



Application for In-State Institutions Applying for State Authorization in Oregon

This application form is to be used to request authorization of any full or partial degree program offered to Oregon students by a postsecondary institution with a campus in Oregon. Schools without an Oregon campus that offer full or partial degree programs to Oregon students should complete the [Out-Of-State ODA Application Form](#).

For a school fully prepared to offer degree instruction satisfying Oregon standards, the information required for this application form should be readily available. The form is arranged to facilitate evaluation according to Oregon Administrative Rules, with a section for each standard set within these rules. If there is not enough room to fully answer a specific section or question, please attach additional pages that are clearly labeled with the specific section number and subject matter.

General instructions for applicants

- 1. Submit electronic files on a USB flash drive only.** Do not submit as a single PDF file; you may password protect the drive, but not individual files. Submit or provide links to the school catalog or general bulletin, and other major publications: faculty handbook, student handbook, admission “viewbook” or advertising brochure, audits, and any financial aid material (other than FAFSA and federal material) given to new or prospective students. It is not necessary to include electronic files for information that is posted in a currently updated version online. If such sources are online rather than enclosed, provide the correct URL and any necessary access codes. We prefer that any documents be submitted as Adobe PDF. MSWord is also acceptable. If you are unable to submit the information in Adobe PDF or MS-Word, please contact us for further information.
- 2. Each degree you offer requires separate approval.**
 - If a degree program includes various specializations, you may combine these specializations within one application, provided the following conditions are met:
 - The degree granted has the same name (but many include specialization) and any student in any of the specializations will be earning essentially the same core degree. (For example, all of the students in this set of specializations are earning a Bachelor of Arts in Business Administration).
 - All of the degrees included are on the same level and have nearly identical curricula and faculty, *e.g.*, a BS degree in Information Technology may include various options, within that single academic area, as long as those options have more than 50% of the same faculty and core course requirements.
- 3. Organize the files as follows:**
 - **General file:** Include all general information applicable to all degree programs (e.g. school ownership, advertising, financial statements, *etc.*) Submit all supplemental documents as separate files and labeled by section number. Each section of this document should be labeled clearly to correspond to the section of the application it concerns. (*Please keep the file name under 55 characters including folders and subfolders Remember to keep file names short and abbreviated. Examples are:*
“Oregon University ODA General Application” can be: *ORU_Genl Appl_2023*; and
“Section 2.1 ODA Application Attachment List of Courses” can be: *ORU_Section 2.1_Course List*.)

- **Specific Application/Program file:** Name each of these files according to the name of the specific degree/certificate program and place information unique to that program (e.g. curriculum, faculty, placement information) in its own file, one file per degree title, except where two or more degrees are closely related (more than 50% the same faculty and same course credit requirements).
4. **Use the form provided** and attach additional documents as needed. For any staff without a relevant degree, or any faculty that are not clearly qualified by education and experience in the field they are teaching, please provide a full résumé outlining any compensatory experience you would like us to consider in the approval. *Please be advised that approval of faculty will be determined in this process, and if not approved, faculty may not teach Oregon students in this program. See Faculty Qualification Form in Program Specific Application.*
 5. **Follow directions exactly** and indicate where a question does not apply to the specific program. **Answer every question fully**, providing any detail or supporting information requested. Incomplete applications will not be considered.
 6. **Attach additional pages if necessary** and label them or the paragraphs with the Section and the Number of the question you are answering.

To review the OAR rules pertaining to **Standards and Procedures for Schools Required to Obtain Authorization to Offer Academic Degrees in Oregon**, click on the following link: [OAR 583-030-0005 – 583-030-0063](#).

The link to OAR rule **Standards for Schools Offering Degree Programs In or From Oregon** is [OAR 583-030-0035](#).

