution of student and public complaints against member institutions. At the time of an institution's comprehensive evaluation, a summary of any complaints will be provided to the team chair for consideration by the evaluation team.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Substantive Change Policy

*(Adopted October 1972; Revised January 1978, June 1991, June 1996;
Edited October 1997; Revised January 2002; Edited June 2002; Edited August
2004)*

Background

Accreditation, a voluntary process of peer review dependent on recognized standards of good practice, is in part an affirmation that the institution :

- Has clearly defined objectives appropriate to higher education.
- Has established conditions under which the achievement of these objectives can reasonably be expected.
- Presents evidence that it is in fact accomplishing the objectives substantially.
- Is so organized, staffed, and supported that it can be expected to continue to do so; and demonstrates that it meets Commission standards, Eligibility Requirements, and policies.

The scope of an institution's accreditation covers everything done in its name.

Policy

A substantive change is a change which alters: the mission, scope, or name of the institution; the nature of the constituency served; the location or geographical area served; the control of the institution; the content of courses or programs to an extent which represents a significant departure from current curricula or the mode of delivery of a program so that the courses constituting 50% or more of a program are offered at a distance or through electronic delivery; or the credit awarded to courses or programs. Since it is the Commission's responsibility to determine the effect of a substantive change on the quality, integrity, and effectiveness of the total institution, it is the Commission's policy that such changes must be approved by the Commission prior to implementation. When an institution proposes to make a change which is considered substantive, the change must be approved

according to the Substantive Change Approval Process. Upon successful review and approval, the institution's accreditation will be extended to areas affected by the change. Note that institutions scheduled for a Comprehensive Visit may not employ the substantive change approval process in the six month period preceding the visit. Also, when the Commission defers an action on accredited status or places an institution on a sanction such as Warning, Probation, or Show Cause, the Commission may defer consideration of any substantive change request until the conditions that caused the Commission to defer a decision on accredited status or to impose a sanction have been addressed and the Commission has reaffirmed accreditation.

The following changes are all substantive changes:

1. Change in mission, scope, or name of the institution.

- A change in the purpose or character of the institution.
- A change in the degree level from that which was previously offered by the institution.
- Any change in the official name of the institution.

2. Change in the nature of the constituency served.

- A change in the intended student clientele.
- Closure of an institution.

3. Change in the location or geographical area served.

- Offering courses or programs outside the geographic region currently served.
- Moving to a new location.
- Establishing an additional location geographically apart from the main campus, at which students can complete at least 50% of an educational program.
- Closing a location geographically apart from the main campus at which students can complete at least 50% of an educational program.

4. Change in the control of the institution.

- Any change in the legal status, form of control, or ownership of the institution.
- Merging with another institution.
- Contracting for the delivery of courses or programs in the name of the institution with a non-regionally accredited organization.
- A change by a parent institution of one of its off-campus sites into a separate institution.

5. Change in courses or programs or their mode of delivery that represents a significant departure from current practice.

- Addition of a program that represents a significant departure from an institution's current programs.
- Addition of courses that represent a significant departure from the current curricula of an institution.
- Addition of courses that constitute 50% or more of a program or 50% of the college's courses offered through a mode of distance or electronic delivery.

6. A change in credit awarded.

- An increase of 50% or more in the number of credit hours awarded for the successful completion of a program.
- A change from clock hours to credit hours.

Substantive Change Approval Process

Institutions wishing to effect a substantive change should follow these procedures. *Note that institutions which have been declared eligible for accreditation but have not yet achieved candidate or accredited status, institutions on sanction, and institutions for whom the action on accredited status has been deferred by the Commission, may not employ the substantive change approval process.*

1. Notify the Commission

The institution begins the Substantive Change approval process by notifying the Commission of the proposed change, the need for the

change, and the anticipated effects. Commission staff determine whether or not the proposed change is indeed substantive. Early notification enables the staff to provide information and advice about how the institution might best proceed through the Substantive Change process.

2. Preparing the Substantive Change Proposal

If the Commission staff determines that the proposed change is substantive in nature, the institution is asked to submit a Substantive Change Report for review by the Commission's Committee on Substantive Change.

The Substantive Change Proposal should include the following:

- A. A concise description of the proposed change and the reasons for it.
- B. A description of the educational program(s) to be offered and evidence that the educational purposes of the change are clear and appropriate if the substantive change involves a new educational program.
- C. A description of the planning process which led to the request for the change, how the change relates to the institution's stated mission, the assessment of needs and resources which has taken place, and the anticipated effect of the proposed change on the rest of the institution.
- D. Evidence that the institution has provided adequate human, management, financial, and physical resources and processes to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality. If the substantive change is to establish a branch campus, private institutions must include projected revenues and expenditures and cash flow at a branch campus. Public institutions, in keeping with the financial reporting requirements of their district, system, or governmental agency, must include financial information which allows for comparable analysis of the financial planning and management of a branch campus.

If the change involves the formation of a separate institution from an off-campus center or branch campus, the projected financial information must be provided for the parent institution of the pro-

posed split. The new separate institution must begin the process for separate accreditation.

- E. Evidence that the institution has received all necessary internal or external approvals. The report should state clearly what faculty, administrative, governing board, or regulatory agency approvals are needed and evidence that any legal requirements have been met.
 - F. Evidence that each Eligibility Requirement will still be fulfilled after the change. Any requirements that are particularly impacted by the change should be addressed in detail.
 - G. Evidence that each accreditation standard will still be fulfilled after the change and that all relevant Commission policies are addressed. Any standards that are particularly impacted by the change should be addressed in detail.
 - H. Other information requested by Commission staff that is pertinent to the specific nature of the change.
3. **Commission Action:** Once the Substantive Change Report is received by the Commission, it is reviewed by the Commission's Committee on Substantive Change, which has full authority to act. The Committee may approve or deny a substantive change request or return it to the institution for additional information. At its discretion, the Committee may refer the decision on the substantive change request to the entire Commission at its next meeting. Commission staff keep the institution informed as to the status of the substantive change request. The institution is notified of the Committee action within two weeks of the Committee meeting. Denial of the request will include reasons for the denial.
4. **Appeal:** If the institution wishes to appeal the decision of the Commission's Committee on Substantive Change, the appeal must be filed in writing and will be deliberated at the next meeting of the Commission. Members of the Committee on Substantive Change may participate in the discussion but will abstain from voting on the appeal.

5. Referral to the Commission

In the event a substantive change request has been referred to the Commission for consideration, the institution will be notified of Commission action within two weeks of the meeting at which action occurred. In the event that the change is judged to be of such magnitude as to potentially affect the candidate or accredited status of the institution, the review process for the substantive change may be expanded to include a review of the accreditation status of the institution and a visit.

6. Future Visits

Approved Substantive Changes should be addressed in the next comprehensive review of the institution. If the institution is not due for a comprehensive evaluation within two years of the approval of the Substantive Change, an on-site evaluation, or other measures as the Commission may determine, may be required. Costs for an on-site evaluation will be borne by the institution.

Note:

Off-campus centers, including branch campuses, which offer 50% or more of a program are subject to an on-site inspection within the first six months of establishment. Institutions undergoing changes in ownership, control, and/or legal status will be visited within six months of the implementation of the change.