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Application Attachment Checklist

Certification of Signatory Officer	
Both sections MUST be signed. This application is incomplete without both sections signed.	
<i>The signatory officer is a person who is authorized to make academic decisions about the content and structure of programs for the institution.</i>	
Certification Statement for Recruiting and Marketing Online and Onsite Placement Programs in the State of Oregon:	
<i>By signing below, I certify that the information in this application and supporting documentation is correct and true to the best of my knowledge, and the below institution will not market, recruit and advertise these programs to Oregon residents, until receiving an authorization letter from the Oregon Higher Education Coordinating Commission.</i>	
Institution Name:	
Name of Signatory Officer: <i>(First and Last Name)</i>	
Title:	
Signature:	Date:

Certification Statement for Onsite Placement Programs with physical presence in the State of Oregon:	
<i>By signing below, I certify that the information in this application and supporting documentation is correct and true to the best of my knowledge, and the below institution will not enroll any Oregon residents in placement programs until receiving an authorization letter from the Oregon Higher Education Coordinating Commission.</i>	
Institution Name:	
Name of Signatory Officer: <i>(First and Last Name)</i>	
Title:	
Signature:	Date:

Please note the definition of Onsite Placement pertaining to online degree programs in Oregon:

Onsite Placement refers to experiential learning and is defined as practicum, clinical, internship, externship, mentoring or any other placement field work in the State of Oregon that is offered for credit to Oregon residents, either optional or required, in order to complete an online program.

**Application for
State Authorization of Private Postsecondary Education Programs
In-State General School Operations and Administration**

Section 1 – General School Information

Section 1.1 Name(s) of school, programs, contacts and accreditation status

Name of school as it appears on diploma:		Name used by school to do business in Oregon:	
Primary location of school:			
Mailing address of school:			
Main Phone Number:		Website:	
Name under which the school, or organization including the school, is now incorporated:		State and year of the current incorporation:	
Institutional accrediting agency as recognized by the U.S. Department of Education <i>(Provide name of accrediting agency, degree level(s):</i>			
Name:		Degree Levels:	

Contacts:			
Person who has authority to make academic, administrative, and financial decisions for the institution in Oregon		Institution ownership: <i>(Person or Entity with controlling Interest)</i>	
Name:		Name:	
Position Title:		Position Title:	
Phone:		Phone:	
Email:		Email:	
Person Completing Application:		Name:	
Title:		Phone:	Email:
Person Responsible For Student Data Collection Submission:		Name:	
Title:		Phone:	Email:
Date Application Completed:			

Section 1.2 - Scope of Activities of School and Parent Organization

Total number of full-time and part-time students at primary location:	# Full-time:	# Part-time:
This application is to request authorization for the following degree(s), certificate(s)/diploma(s):		
<i>List all programs for students in Oregon by title of degree, certificate, or diploma (e.g., Bachelor of Science in English). Copy and use as additional pages if necessary.</i>		

List any and all locations where classes, practicum, internship, or any other school activities will occur for your students and show the number of teachers and students at each site. For these and any other postsecondary programs with activities in Oregon, indicate whether or not earning a degree is an option.

Location (city name) in Oregon	Full-time teachers	Part-time teachers	Full- time students	Part- time students

****ATTACH a list of all names used by any schools under the same ultimate ownership as yours, in U.S. and elsewhere, even if not subsidiaries of the same immediate parent**

Section 2 - Structure and Control of School

Section 2.1 Identity of Policymakers

What governing board is directly accountable for Oregon operations?			
Who is represented?	How are they elected?	How many members?	How long is the term?
Outside the authority structure given above and excluding government and accreditation, does the school have contractual or ethical commitments that require conformity to the administrative or educational policies of other organizations? If so, describe briefly below.			

All board members, administrators as defined in 583-030-0035(3), or owners of five percent or more of shares of an applicant school or parent corporation must disclose the following:

- (A) Any prior felony convictions
- (B) Any known violations of the policies of federal financial aid rules by a school of which the person was a board member or employee.
- (C) Any known violations of the policies of an accreditor by a school of which the person was a board member or employee
- (D) Any previous or current ownership or administration of a school that closed or filed for bankruptcy.

Please list and explain any such disclosures separately, placing the information directly behind this page. If a person has no disclosures to make, list their name(s) followed by "NONE."

****ATTACH Biographical Notes on Board Members**, emphasizing experience and skills related to college oversight.

****ATTACH Corporate Bylaws.**

Section 2.2

Check one:

- This school is a business operated for profit (*complete Section 2.2a*)
- The school is a public or nonprofit school (*complete section 2.2b*)

Section 2.2a – Ownership of School Operated for Profit

Select **ONE** of these categories:

School is a business directly controlled by an individual or persons who hold stock closely, name the owners and show percentage of ownership by each.

****ATTACH Biographical Notes on Owners** behind this page.

School is a subsidiary in a chain of ownership ultimately controlled by an individual or persons who hold stock closely, name the owners of the controlling organization and show percentage of ownership by each.

****ATTACH Biographical Notes on Owners** behind this page.

School is a business owned by shareholders trading stock publicly, outline the pattern of capitalization and the distribution of stock.

Percent (%) of Stock Held <i>(Over 5%)</i>	Name	Address

If school is a subsidiary in a chain of ownership ending with a company owned by shareholders trading stock publicly, outline functions and financial interests of all companies in the chain.

Section 2.2b - Interest in School Not Operated for Profit

1. Describe ownership or control by any parent organization or unit of government (e.g., trust, church, state, foreign school). If none, write "Independent." Include a copy of your latest IRS Form 990.

2. Describe any business done by the school with members of its governing board, officers, or other employees or persons thus associated with a controlling organization; with relatives of such individuals; and with organizations in which such individuals have significant financial or personal interest.

3. Report terms of any loans made to school by persons associated in ways defined above.

4. Outline school plan for disposition of assets if nonprofit corporation should be dissolved. If this information is not the same as listed in your by-laws, please explain why.

5. Describe any extensive contracts for borrowing or purchasing that may influence management decisions. i.e., because of size of endeavor or because of contractual rights of other party

****ATTACH Policy Against Conflicts of Interest.**

Section 3 - School Organization and Qualifications of Principal Officers

Provide the information indicated for the following Principal Officers:

Chief Executive Officer, (accountable to board for all school operations):		
Name:	Position/Title:	
Location:	Email:	Phone:
Senior administrative officer located in Oregon or person responsible for Oregon program: (Please note: For external placement and partial credit programs, or programs that are primarily online with activity in Oregon limited to practicum, internship, or placement experiences, schools may request an exception to having an administrator in Oregon. If the school does have an officer in Oregon, please provide this information for the individual who would be directly responsible for Oregon activities, and explain the reasons for this person's appointment to oversight of the Oregon program)		
Name:	Position/Title:	
Email:	Phone:	
Chief Academic Officer in Oregon, (responsible for faculty and instruction):		
Name:	Position/Title:	
Email:	Phone:	
Chief Business Officer in Oregon, (responsible for accounting and financial services):		
Name:	Position/Title:	
Email:	Phone:	

****ATTACH Organizational Chart for entire school.**

****Include a completed "Qualifications of Senior Staff who are Primarily non-Teaching" (see page 9) for all officers listed above and for any non-teaching faculty members.**

If any officers named are not qualified as ordinarily required (see OAR 583-30-0035 (3)), provide details to demonstrate compensatory qualifications (educational and work experience) if proposed as basis for exception. Include résumés where relevant to provide such detail.

Section 3.1 Administrators Who Have Responsibility Affecting Oregon Students

List the name and position title of each person responsible for the following administrative functions in Oregon. If there is no administrator located in Oregon for this function, please list the person at the main campus or headquarters who is responsible for this function for the Oregon site.		
Administrator for:	Name and Position Title	Years in position at this school
Admissions		
Financial aid		
Instruction		
Finance		
Student affairs		
Library services		

****ATTACH “QUALIFICATION FORMS for primarily non-teaching staff” (see page 9)** for each of the persons listed above, as well as job descriptions for any positions whose responsibilities may be atypical for that position. *(e.g., If a job title implies more responsibility than the position actually entails, please provide a job description to allow for a correct evaluation of qualifications for the position. Some examples: Your accounting clerk is called a Comptroller but doesn’t have the level of responsibility usually attributed to that role, or you call the Admissions Coordinator a Vice-President, but this person doesn’t have the level of responsibility one might normally expect for a college vice president.)*

For any administrator listed above that is not qualified by appropriate degrees and related experience, as required by OAR 583-030-0035(3), provide details to demonstrate compensatory qualifications (educational and work experience) if proposed as basis for exception. Include résumés where relevant to provide such detail.