The Commission reserves the right to request a report and visit to assess the effects of any Substantive Change it deems to be a very significant departure from the past, including a requirement to submit periodic prescribed reports and support special visit(s) by representatives of the Commission.

Policy on Transfer of Credit
(Adopted January 2005)

Background

Students experience transfer of credit as an issue critical to the successful completion of their educational goals. The majority of students attending two-year and community colleges typically attend more than one institution before completing their degree or certificate program. In addition, a large proportion of students seeking degrees or certificates will desire to pursue higher education at some time in the future.

Many factors contribute to student attendance at multiple institutions of higher learning;

- Economic, geographic and employment mobility;
- Desire to transfer distance learning credits to site-based institutions;
- Desire to transfer credit for experiences gained from employer training programs;
- Desire to transfer credits from foreign institutions.

These situations necessitate clear institutional policies on how academic credit is awarded and on how students can transfer academic credit. Institutions need to be flexible and open in considering alternative approaches to facilitating transfer of credit to benefit students.

ACCJC is committed to:

- Enhancing educational opportunity by facilitating student mobility;
- Helping institutions to develop effective transfer of credit practices;
- Assuring that institutional transfer of credit practices are consistent with accreditation standards and policies;
- Maintaining effective communication between the Commission and member institutions in order to facilitate institutional adherence to standards and policies and support improvement of transfer of credit between institutions.

Policy

Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards.

Policy Elements

Institutions considering transfer of credit from another institution must evaluate and ensure that:

There is a balanced approach to decisions about whether to accept transfer of credit. Clearly stated policies and procedures for consideration of transfer of credit must be developed, followed, and maintained. Sound mechanisms for ongoing review and updating of policies and procedures must be established.

The educational quality of the sending institution is the primary consideration. Receiving institutions must ensure that decisions are based on a fair assessment of the institution's educational quality and may include the regional, specialized and national accredited status of an institution, along with other factors as appropriate. Institutions should be flexible and open in considering alternative or innovative forms of educational delivery that may characterize the institution where the student received the credits proposed for transfer.

The nature, content, associated student learning outcomes, and level of credit(s) earned at the sending institution are comparable to those of the credit(s) offered at the receiving institution.

The credit(s) earned for the programs offered by the sending institution, in light of the student's educational goals, are appropriate and applicable to the credits the student seeks to transfer to the receiving institution's program.

The receiving institution acts consistently and fairly in its review of the courses that students propose to transfer for credit. Students must be treated equitably as they seek to transfer credit, and institutions must consider all requests to transfer credit carefully before making decisions.

College publications used to inform or recruit students provide accurate and timely information about transfer of credit policies and procedures to students, the public, and sending institutions. The information should include clearly defined procedures, deadlines, and documents needed from sending institutions when attempting transfer of credit as well as essential academic factors that are involved in transfer of credit decisions (such as existing course equivalencies, content and/or student learning outcomes, grades, course level and applicability toward a degree, certificate, or program prerequisite).

Effective public communication is maintained through an ongoing exchange with students and the public about transfer of credit opportunities and limitations through catalogues, counseling and advising, and websites. Ongoing contact and information exchange among institutions that routinely send and receive transfer students must be sustained. Information to students and the public about special circumstances that may affect the ease or difficulty of transfer of credit shall be provided.

Where software or a website is used to offer customized transfer of credit information or information on articulation agreements to students, it is accurate and current. Where provision is made for electronic transfer of credit, application for transcript analysis, or other key functions, it is confidential, secure, accurate and current.

References:

A Statement to the Community: Transfer and the Public Interest. CHEA, November 2000

A Framework for Meeting Transfer of Credit Responsibilities: A Fact Sheet. CHEA, May 2002

Commission Operational Policies

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Policy On Access To Commission Meetings

*(Adopted June 1978; Revised January 2000;
Edited June 2005; Revised January 2006)*

Background

The ACCJC holds meetings of the Commission for two purposes: to decide the accredited status of applicant and member institutions and to consider such organizational and policy matters as may come before it. When deliberating or acting upon matters that concern specific individuals or institutions, the Commission meets in Executive Session. When deliberating or acting upon informational, organizational, or policy matters, the Commission meets in Public Session.

Policy

The Accrediting Commission for Community and Junior Colleges supports and encourages the presence of members of the public at its meetings. The Commission also recognizes that it has the responsibility to consider actions on the accredited status of institutions and matters such as personnel actions in a confidential manner.

Policy Elements

I. Public Sessions of the Commission Meeting

The President mails a preliminary agenda 30 days before each regular meeting of the Commission to the chief executive officer and accreditation liaison officer of all applicant, candidate, and accredited institutions with the request that the agenda be posted or otherwise publicized. The preliminary agenda is also posted on the Commission web page.

Observers will be seated at the public sessions of Commission meetings as space allows. Anyone wishing to make a presentation or address

the Commission must give advance notice to the President as outlined below and identify the agenda item that they wish to address. No reference to specific individuals or institutions shall be made in Public Session.

Participation by observers at Commission meetings is limited to the following:

- A. Statements which address the Commission's agenda and which have been noted by the President in the agenda at the appropriate places. A written copy of all prepared remarks should be given to the President prior to the presentation. Requests to make statements should be made to the President, in writing, not less than 15 days before the Commission meeting.
- B. Requests to bring items to the attention of the Commission. Such requests should be made to the President, in writing, not less than 15 days before the Commission meeting.
- C. Brief comments on specific points in the Public Session agenda. These may be made at the end of the Commission discussion of the same topic upon recognition from the Chair. The Chair may invite participation at other times at his/her discretion.

In all cases, observers' statements shall be limited to five minutes but may be extended at the discretion of the chair or vote of the Commission.

II. Executive Sessions of the Commission

- A. When the Commission is deliberating or acting upon matters that concern an institution, it will invite the chief executive officer of the institution to meet with the Commission in Executive Session. There is no requirement that the chief executive officer attend the Commission meeting. If the Commission is considering institutional action as a result of an evaluation team visit and the chief executive officer of the institution accepts the invitation to attend, the Chair of the evaluation team or designee is also invited to attend.

The institutional representative will be invited to make a brief presentation followed by questions by Commissioners. The Commission reserves the right to establish a time limit on and procedures for such presentations. If the institution wants to bring written material to the Commission's attention it should be submitted to

the Commission no less than 15 days before the meeting. After the institutional representative is excused the evaluation Team Chair will be asked to respond to Commission questions. The Team Chair is then excused, and the Commission deliberations and decision are conducted in Executive Session.

- B. When the Commission is deliberating or acting upon matters that concern specific individuals, the Commission meets in Executive Session. Requests to meet with members of the Commission in Executive Session should be made to the President, in writing, not less than 15 days before the Commission meeting. Whenever possible, the President will arrange for a subcommittee of Commissioners to meet with the individuals preceding the Executive Session of the Commission to discuss the matters of concern. These Commissioners will report to the Commission as a whole and may recommend a presentation before the full Commission at an appropriate time.

Bylaws for the Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges
(Adopted June 1998; Revised January 1999, January 2001,
January 2002, June 2002, and Edited January 2004)

Article I Purpose

Section 1. Name.

The name of this organization shall be the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. It shall be referred to throughout these bylaws as the “Commission.”

Section 2. Purpose.

The purposes of the Commission shall be the evaluation of member institutions to assure the educational community, the general public, and other organizations and agencies that an institution has clearly defined objectives appropriate to higher education; has established conditions under which their achievement can reasonably be expected; appears in fact to be accomplishing them substantially; is so organized, staffed, and supported that it can be expected to continue to do so; and demonstrates that it meets Commission standards. The Commission encourages and supports institutional development and improvement through self study and periodic evaluation by qualified peer professionals.

Article II Accredited Institutions

Section 1. Member Institutions.

The member institutions of the Commission shall consist of all of the institutions accredited by the Commission. In the event an institution loses its accreditation for any reason, its membership status shall cease immediately.

Section 2. Scope.

The Commission accredits associate degree granting institutions in California, Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Marianas, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands.

Article III

Commission Membership

Section 1. Membership.

The Commission consists of nineteen members, all of whom are appointed by the Commissioner Selection Committee. One Commission member shall be selected from among the nominees who represent community college interests provided by the California Community Colleges Chancellor. One Commission member shall be selected from among the nominees who represent community college interests provided by the University of Hawaii Community College Chancellors. In addition, one Commission member shall be selected from among the nominees provided by each of the other Commissions to represent the Accrediting Commission for Senior Colleges and Universities and the Accrediting Commission for Schools in accordance with the WASC Constitution. At least five of the Commission members shall be faculty, at least five members shall represent the public interest [as defined in USDOE §602.3], at least three members shall be administrators, at least one member shall represent independent institutions, and at least one member shall represent institutions in the Western Pacific.

Section 2. Appointments.

Commissioners are appointed for staggered three-year terms in accordance with the WASC Constitution, Article III, Section 3b. Appointments are limited to two three-year terms unless the person is elected an officer for a term which extends beyond a sixth year, in which case an additional three-year term may be served. Regular appointments are effective on July 1 of the first year and end on June 30 of the last year of a Commissioner term.

A Commissioner appointed to a membership category defined by position or status is expected to maintain that status for the entire term. If the Commissioner's position or status changes during a term so that the Commissioner no longer meets the requirement for the category to which appointed, the Commissioner shall notify the Commission's chairperson or President in a timely manner. A Commissioner whose status has so changed is considered to have completed the term on the date that the new status is actually assumed.

Section 3. Appointment Procedure.

Anticipated vacancies will be announced at the winter meeting for Commission terms due to expire at the end of the following June. Notice of Commission vacancies will be sent to the chief executive officers, accreditation liaison officers, and academic senate presidents of all member institutions, districts and systems; major organizations; and individuals known to have expressed interest.

The notice will include the positions open for appointment, the Commissioners eligible for reappointment, and the deadline for receipt of applications. Institutional and organizational representatives may submit nominations. Individuals may also submit applications.

Applications are considered to be in effect for one year. All applicants and nominees, including Commissioners seeking reappointment, are asked to submit the following:

- a. A letter of application stating the basis for interest in the Commission.
- b. A completed ACCJC data/biographical form. (Service as a Commissioner will be considered for Commissioners seeking a second term.)
- c. A resume and/or letter of recommendation.

Section 4. Commissioner Selection Committee.

The Commissioner Selection Committee shall consist of seven members including at least two administrators, two faculty members, and two representatives of the public. The Commission Chair shall appoint three Commissioner Selection Committee members, two from the Commission and one from the private institutions it accredits, and will designate one to be the chair. The Pacific Postsecondary Education Council shall appoint one member. The Academic Senate for California Community Colleges, the California Chief Executive Officers, the California Community College Trustees, and the Hawaii Community College Academic Senate Chairs shall appoint whatever additional faculty, administrators, and representatives of the public are required to complete the composition of the Commissioner Selection Committee. The Committee shall be constituted in the spring of each year. The President serves as the nonvoting secretary to the committee.

The Commissioner Selection Committee meets annually to consider nominees and applicants and to make appointments to the Commission. In order to carry out its responsibilities the committee conducts the following activities:

- ❑ Selects from the nominees of the California Community College Chancellor and the University of Hawaii Community College Chancellors.
- ❑ Selects from the Senior College Commission and Schools Commission nominees.
- ❑ Appoints the Commissioners from the remaining membership categories.

Vacancies occurring after the meeting of the Commissioner Selection Committee and before the winter Commission meeting may be filled by the Commissioner Selection Committee by reviewing the pool of applicants and nominations from the most recent selection process if the committee determines that the pool is adequately representative of the region. In the event that the pool is deemed deficient, the vacancy(s) will be announced according to the process described above.

Section 5. Officers.

Commission officers shall consist of the chairperson, the vice chairperson, and the chairperson of the Budget and Personnel Committee. The position of Commission chair is filled by the succession of the vice chair.

The Commission vice chairperson is elected by the Commission and succeeds to the office of chairperson when that office becomes vacant. He or she then serves a two-year term as chairperson. No member of the Commission may serve as its chairperson for longer than three consecutive years. Thus, the vice chairperson may succeed to no more than twelve months of an unexpired term, followed by his or her two-year term. When a vacancy occurs in the vice chair position, an election to fill that office must occur within 45 days of the position becoming vacant.

Nominations for vice chairperson are normally solicited from the Commissioners at the winter meeting prior to the end of the chairperson's term. Nominees for the position shall represent a different membership category from that of the incoming chairperson. Four weeks prior to the scheduled vote, each nominee must submit a 200-word statement explaining why he or she is seeking the office. The statement is distributed to the full Commission prior to the vote. Voting is conducted by mail through a secret ballot. The re-

sults are mailed to Commission members within one week of tabulation and are formally announced at the next Commission meeting. Vacancies occurring outside normal term conclusions are filled through a similar process.

Commission officers are expected to serve in several ex-officio capacities. The Commission chairperson serves as an ex-officio, voting member of the Budget and Personnel Committee and of the Policy Committee, and as chair of the Executive Committee. The Commission chairperson also serves on the WASC Board. The Commission vice chairperson serves as an ex-officio, voting member and chair of the Committee on Substantive Change.

Section 6. Removal of a Commission Member.

Commissioners may be removed by two-thirds vote of the Commission for failure to exercise their responsibilities in accordance with the Commission policy on Professional and Ethical Responsibilities of Commission Members or for conduct which is detrimental to the purposes of the Commission.

Article IV
Commission Meetings

Section 1. The Time and Place.

The Commission shall meet in regular session twice each year to consider the accredited status of institutions evaluated since the previous meeting and to address such policy and organizational business as shall come before it. Written notice of the time and place of meetings, and a preliminary agenda shall be mailed to the chief executive officer of each member institution, normally 45 days prior to the date of each meeting. At its discretion, the Commission may schedule such additional meetings as it deems necessary.

Section 2. The Agenda.

Consideration of the accredited status of institutions will occur in executive session as will all personnel matters. Policy and organizational matters will be considered in public session. Observers are provided the opportunity to address the Commission in accordance with Commission policy.

Section 3. Minutes.

The Commission shall maintain minutes of all of its meetings. The Commission shall designate those subjects which are to be discussed in executive and public session.

Section 4. Commission Actions.

At the call of the Commission Chair, and subject to prior consent setting forth such action by two-thirds of the Commission then in office, executed in writing, FAX, e-mail, telephone, or other electronic means, actions required or permitted to be taken at a meeting of the Commission may be taken without a meeting. Such consent, the reasons therefore, and the substance of the Commission action is filed with the minutes of proceedings of the Commission.