If school has hired its own current students or recent graduates as administrators, explain the reason for such hiring decisions for each case, providing adequate justification for the hire when relevant experience is not obvious:

****ATTACH** Employee Policies on Employment, Supervision, Compensation, Evaluation and Staff Development Plans for Administrators or provide a link to these resources if online access is open and available to ODA evaluators******

School Name: _____

This form must be completed for each non-teaching senior staff.
 (Please make a copy of this form for **each** person in the categories listed above)

Qualifications of Senior Staff who are Primarily non-Teaching		
Name:	Year hired:	
Position Title:	Full-time Part-time	# Hours/Wk.
Responsibilities in present position:		

Qualification by Education: Include only earned academic degrees. Do not include work that did not lead to a degree. Provide complete information as indicated in table below.

Degree Title <i>(e.g., BS, PhD)</i>	Year	Major	Institution <i>(Use exact name)</i>	Location <i>(City/State or show country if not U.S.)</i>

Relevant Postsecondary Teaching or Administrative Experience:

List any postsecondary level teaching or administration experience before hire at applicant school. Provide complete information as indicated.

Postsecondary Institution	Years there <i>(e.g., 1992-1995)</i>	Field <i>(e.g., History, Art)</i> or Position

Include any Other Relevant Professional Experience:

Professional Licensure and/or Certification: Indicate type of license and name and state of licensing body. *(e.g., RN – OR Board of Nursing, Initial Teaching lic. – OR TSPC, CPA, I, etc.)*

Compensatory Professional Field Experience for Senior Staff: If this individual is not qualified by degree, as required by OAR 583-30-0035(3), please provide a detailed résumé showing sufficiently extensive professional development, experience and/or training as evidence of qualification for this position. Include an explanation as to how these qualifications compensate for the lack of relevant education. ODA will consider such evidence as a basis for exception and may grant an exception on the basis of individual merit. Such exceptions are approved on a case-by-case basis and should not be extended to any other party. Use an additional page, if necessary.

Section 4 - Teachers Who Will Instruct Oregon Students

If the information requested in this section is fully provided in a published faculty policy handbook or other document, provide a link to this resource, or attach a copy of the publication. Otherwise, please respond fully to the questions below:

1. Briefly describe the school's faculty development policy and program, showing how it affects both teaching skills and special knowledge.
2. Outline how teaching faculty contribute to the school's integrity and continuity, academic planning, and student development through other responsibilities and roles within the campus community, such as serving on various committees, extending office hours, group advising or providing other student support services, participation in orientation, project and capstone activities, et cetera.
3. In this regard, how do full-time and part-time teachers differ? *(Give more detail if student-faculty ratio is high or not every department has a full-time teacher.)*
4. If school has hired its own recent graduates as teachers, explain the reason for doing so and provide a plan to prevent this practice in the future.

****ATTACH** the Salary Schedule and the Contract of Letter of Appointment. Provide published policy on Employment, Supervision, Development, Evaluation, Promotion, Rank, Compensation and Tenure of Teachers, unless it is a large handbook. In that case, include as separate file or provide access to information.

School Name: _____

Qualifications of Faculty			
Name:		Year hired:	
Usual number of credit hours taught per term:	Full-time	Part-time	If on-line, provide state of residence.
	On-line		
Non-teaching duties, if any, e.g., administration, advising, committees.			

Courses Taught at this School: Include past, current and projected.

Course Title	Course Number	Degree Program	Credits	Taught in past	Teaching now	Expected in future

Qualification by Education: Include only earned academic degrees. Do not include work that did not lead to a degree or certificate. **Provide transcripts** and complete information in table below.

Degree Title (e.g. BS, PhD)	Year	Major	Institution (use exact name)	Location (City/State) Show country if not in US

Qualification by Relevant Postsecondary Teaching Experience: List any postsecondary level teaching experience before hired at applicant school. Provide résumé/CV and complete table below.