Article V Committees

The Executive Committee of the Commission shall be comprised of the Commission chair, the vice chair, and the chair of the Budget and Personnel Committee. The committee shall serve as council to the President between Commission meetings.

The Commission shall be served by such standing and ad hoc committees as it creates. Ad hoc committees may be created at the discretion of the Commission chair, but their creation, functions, and authority must be ratified by a simple majority of the Commission membership at the first Commission meeting following the creation of the ad hoc committee.

Standing committees shall be authorized by a simple majority of the Commission and may be dissolved by the same margin of the Commission. The Commission may charge a standing committee with authority to act on its behalf. No Standing Committee membership may be comprised of a majority of the Commission. Members and chairs of standing committees are appointed by the Commission chairperson and serve two-year terms. Current standing committees of the Commission are the Budget and Personnel Committee, the Committee on Substantive Change, the Policy Committee, and the Evaluation and Planning Committee. The Commissioner Selection Committee is constituted at regular intervals as described in Article III, Section 4, above.

Article VI Standing Rules

The Commission shall govern itself by Robert's Rules of Order except in the case where it has adopted standing rules. All standing rules of the Commission take precedence over Robert's Rules of Order, but they may be suspended temporarily by the provisions of Robert's Rules of Order.

Article VII Amendments

These bylaws may be amended by a simple majority vote of the Commission after the proposed amendments have been circulated among the Commission members at least two weeks before the meeting at which the vote is taken. In those instances where time is of the essence, the Commission may employ telephone, mail, or electronic ballot processes.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Commission Membership and Appointment Procedure

(Adopted January 1985; Revised January 1988, January 1992, June 1992, June 1996, June 1999, June 2002, and January 2003; Edited January 2004)

Membership

The Commission consists of nineteen members, all of whom are appointed by the Commissioner Selection Committee. One Commission member shall be selected from among the nominees provided by the California Community Colleges Chancellor. One member shall be selected from among nominees provided by the University of Hawaii Community College Chancellors. In addition, one Commission member shall be selected from among the nominees provided by each of the other Commissions to represent the Accrediting Commission for Senior Colleges and Universities and the Accrediting Commission for Schools in accordance with the WASC Constitution. At least five of the Commission members shall be faculty, at least five members shall represent the public interest [as defined in USDOE §602.3], at least three members shall be administrators, at least one member shall represent independent institutions, and at least one member shall represent institutions in the Western Pacific.

Term of Appointment

Commissioners are appointed for staggered three-year terms in accordance with the WASC Constitution, Article III, Section 3b. In every case, appointments are limited to two three-year terms unless the person is elected an officer for a term which extends beyond a sixth year, in which case an additional three-year term may be served. Regular appointments are effective on July 1 of the first year and end on June 30 of the last year of a Commissioner's term.

A Commissioner appointed to a membership category defined by position or status is expected to maintain that status for the entire term. If the Commissioner's position or status changes during a term so that the Commissioner no longer meets the requirement for the category to which appointed, the Commissioner shall notify the Commission's chairperson or President in a timely manner. A Commissioner whose status has so changed is considered to have completed the term on the date that the new status is actually assumed.

The officers, as described in the Bylaws, Article III, Section 5, shall consist of the chairperson, the vice chairperson, and the chairperson of the Budget and Personnel Committee. The term of office is limited to two years. The vice chairperson shall represent a different membership category from that of the chairperson and shall succeed to the position of Commission chair.

Appointment Procedure

Anticipated vacancies will be announced at the winter meeting for Commission terms due to expire at the end of the following June. Notice of Commission vacancies will be sent to the chief executive officers, accreditation liaison officers, and academic senate presidents of all member institutions, districts and systems, major organizations, and individuals known to have expressed interest. The notice will include the positions open for appointment, the Commissioners eligible for reappointment, and the deadline for receipt of applications. Institutional and organizational representatives may submit nominations. Individuals may also submit applications. Applications are considered to be in effect for one year.

All applicants and nominees, including Commissioners seeking reappointment, will be asked to submit the following by the published deadline (ordinarily in late April):

- (1) A letter of application, stating their interest in the Commission
- (2) A completed ACCJC data/biographical form (Service as a Commissioner will be considered for Commissioners seeking a second term.)
- (3) Resume and/or letter of recommendation.

Appointments for Terms Beginning July 1

The Commissioner Selection Committee, established pursuant to Article III, Section 4 of the Bylaws, shall meet in the spring to consider nominees and applicants and to make appointments to the Commission.

Appointments Out of Normal Sequence

Vacancies occurring after the meeting of the Commissioner Selection Committee and before the winter Commission meeting may be filled by the Commissioner Selection Committee by reviewing the pool of applicants and nominations from the most recent selection process if the Commissioner Selection Committee determines that the pool is adequately representative of the region. In the event that the pool is deemed deficient, the vacancy(s) will be announced according to the process described above.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

**Policy On Conflict Of Interest For Commissioners,
Evaluators, Consultants, Administrative Staff,
And Other Agency Representatives**

*(Adopted June 1997; Revised June 1999, March 2001;
Edited June 2005; Revised January 2006)*

Background

The Accrediting Commission believes that those who engage in accreditation activities must make every effort to protect the integrity of accrediting processes and outcomes. The intent of the Commission is to:

- Maintain the credibility of the accreditation process and confidence in its decisions;
- Assure that decisions are made with fairness and impartiality;
- Avoid allegations of undue influence; relationships which might bias deliberations, decisions, or actions; and situations which could inhibit an individual's capacity to make objective decisions;
- Make all of its decisions in an atmosphere which avoids even the appearance of conflict of interest;
- Provide the means to disclose any existing or apparent conflict of interest.

Policy

The Commission will not knowingly invite or assign participation in the evaluation of an institution anyone who has a conflict of interest or the appearance thereof.

Policy Elements

1. The Commission relies on the personal and professional integrity of individuals to guard against conflict of interest, or the appearance of conflict of interest, by refusing any assignment where the potential for conflict of interest exists. Any individuals representing the Commission, who have had contact of the types listed below with an institution/district/system, normally within the last five years, will not participate in the evaluation of that institution.

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- a. Any current or prior employment at the institution/district being evaluated;
 - b. Candidacy for employment at the institution/district being evaluated;
 - c. Any current or prior service as a paid consultant or other business relationship with the institution/district/system being evaluated;
 - d. Any written agreement with an institution/district/system that may create a conflict or the appearance of a conflict of interest with the institution/district/system;
 - e. Personal or financial interest in the ownership or operation of the institution/district/system;
 - f. Close personal or familial relationships with a member of the institution/district;
 - g. Other personal or professional connections that would create either a conflict or the appearance of a conflict of interest;
 - h. Receipt of any remuneration, honoraria, honorary degrees, honors or other awards from the institution/district/system.

Notwithstanding the above list defining what is considered to be a conflict or potential conflict of interest, a conflict of interest arising from one of the relationships described above does not go into perpetuity, but expires five years after the relationship ends. Nevertheless, the individual is expected to ask him/herself whether the existence of such relationship would in any way interfere with his/her objectivity, and, if the answer is in the affirmative, he/she is expected to refuse the assignment.