Post-secondary Institution	Years Taught (e.g. 1992-1995)	Fields (e.g. History, Art)

List: Professional Licensure and/or Certification: Indicate type of license and name and state of licensing body. (e.g., RN - OR Board of Nursing, Initial Teaching license – OR TSPC, CPA, CNA, etc.) **AND/OR**

Compensatory Professional Field Experience: Attach résumé/CV and transcripts. Information provided in résumé/CV is meant to allow consideration of individuals with long-term and clearly relevant professional experience if these individuals are not otherwise qualified as required by OAR 583-030-0035(4). The résumé should provide enough detail to allow a fair assessment as to whether this experience is sufficient to compensate for the deficit in education and teaching experience. The compensatory experience should be directly applicable to the courses proposed, and sufficiently extensive to compensate for any deficit.

Section 5 - Recruitment

1. The school is responsible for ensuring that its recruitment agents are providing accurate realistic information about the school, its policies and achievements, and its ability to assist students.
Describe
 - a. the training provided to the agents to make sure that they know enough about the school that they have accurate information to impart and
 - b. the monitoring of agents to make sure the information they provide is accurate and realistic.
 - c. Describe whether recruiters or agents are offered any incentives or commissions based on student enrollment as required by OAR 583-030-0035(8)(h).

2. If the school does not provide housing to students, what, if anything, are the students informed about housing availability and any assistance the school might provide to the student in finding housing?

3. If the school provides any kind of job placement, including part-time employment or practicum, what are the students informed about the school's role relative to the student's role?

4. What printed or visual information is provided or presented to prospective students prior to enrollment? (Brief description here.)

5. If any claims specific to the school (as opposed to general benefits from postsecondary education) are made in recruiting materials or advertisements, what documentation is provided and what kinds of records are kept to support the claims?

6. If the degree implies preparation for a specific occupation, what information is given to students showing how the training qualifies them for practice of the occupation. What definition of "employment" do you use? Provide examples of printed information showing your graduates' **Employment in the Field** and success rates in **Passing Licensure Examinations**, if applicable.

****ATTACH copies of all SCRIPTS (if any) used by Recruiters** when contacting and/or interviewing prospective students.

Section 6 - Admission Criteria, Practices, and Statistics

1. For beginning students, list all requirements at admission. Specify any pre-professional courses.

2. If the program is an initial undergraduate study, is a high school diploma or equivalent certificate required? If not, propose alternative criteria.

3. When a student has already taken college courses elsewhere, how is his or her admission affected if the prior academic record was unsuccessful?

4. If you offer conditional admission, explain how students must correct their deficiencies.

5. Beyond transfer credit, list any requirements for advanced standing.

6. If this is a graduate program or first professional degree, what are the requirements for admission?

7. Will the program admit students whose undergraduate degree was from an unaccredited school? Identify any such schools from which ODA permission is requested to accept degrees.

8. If a student is not a degree candidate but may take classes, state how many and on what basis this occurs.

9. For students beginning this degree in Oregon, report admissions data for two previous academic years if the program is currently operating. You may use standard fall 4th week numbers or IPEDS submission figures if desired.

Year	Completed Applications	Offers of Admission	Enrolled

****ATTACH** Sample Notification Letter to Student

Section 7 - Guidance: Orientation, Academic Advising, Career Planning

1. Describe orientation of students beginning this degree program. Does any activity continue more than a few days after arrival?

2. Does orientation of students admitted with advanced standing differ from the normal orientation? If so, how?

3. Describe the academic advising program. Who are the advisors? How are students assigned? What office hours are expected? How is the program administered?

4. Will academic advisors go beyond curricular planning to help with study habits, learning technique, adjustment, and career planning? Are there separate courses for any of these topics that students are referred to?

5. What career planning help is provided? Are teachers involved formally? Are there academic units as such? Do you have a professional career services staff (and/or initial job placement staff)? How is function administered?

Section 8. Student Affairs: Professional Staff, Student Services, and Campus Life

1. Identify the qualified student affairs officer at each Oregon campus, or basis of waiver request. [OAR 583-030-0035 (11)(g)
Officer not required: school includes only graduate programs (checkmark if applicable)

2. Where does the school publish its description of student services and regulations? Provide complete rules of conduct and discipline, including notice and hearing process or provide location in the student handbook.

3. If the school offers any professional counseling, therapy, or testing (on or off campus), identify counselors, psychometrists, or psychologists.

4. If the school offers any medical services (on or off campus), identify physicians, nurses, or psychiatrists, with their specialties and degrees.

****ATTACH QUALIFICATION FORMS of any Individuals Providing Health, Counseling or Psychological Services (see page 9), if not already given as administrators.**

Section 8. Student Affairs: Professional Staff, Student Services, and Campus Life (cont'd.)

5. If the school provides housing for students, outline types, capacity, supervision, staff ratios and qualifications. Are any students required to live in this housing? No housing is provided.

6. If the school endorses housing not provided directly, outline types, capacity, supervision, etc.

7. If **any** professional staff member in financial aid has no degree in business or education, describe responsibility and corresponding job training.

8. If the school provides job placement services, what is their scope? *(Mention assistance for current students, even if considered a financial aid function.)*

9. If the school allows any student group to use its name or facilities, how do you supervise?

****ATTACH** complete policy of access (or challenge) to records on students or its location in the student handbook.

Section 9. Information in School Publications, Advertisements, and Statements

1. What publications must student receive before making a commitment?

2. Where have you printed notices of state authorization? Accreditation?

*****REQUIRED.** It is important to provide the Page Number in the current school catalog or where each listed topic begins.

Page#	Table of Contents	
Pg	School name, address, telephone number	
Pg	Academic calendar, or period for which catalog applies	
Pg	General purpose of school (history optional)	
Pg	Relationship to occupational qualification, and licensing if applicable	
Pg	Outline of structure, with line of authority to highest level of control	
Pg	Members, governing board of school or of organization owning school	
Pg	Officers of any authority above governing board (members optional)	
Pg	If a business, parties financially interested in school or parent corp.	
Pg	Administrative organization and positions: incumbents, degrees	
Pg	Teachers: areas of specialization, degrees, sources of degrees	
Pg	Curricula leading to degrees offered by the school	
Pg	Library services	
Pg	Bookstore or methods of purchasing materials	
Pg	Admission requirements and procedures	
Pg	Advanced standing	
Pg	Academic advising	
Pg	Career planning	
Pg	Withdrawal	
Pg	Types of non-class credit:	Transfer Advanced placement
Pg	Challenge examinations	Distance education
Pg	Noncollegiate learning credit (<i>e.g., prior experience portfolios</i>)	
Pg	Transferability of credit to other schools	
Pg	Transcripts	
Pg	Academic progress required, procedures, grading system, appeals	
Pg	Conduct regulations and hearing procedures	
Pg	Services:	Counseling Activities Housing and food
Pg	Records Health	Placement Student jobs
Pg	Fees and refunds	
Pg	Financial aid	
Pg	Estimated total annual expense	

****ATTACH most recent School Catalog in PDF format**

**** ATTACH Samples of Recent Advertising Copy** including TV and radio scripts as well as that in print.

Section 10. Credentials: Transcript and Diploma

****ATTACH** a sample **Transcript** and a **Diploma**

Note: *transcript must identify school and student, details of all prior degrees earned, transfer or other credits awarded at entry, academic periods of attendance, length of the term, grading system, understandable course titles, credits earned in each course, grades, academic status if other than good standing.*

Section 11. Records Affecting Students

1. What admission records are kept? How do you verify all qualifications and credits at entry? If a high school diploma is from a private high school, how is the school's legitimacy determined?
2. Who receives students' term grade reports? What is participation of academic advisor?
3. How long do you keep teacher grade reports?
4. Who maintains record of individual academic progress and standing?
5. Where and how is student financial data kept? When is a transaction posted? Is financial aid separate?
6. Who keeps any conduct and discipline record? What teachers may see them without student permission? Who else?
7. Where are transcripts for current students kept? Where is duplicate information stored off-site? In what form? Explain physical protections.