2. A Commissioner is expected to recuse him/herself from any deliberation or vote on decisions regarding individual institutions where any of the above conditions exist. A Commissioner who served on the most recent evaluation team of the institution being considered may participate in the discussion, but does not vote. Any such potential conflict of interest shall be reported to the Commission in advance of the deliberation and action and shall be recorded in the Commission minutes.

The following connections have been determined to be of the type that do not constitute a conflict of interest or the appearance thereof. It is recognized that it is the nature of the academy to engender collegial, professional relationships among and between members of institutions. Those professional and collegial relationships are generally considered innocuous. Examples of relationships that

do not create a conflict or the appearance of a conflict of interest include:

- a. Attending meetings or cultural events on a campus;
- b. Having infrequent social contact with members of Institutions/districts/systems;
- c. Making a presentation at an institution on a one-time, unpaid basis, with no sustained relationship with the institution;
- d. Fulfilling a professional assignment with members of an institution on an issue not related to the institution's accreditation.

A Commissioner whose connections with the institution/district/system are limited solely to connections of this nature need not disclose them or recuse him/herself.

The purpose of this list is to reduce the burden on the Commission to disclose every relationship for discussion by the Commission. A Commissioner who is uncertain regarding a possible conflict of interest may recuse him/herself, in which case there is no requirement to disclose the nature of the contact(s) for review by the Commission. Alternatively, the Commissioner may disclose the nature of the contact for review by the Commission. The Commission shall then determine in all such cases by majority vote whether the connections raise a conflict of interest or the appearance of conflict of interest. Commission decisions regarding any issue raised relating to conflict of interest shall be noted in the minutes. Commissioners should be especially sensitive to the newly emerging possibilities of conflict of interest created by inter-institutional collaborations such as distance education or international education projects.

3. During the period of Commission employment, Commission staff members are expected to refrain from connections and relationships with candidate or member institutions which could represent a conflict of interest. Commission staff may not engage in private consulting or employment with, nor accept honoraria, or honorary degrees from ACCJC member institutions. Commission staff may engage in such arrangements with outside organizations or institutions other than ACCJC members only with the approval of the President. The President may engage in such arrangements only with the approval of the Commission Chair. At no time dur-

ing their appointment as Commissioners, should Commissioners consult with institutions on matters of accreditation for compensation.

4. Each Commissioner, evaluator, consultant, and member of the Commission administrative staff is asked to review the Conflict of Interest Policy for Commissioners, Evaluators, Consultants, Administrative Staff, and Other Agency Representatives, and consider potential conflicts of interest in his/her proposed assignments. Institutions being evaluated also review the prospective evaluation team for potential conflict of interest. The President should be notified immediately if there are conflicts of interest or any concerns that there might be conflicts of interest.
5. During the period in which the visit is occurring and Commission action is pending, evaluation team chairs and team members are expected to refrain from any paid relationship with an institution for which they have been an evaluator.

Coordinating Guidelines for the WASC Accrediting Commissions

(Revised July 2002)

1. Commission of Jurisdiction

- ❑ For an institution which offers a combination of secondary and lower division college programs, the Commission on Schools and the Commission for Community and Junior Colleges will conduct a joint accreditation review of the institution. ACS will be responsible for accrediting secondary programs. ACCJC will be responsible for accrediting lower-division college-level programs.
- ❑ *Normally*, the Commission for Senior Colleges and Universities will assume jurisdiction, consulting with the Commission for Community and Junior Colleges, for an institution which offers lower division programs but is adding one or more upper division baccalaureate degree programs and/or any graduate level work. However, under special circumstances, an institution which offers lower division or community college programs but is adding a single baccalaureate degree program may be eligible for joint accreditation by the Accrediting Commission for Community and Junior Colleges and the Accrediting Commission for Senior Colleges and Universities.
- ❑ ACCJC will retain jurisdiction of institutions offering the associate degree and limited upper division work which does not lead to a baccalaureate degree.

2. Evaluation and Recognition

- ❑ When an institution has been accredited or recognized as a candidate by the Commission for Community and Junior Colleges and moves to a higher level, the Commission for Senior Colleges and Universities will conduct an evaluation in cooperation with the Commission for Community and Junior Colleges. The Senior Commission standards and procedures will be used by the institution and the accrediting team.

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- The institution will continue to be listed under the original level. At such time as the total institution qualifies for recognition by a higher commission, it will come under that commission's jurisdiction. Generally, the institution has three years in which to effect a transfer.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

**Professional and Ethical Responsibilities
of Commission Members**

(Adopted January 2001; Edited June 2001)

Purposes of Accreditation

The Commission expects its members to accept and subscribe to the defined purposes of accreditation. The purposes of the Commission shall be the evaluation of member institutions to assure the educational community, the general public, and other organizations and agencies that an institution has clearly defined objectives appropriate to higher education; has established conditions under which their achievement can reasonably be expected; appears in fact to be accomplishing them substantially; is so organized, staffed, and supported that it can be expected to continue to do so; and demonstrates that it meets Commission standards. The Commission encourages and supports institutional development and improvement through self study and periodic evaluation by qualified peer professionals.

Commission Responsibilities

The Commission as a whole:

- Establishes and periodically reviews accreditation standards, policies, and practices for member institutions.
- Serves as the primary decision-maker on accredited status of member institutions.
- Evaluates institutions in terms of their own stated purposes.
- Strives for consistency in determining accredited status of institutions.
- Assists in interpreting accreditation issues to the various publics served by the Commission.

Professional Responsibilities of Commission Members

A Commissioner:

- Participates in all Commission meetings and attends them for their entire duration.
- Studies documents as assigned prior to the meetings.
- Serves as an in depth reader of evaluation visit materials as assigned.
- Votes according to his or her best professional judgment in the light of existing policy and standards;
- Participates on Commission committees and in activities representing the Commission's interests as assigned.
- Attends and actively participates in Commission activities such as evaluation team visits and retreats.
- Participates in self study and evaluation of the Commission.
- Participates in Commission planning efforts.
- Ensures that all functions of the Commission are executed responsibly through the President.
- Participates in the evaluation of the President;
- Notifies the Commission chairperson or President in a timely manner if the Commissioner's position or status changes during a term so that the Commissioner no longer meets the requirement for the category to which appointed.

Ethical Responsibilities of Commission Members

A Commissioner:

- Respects the confidentiality of relationships between the Commission and the institutions it accredits.
- Avoids conflicts of interest and the appearance of conflicts of interest.
- Is familiar with and adheres to established bylaws and policies.

Accrediting Commission for Community and Junior Colleges
Western Association Of Schools And Colleges

Relations with Accrediting Agencies

(Adopted January 1998; Revised June 1998; Edited June 2002)

It is the policy of the Accrediting Commission for Community and Junior Colleges to maintain a working relationship with other accrediting agencies where a community of interest exists. Elements of the relationship shall include, but not be limited to:

- Active participation in meetings of executive staff and Commission leadership.
- Routine open sharing of publications and policy documents.
- Timely submission of information on accrediting decisions taken at Commission meetings.
- Cooperating in the evaluation of institutions that operate in more than one accrediting association region.
- Recommending persons for evaluation team and Commission service, and receiving such recommendations from other agencies.
- Participation in common ventures of policy development and advocacy for institutional accreditation.
- Systematically monitoring the status of ACCJC/WASC institutions with other accrediting agencies.
- Consideration of actions taken by other recognized agencies when undertaking actions of initial candidacy or accreditation, or renewal of candidacy or accreditation of institutions that may be accredited by those other agencies.
- Handling and forwarding of dues collected from member institutions on behalf of national affiliates such as the Council for Higher Education Accreditation.

Upon receipt of information regarding interim or final adverse actions against a member institution by another recognized accrediting agency (or state agency), Commission staff will seek further information from the agency involved, and the Commission shall determine whether a review of the accredited status of the institution will be required.

The Commission will not renew the accreditation or preaccreditation of any institution during a period that the institution is the subject of an interim action by a recognized institutional accreditation agency potentially leading to the suspension, revocation, or termination of the institution's accreditation or preaccreditation, or the institution has been notified of a threatened loss of accreditation and the due process procedures required by the action have not been completed [§602.28(b)]. If the Commission grants accreditation or preaccreditation notwithstanding these actions, the Commission will provide to the U.S. Secretary a thorough explanation consistent with its accreditation standards, why the previous action does not preclude the agency's grant of accreditation or preaccreditation [§602.28(c)].

In the event that the Commission grants initial accreditation, reaffirmation, or candidacy to an institution that is subject to adverse action by another recognized institutional accrediting agency, the bases for the decision will be explained and communicated to that agency and to the Secretary of Education as appropriate to each case.

The Commission is affiliated with other regional agencies through the Council for Higher Education Accreditation (CHEA). It should be noted that the Commission has been an active participant in the community of accrediting agencies since the establishment of the Western Association of Schools and Colleges, first with the Federation of Regional Accrediting Commissions in Higher Education (FRACHE), then the Council on Post-secondary Accreditation (COPA) and the Commission on Recognition in Higher Education Accreditation (CORPA) and the National Policy Board on Higher Education Accreditation.

The primary community of interest is clearly with the other regional institutional accrediting agencies. The Commission shares significant concerns with national agencies that accredit institutions, and to a lesser extent, with specialized accreditors. (Note policy, "Relationship Between General and Specialized Agencies.")

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Relations with Government Agencies

(Adopted June 1996; Revised January 1998; Edited June 2002)

The Commission has sought recognition and periodically seeks renewal of recognition by the Secretary of Education, in order that member institutions achieve and maintain eligibility to participate in programs such as HEA Title IV student financial aid. The Commission provides, upon request from the Secretary, any information sought regarding institutional compliance with HEA Title IV regulations.

The Commission notifies the Department of Education and relevant state agencies of all institutional actions, immediately following the meeting at which action is taken. If the Commission's final decision is to deny, withdraw, suspend, or terminate the accreditation or preaccreditation of an institution or to put an institution on probation or show cause, the Commission will notify the Secretary and the public of that decision within 24 hours of notice to the institution.

No later than 60 days after a decision to take adverse action on an institution, the Commission will make available to the Secretary, the appropriate licensing or authorizing agency, and the public upon request, a brief statement summarizing the reasons for the Commission's decision, and the comments, if any, that the affected institution may wish to make with regard to that decision.

Copies of publications such as the Commission Newsletter are routinely sent to the state and federal agencies with which the Commission communicates. The WASC Directory, which is updated annually, is available on the ACCJC web site.

The Commission maintains regular communication with the Department of Education and relevant state agencies. It responds to inquiries from government agencies and forwards responses to complaints against institutions that have been routed to the Commission by those agencies.

In the event clear evidence of Title IV fraud and abuse is obtained by the Commission, that information is forwarded to the Department of Education.

Institutions are notified and asked to respond if complaints or allegations of fraud and abuse are communicated to the Commission by the Department of Education.

The Commission submits to the Secretary any proposed changes in policy and procedures, or accreditation standards that might alter its scope of recognition or its compliance with appropriate federal regulation[§602.27(d)].

The Commission will not, except where exceptional circumstances exist, renew the accreditation or preaccreditation of any institution that is subject to adverse action by any other recognized institutional accrediting agency or state agency.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

**Relationship Between General
and Specialized Agencies**

(Adopted October 1964; Revised January 1978)

Each institution must be free to decide for itself whether or not to seek accreditation by any particular agency. If an institution desires both general (regional) accreditation and specialized program accreditation, the Commission may collaborate with the specialized accrediting agency in arranging joint visitations or exchange of information.

An institution should not interpret its general accreditation as validating a specialized program in the same manner as specialized accreditation, which by its very nature is a more intensive evaluation process.

A specialized institution may apply for regional accreditation through ACCJC if it meets the Commission's eligibility requirements.

Reviewed by ACCJC 1996

Reviewed 7/99 No changes since publication of 1996 Handbook

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Review of Accreditation Standards

(Adopted June 1996; Revised June 1998, January 1999, June 2001)

The Accrediting Commission conducts systematic and comprehensive study of the utility, effectiveness, relevance, and consistency of its standards and practices.

The Commission assesses its standards concurrent with the development of each edition of the *Accreditation Reference Handbook*, normally every six years. Independent review is commissioned prior to issuance of each edition of the *Accreditation Reference Handbook* so that the revision may be informed by the findings of that research. The process for review of accreditation standards is:

1. Examines whether the standards are adequate to evaluate educational quality;
2. Focuses on the relationship of the standards to the quality of educational/training programs and their relevance to student needs;
3. Examines each standard and the standards as a whole; and
4. Involves all of the agency's relevant constituencies.

Each such review solicits comments from member institutions and participants in the processes of accreditation. The process seeks to incorporate state of the art institutional evaluation, as practiced by academic quality assurance and accrediting agencies, and by business and industry into standards revisions. Information is sought to measure:

1. Institutional attitudes about validity and utility of standards.
2. Consistency of application of standards.
3. Consistency of application of the Policy on Commission Actions on Institutions.

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4. Degree of confidence in the processes used by the evaluation teams and the Commission.
 5. Effects of Commission actions and team recommendations on institutional practices.

Constituencies are notified of proposed changes to standards and are given an opportunity to comment. These comments are taken into account during revisions of the standards. If the Commission identifies a need to change the standards between reviews, changes are made in a timely manner. However, the Commission allows sufficient time for the institutions to implement the changes before they are enforced. The process for ensuring constituent participation in those revisions is consistent with that occurring during six-year standard reviews.

Western Association of Schools and Colleges Constitution

(Revised July 2002)

Article I Name and Purpose

This organization shall be entitled WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES. Its purpose is to promote the welfare, interests, and development of elementary, secondary, and higher education through (1) improvement of educational programs, (2) close cooperation among the schools, colleges, and universities within the territory it undertakes to serve, (3) certification of accreditation or candidacy status, and (4) effective working relationships with other educational organizations and accrediting agencies.

Article II Accrediting Region and Certification

Section 1.

The accrediting region of the Association consists of the states of California and Hawaii, the territories of Guam, American Samoa, Federated States of Micronesia, Republic of the Marshall Islands, Republic of Palau, Commonwealth of the Northern Marianas Islands, the Pacific Basin, and East Asia, and areas of the Pacific and East Asia where American/ International schools or colleges may apply, and such other areas as may apply to it for service, subject to approval by the Board of Directors.

Section 2.

Any university, college, or school shall be certified by the Board of Directors as a candidate or accredited institution upon report of action taken by the appropriate Accrediting Commission. Any such certification shall cease whenever an institution resigns, is dropped from the accredited or candidate list of the Association, or fails to pay its annual fees by the date set by the appropriate Accrediting Commission for payment.