Complete either THIS PAGE #18 or THE NEXT PAGE #19, depending upon if the School owns or does not own a Library
(Please do not complete both)

Section 12. Library Resources Provided to Students by School / (Owned by School)

****If School Owns a Library Available to Oregon Students, Use This Page.****

*(If the school has **contracted** with another library, **complete Pg #19 and include copy of actual contract**)*

1. Identify fully qualified library director or give basis of waiver request. Outline other staffing.

2. Describe library holdings that relate to the requirements of the degree programs included in this application.

3. Provide professional guidelines used for acquiring library material.

4. Describe the catalog system.

5. Indicate interlibrary services available to students (if contracted with another library, see next page and include copy of actual contract)

6. If school provides library services to students via an online system, describe that system and services. Many library resources are now available on-line, and ODA will accept such resources as meeting the requirements for approval. However, applicants are responsible for demonstrating that such resources are actually available to and used by students, appropriate and sufficient for the degree.

7. Indicate library-seating capacity and time periods open for use.

8. Provide circulation statistics and occupancy surveys used to assess library use and capacity.

****Complete this page only if the school Does Not Own a Library available for use by Students in Oregon.****

Section 12. Use of Library Resources Belonging to Other Organizations

Please note: *Schools must provide comprehensive library privileges for all students either in their own facility or by contract with another library that provides adequate resources for the appropriate level of study, including **online libraries**.* If the school provides its own primary library, and there are no interlibrary services except standard interlibrary loan services, etc, then this page is not applicable, then complete Pg #18, **but do not complete both.**

1. Identify organization, library location.
2. Name its qualified director or explain waiver request.
3. What are the annual payments you make for library service?
4. Describe interlibrary services available to students through this library, including online services.
5. Seating capacity of contracted library, and periods open for use
6. What evidence can you provide that your students use this library?

****ATTACH Contract of library services and map showing location.**

Section 13. Facilities: Buildings, Equipment and Grounds used in Oregon

Provide the following information by building.

Building name	Class space			Lab space			Study space	
	Rooms	Seats	Area	Rooms	Stations	Area	Rooms	Area
Campus totals								

1. Outline school plan for facility use and development. What space is leased? Do you seek exemption from the facility standard? Have the plan ready for inspection for an on-site visit.

2. Describe grounds: characteristics, area, student uses.

3. Identify laboratories and special equipment, together with sources of criteria (norms in the field) for inventory.

4. Describe facilities for clinics or other service to the public. Which are used for teaching?

5. Describe faculty offices: number, occupancy, size, relative privacy.

6. Please write a narrative to explain if the school instructs in a hybrid model or online.

Section 14. Finance: Solvency and Accounting Practices

****ATTACH Audited Financial Statement, Same Day Audit Sheet and Same Day Balance Sheets** (i.e., current fund activity and changes in balances of all funds) for most recent year. If the school is a subsidiary, reports from the parent corporation are also required.

Relate main elements of the financial plan, e.g., tuition projection and extent of dependency, endowments, gifts for operations or construction, grants, auxiliary services, cash flow, borrowing and debt service, financial aid, scheduling of payables and receivables.

NOTE: Tuition for which a student is not legally liable may not be shown as an asset, and if already collected must be shown as a liability described as “prepaid” or “unearned” tuition. A school unable to demonstrate the solvency that would guarantee tuition refund may be required to submit a surety bond.

If you seek permission for any deviation from the NACUBO format of functional financial reporting, explain the alternative and justification.

NOTE: A small school may request permission to submit an audited financial statement with reviewed operating statements. A school that has not operated must submit a same day balance sheet, the verification method of which is negotiable.

Outline casualty insurance. Identify carrier. **Have Policy Ready for Inspection.**

Outline liability insurance. Identify carrier. **Have Policy Ready for Inspection.**

Section 15. Fees and Refunds for Students Pursuing This Degree

State the rate for tuition per credit hour, and/or the tuition paid per term for a full-time student:

(Please note that tuition must be assessed on a per credit hour basis, per Oregon Administrative Rule 583-030-0035 (18) (a). A school must have prior permission from ODA to charge tuition on any other basis.)

1. Tuition rate per credit hour or term?
2. Date this tuition rate became effective:
3. Frequency of tuition increases over past five years (*provide dates*):
4. What is the estimated tuition and fee cost for the entire degree program at current rates, assuming a student maintains a full-time course load and makes reasonable progress toward completion over time?
5. List any other services that enrolled students are required to purchase (e.g., food, housing, activity pass)?
6. What books or supplies must be purchased, and what is the estimated cost? List and explain fees charged for any period when a student is not attending classes (e.g., independent research, internship, field work).
7. If students sign service contracts for specified periods, what is the minimum obligation?
8. Enter refund schedule for a student who withdraws from the school. Does involuntary withdrawal affect the amount of any refund? *(Please note that all refunds must be prorated unless costs were incurred for use of an item where this use renders the item unsuitable for use by another student.)*
9. List and explain all testing, application, or other special fees that will not be refunded, regardless of admission.
10. What equipment or other fees are charged that will not be refunded?