Article III Organization

Section 1.

The Board of Directors shall consist of nine persons, three to be selected for staggered three-year terms from and by each of the three Accrediting Commissions hereinafter named and described. One of each Commission's appointees shall be its Chair or Assistant/Vice Chair. The Board shall elect its Chair from among its members for a one-year term. The Chair may be re-elected for one additional one-year term. The Chair of the Board shall be the President of the Association. The Secretary-Treasurer of the Association shall be selected by the Board.

Section 2.

The Board of Directors shall meet annually at such time as may be determined by the Board, and may hold other meetings at the call of the Chair or on the request of any three members of the Board of Directors.

Section 3.

There shall be three Accrediting Commissions, as follows:

a. *Accrediting Commission for Senior Colleges and Universities.*

This Commission shall consist of up to twenty-five (25) members, but no less than eighteen (18) members, with the exact number set by the Commission from time to time. Commission members shall serve overlapping three-(3-)year terms, with a maximum of two terms (plus any partial term served as the result of the member being selected to fill a vacancy), as established by the Commission. The Commission shall elect one of its members to serve as Chair for a three-(3-)year term and one of its members to serve as Vice Chair for a one-(1-)year term. In the event the Chair has served for the maximum two terms on the Commission prior to the expiration of his or her term as Chair, the Chair shall continue to serve on the Commission until his or her term as Chair shall have expired. Commission members shall be elected by the presidents of the institutions accredited by the Commission according to Bylaws approved by the Commission.

Members of the Commission shall be allowed to complete their terms upon retirement from their institutions. Nonpublic Commissioners who lose their institutional base for any reason shall be ineligible to serve beyond the end of the academic year.

b. *Accrediting Commission for Community and Junior Colleges.*

This Commission shall consist of nineteen members, all of whom are appointed by the Commissioner Selection Committee. One Commission member shall be selected from among the nominees who represent community college interests provided by the chief administrative officer of each of the following: the California Community Colleges Chancellor's Office and the University of Hawaii Community Colleges Chancellor's Office. In addition, one Commission member shall be selected from among the nominees provided by each of the other Commissions to represent the Accrediting Commission for Senior Colleges and Universities and the Accrediting Commission for Schools. These nominees shall be sitting or former members of the Senior College or Schools Commissions, or individuals with demonstrated familiarity with the policies, procedures, and operations of the Accrediting Commission for Community and Junior Colleges. At least five of the Commission members shall be faculty, at least five members shall represent the public interest [as defined in USDOE §602.3], at least three members shall be administrators, at least one member shall represent independent institutions, and at least one member shall represent institutions in the Western Pacific. Commission representatives shall serve staggered three-year terms.

Commission officers shall be selected by the Commission according to Bylaws approved by the Commission.

c. *Accrediting Commission for Schools*

This Commission shall consist of up to twenty-six persons selected by the Commission's Nomination Review Committee from candidates nominated by member organizations or the Commission. Not less than one-seventh of the persons selected shall be public members. Appointment shall be for staggered three-year terms. Representatives shall be nominated as follows:

- Seven by the Association of California School Administrators;
- One by the California Teachers' Association;
- One by the California Federation of Teachers;
- One by the Hawaii Government Employees' Association;
- One by the California Association of Independent Schools;
- One by the Hawaii Association of Independent Schools;
- One by the East Asia Regional Council of Overseas Schools;

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- ❑ Three by the Western Catholic Educational Association, one of whom must be practicing classroom teacher;
 - ❑ One by the Pacific Union Conference of Seventh-day Adventists;
 - ❑ One practicing classroom teacher on a rotational basis from the Hawaii public and private schools;
 - ❑ One practicing classroom teacher from the California Association of Private School Organizations (CAPSO);
 - ❑ One school board member by the California School Boards' Association; and
 - ❑ One parent by the California Congress of Parents and Teachers.
 - ❑ Non-school public members from business, community, or public organizations.

The California Department of Education and the Hawaii Department of Education will each have an *ex officio* seat on the Commission. The Commission shall determine which organizations shall be represented by voting Commission members, and which shall be represented by non-voting *ex officio* members.

If a change of status, which affects eligibility for constituency appointments of any of the above appointees occurs during the term of office, the individual may at the discretion of the appointing agency, serve the remainder of the term or may be replaced. A person completing a term after a change of status may not be reappointed.

Section 4.

The Executive Director/President of each Accrediting Commission shall be appointed by the Commission. Changes in the size and composition of each Accrediting Commission may be made by the Commission with the approval of the Board of Directors. The composition of each Accrediting Commission shall be published in the annual Directory of the Association.

Section 5.

Recognizing that the Board of Directors retains ultimate authority over administrative structures, budgets, fiscal policies, contracts and leases, including those entered into by the Accrediting Commissions, the Board will delegate actual management over such matters, including the actual review and approval of such matters, to the Commissions to the extent it deems prudent.

Section 6.

Action taken by any Commission to deny or withdraw accreditation or candidacy shall be reported in writing to the WASC Board at its annual meeting.

Article IV Criteria for Certification

Section 1.

Each of the Accrediting Commissions shall adopt its own criteria, subject to the approval of the Board of Directors of the Association. The criteria shall provide for the evaluation of each institution on the basis of the degree to which it is accomplishing the purposes and functions outlined in its own statement of objectives, and on the appropriateness of those purposes and functions for an institution of its type.

Section 2.

The actions by each Accrediting Commission, subject to its review procedures and the appeals procedures provided for in Article VI, shall be final and shall be certified by the Board of Directors.

Article V Duties of Officers

Section 1.

The Chair of the Board of Directors shall preside at all meetings of the Board and shall have the right to vote on all issues that come before the Board for decision. As President of the Association, he/she shall be the official spokesperson for the Association, representing the Association in accord with policies established by each of the three Accrediting Commissions and the Board.

Section 2.

The Secretary-Treasurer shall serve as the Secretary of the Board of Directors and shall maintain a complete file of Minutes and Board decisions. He/She shall receive from the Executive Directors/Presidents of the three Accrediting Commissions the lists of accredited and candidate institutions and shall provide for the publication of a total Association list of accredited and candidate institutions at least once each year.

Section 3.

The Executive Director/President of each of the three Accrediting Commissions shall maintain a careful record of the actions and decisions of the Commission, shall be responsible under the Commission's direction for the scheduling of accreditation visits, appointment of visiting committees, distribution of necessary accreditation materials, and for such other matters as the Commission may delegate to the Executive Director/President for the effective administration of the accreditation program. Following each meeting of the Commission at which accreditation decisions are made, the Executive Director/President shall promptly notify the Secretary-Treasurer of the Board of Directors of all changes in the list of accredited and candidate institutions. At its annual meeting the Board of Directors shall certify the list of accredited and candidate institutions submitted by each Accrediting Commission.

**Article VI
Appeals****Section 1.**

The WASC Board of Directors shall elect annually a WASC Hearing Panel from which shall be selected a Hearing Board established for the purpose of deciding appeals by any institution against the decision of any of the WASC Commissions denying or withdrawing accreditation or candidacy. This Panel shall consist of twenty persons as follows: (1) five from elementary/secondary schools; (2) five from junior or community colleges; (3) five from senior colleges and universities; and (4) five lay members of governing boards. None of the twenty shall be a current member of an Accrediting Commission.