****ATTACH** examples of any student contract, or other binding agreement that students must sign, such as an Enrollment Form or Agreement, a Formal Binding Admissions Letter, etc.

Section 16. Evaluation of Educational Effectiveness

1. Outline your decision structure for evaluating content of degree/certificate programs, and courses:
2. Outline your decision structure for evaluating methods of teaching and judging students:
3. If this not a new program, comment on yearly attrition and reasons given for withdrawals. If enrollment has changed significantly, explain why.

If this is not a new program, **ATTACH as Exhibit 19.1 a Completion Report for the last 3 Cohorts** (groups of students that began a degree program in the same term), omitting transfer students. Show how many students started the program together, how many returned each term, and how many graduated.

****ATTACH as Exhibit 19.2**, provide the report of this data, or **a detailed Summary of the Survey Results**. This information should include an outline of the latest study of student performance after graduation, providing as much detail as possible on which students you included in the survey, how the survey was done, what changes were made as a result, and how often such surveys are done.

Application Attachment Checklist

****ATTACH the following as a separate file and label attachment with the specific section it correlates.**

Section 1.2 - A list of all names used by any schools under the same ultimate ownership as yours, in U.S. and elsewhere, even if not subsidiaries of the same immediate parent.

Section 2.1 - Biographical Notes on Board Members, emphasizing experience and skills related to college oversight.

Section 2.1 - Corporate Bylaws.

Section 2.2a - Biographical Notes on Owners.

Section 2.2b - Policy Against Conflicts of Interest.

Section 3 - Organizational Chart for entire school.

Section 3.1 - Include a completed "Qualification Form" for each non-teaching staff (*see page 9*), for all officers and senior staff listed.

Section 3.1 - Employee Policies on Employment, Supervision, Compensation, Evaluation and Staff Development Plans for Administrators or provide a link to these resources if online access is open and available to ODA evaluators.

Section 4 - Include a completed "Qualification of Faculty" form (*see page 11*) for each teaching staff.

Section 4 - The Salary Schedule and the Contract of Letter of Appointment. Provide published policy on Employment, Supervision, Development, Evaluation, Promotion, Rank, Compensation and Tenure of Teachers, unless it is a large handbook. In that case, include as separate file or provide access to information.

Section 5 - Copies of all Scripts (if any) used by Recruiters when contacting and/or interviewing prospective students.

Section 6 - Sample Notification Letter to Student

Section 8 - Qualification Forms (*See page 9*), of any individuals providing Health, Counseling or Psychological Services, if not already given as administrators.

Section 8 - Complete policy of access (or challenge) to records on students or its location in the student handbook.

Section 9 – Most recent School Catalog

Section 9 - Samples of Recent Advertising Copy including TV and radio scripts as well as that in print.

Section 10 - A sample Transcript and a Diploma

Section 12 - Contract and map showing Location.

Section 14 – Audited Financial Statement, Same Day Audit Sheet and Same Day Balance Sheets (i.e., current fund activity and changes in balances of all funds) for most recent year. If the school is a subsidiary, reports from the parent corporation are also required.

Section 15 - Examples of any student contract, or other binding agreement that students must sign, such as an Enrollment Form, a Formal Binding Admissions Letter, etc.

Section 16 - Include as Exhibit 19.1 a Completion Report for the last 3 Cohorts (groups of students that began a degree program in the same term), omitting transfers students. Show how many students started the program together, how many returned each term, and how many graduated. (*If not a new program*)

Section 16 - Include as Exhibit 19.2, provide the report of this data, or a detailed Summary of the Survey Results. This information should include an outline of the latest study of student performance after graduation, providing as much detail as possible on which students were included in the survey, how the survey was done, and what changes were made as a result.