- a. The Hearing Board shall consist of five persons, including at least one person from each of the above categories, selected on random basis from the Hearing Panel and appointed, after such selection, by the WASC President. None of those selected shall have been involved in the accreditation process which resulted in the appeal. The Hearing Board shall elect its Chair from its own membership. Each member, including the Chair, shall have one vote.
- b. Hearing Board members to replace those who are absent or have a conflict of interest shall be selected on the same random basis and appointed by the WASC President from the remaining members of the Hearing Panel.

Section 2. Costs.

An institution making an appeal shall assume all necessary costs of the Hearing Board including the cost of any legal fees of the Hearing Board.

- a. The WASC Board of Directors shall establish a differential deposit, depending upon whether the institution chooses to be represented by counsel in the conduct of the hearing. At the time it makes its appeal the institution shall declare whether or not it wishes to have an attorney conduct its portion of the hearing and represent it before the Hearing Board.
- b. An institution making an appeal shall deposit at the time it files its appeal an amount to be established annually by the WASC Board of Directors [twenty thousand dollars (\$20,000)] with the Secretary Treasurer of the Western Association of Schools and Colleges if the institution wishes to conduct the hearing without the use of an attorney to represent it. If the institution wishes to have an attorney conduct its portion of the hearing and represent it before the Hearing Board, the deposit shall be thirty-five thousand dollars (\$35,000). Five thousand dollars (\$5,000) of the deposit will be allocated to the Commission delegated with coordinating the appeal on behalf of WASC.
- c. In the event the necessary costs exceed the amount of the deposit, the institution shall be responsible for the balance or, in the event the deposit exceeds the necessary costs, the institution shall receive a refund in the amount of the difference.

Section 3.

If an institution after availing itself of any review or appeal procedures of its appropriate Commission, still believes itself aggrieved by that Commission's denial or termination of candidacy or accreditation, its governing board may appeal such action within thirty (30) calendar days of receipt of notice thereof to the President of the Western Association of Schools and Colleges through the appropriate Commission's Executive Director/President. During the period up to and including the appeal, the institution's status with the Commission shall remain the same as it was prior to the decision being appealed.

- a. The President of the Western Association of Schools and Colleges shall then arrange a hearing at the earliest practicable date for the representatives of the institution before the Association's Hearing Board, established for this purpose as prescribed in Article VI, Section I of this Constitution.

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- b. This hearing shall be informal and conducted under rules and procedures established by the WASC Board of Directors. Those testifying shall not be placed under oath. Legal counsel may be present as advisors but they shall not conduct the case unless the institution has filed a declaration at the time it filed its appeal, as provided in Article VI, Section 2, of this Constitution.
 - c. At least forty-five (45) calendar days before the time set for the hearing of such an appeal, the President (or Secretary-Treasurer) of the Western Association of Schools and Colleges shall cause notice of the time and place of the hearing to be mailed by registered or certified mail, return receipt requested, to the Chairman or President of the Governing Board of the institution with a copy to the chief executive. Proof of notice shall be made at the hearing.
 - d. Subject to limitations set forth below, representatives of the institution shall have an opportunity to present written documents, other evidence on the institution's behalf, oral testimony, and arguments. Representatives of the appropriate Commission and of the evaluation team shall have a similar opportunity to present evidence, oral testimony, and arguments on the Commission's behalf. Neither party shall have the right to subpoena or call any witnesses from the other party.
 - e. The Hearing Board, in addition to considering evidence adduced at the hearing, will also consider the institution's self-study report, the evaluation team report, and all other material relied upon by the Commission in reaching the decision which is being appealed, including the reports filed as a result of any internal Commission appeal process.
 - f. The appeal shall be based on one or more of the following grounds:
 - (1) there were errors or omissions in carrying out prescribed procedures on the part of the evaluation team and/or the Commission which materially affected the Commission's decision;
 - (2) there was demonstrable bias or prejudice on the part of one or more members.
 - (3) the evidence before the Commission prior to and on the date when it made the decision which is being appealed was materially in error; or

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- (4) the decision of the Commission was not supported by substantial evidence.
- g. No more than thirty (30) calendar days after the institution has submitted its request for an appeal to the President of WASC through the Secretary-Treasurer, the institution shall, in addition, file an appeal brief which shall set forth with greater specificity the grounds and the facts upon which the appeal is based. Such appeal shall follow the format specified in the appeals manual.
- h. The appeal shall be heard on the record and confined to actions taken by the institution and the Commission up to and through the date of the Commission decision which is being appealed. Only information and material before the Commission up to and through the date of the Commission's decision that is being appealed may be introduced, including that which was reviewed as part of the Commission's internal appeal process.
- i. The Hearing Board shall make its decision by a vote of the majority on the basis of the admissible evidence and arguments presented to it at the hearing.
- 1) If the Board finds for the institution on one or more of grounds (1) through (3) of Section 2f above, the Board shall remand the case to the appropriate Commission for reconsideration.
 - 2) If the Board finds for the institution on grounds (4) of Section 2f above, it shall either remand the case to the appropriate Commission for reconsideration or, in the appropriate instance, grant the appeal and direct the Commission to take action which will effectuate the decision at its next meeting.
 - 3) If it finds against the institution of any of the four grounds in Section 2f above, it shall deny that portion of the appeal which is based on that ground.
 - 4) If the Board orders reconsideration, the appropriate Commission shall reconsider the matter according to procedures it may adopt for this purpose. The Commission's decision following such reconsideration shall be final.
- j. At the conclusion of its deliberations, the Hearing Board shall issue its decision and the reasons therefore within forty-five (45) calendar days and inform, by registered or certified mail, return receipt requested, the President of the Western Association of Schools and Colleges, the Chairman of the Governing Board of the institution, and the Executive Director/President of the Commission concerned. Such decision shall be final.

Article VII Financing

Financial support for the work of the Board of Directors of the Association shall be obtained by equal assessment on each of the three Accrediting Commissions.

Article VIII Amendments

Proposed amendments to this Constitution may originate with any of the Commissions or with the Board of Directors. Such proposed amendments, except those relating to the size and composition of a Commission (See Article III, Section 4), shall become effective upon approval by a two-thirds vote of each of the three Commissions and of the Board of Directors.

Article IX Indemnification

The Association does hereby grant indemnification to any officer, director, commissioner, or other agent, or former officer, director, commissioner, or other agent, including but not limited to WASC employees and team members, for claims or actions asserted against said person arising out of acts or omissions alleged to have occurred in connection with, or as a result of his or her activities as an officer, director, commissioner, or agent, of this Association, to the fullest extent permitted by law; provided, however, as follows:

- a. If any claim or action is asserted or threatened to be asserted, as described in such statutes, the person requesting indemnification must give timely notice thereof to the President of the Association or the Chairperson of the Board of Directors;
- b. If the person requesting indemnification is not successful on the merits of the action, the Board of Directors, the members, or the court must determine that the person acted in good faith, in a manner he or she reasonably believed to be in the best interests of the corporation, and without reason to believe his or her conduct was unlawful; and
- c. Indemnification shall be provided herein only to the extent that valid and collectible insurance coverage under all existing policies of insurance held by the Association has been exhausted.