



Higher Education Coordinating Commission
Office of Academic Policy and Authorization
Office of Degree Authorization
3225 25th Street SE
Salem, OR 97302
www.oregon.gov/highered

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 application.

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 only electronic files.** These can be sent by e-mail, CD, or through OneDrive. Contact program staff for more information on submitting through OneDrive. Provide access 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 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 (see Specific Program Application Form).**
 - 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.*) in a single file. Each section of this document should be labeled clearly to correspond to the section of the application it concerns.
 - **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,** attach additional pages 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.

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

General File

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:

Name under which the school, or organization including the school, is now incorporated:

State and year of the current incorporation:

Regional institutional accreditation, if any (provide name of accreditor, degree level(s):

National institutional accreditation, if any (provide name of accreditor, degree level(s):

Contacts

Person responsible for Oregon activities:

Name:

Position title:

Telephone:

Email:

Person responsible for this application:

Name:

Position title:

Telephone:

Email:

Section 1.2 - Scope of Activities of School and Parent Organization

Primary location of school (*city, state, county*):

Total number of full-time and part-time students at primary location: FT PT

This application is to request authorization for the following degree(s) and certificate(s):

List all programs for students in Oregon by title of degree or certificate (e.g., Bachelor of Science in English)

For these and any other postsecondary programs with activities in Oregon, whether or not earning a degree is an option, 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:

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

2.1 Identity of Policymakers

What governing board is directly accountable for Oregon operations? Who is represented? How many members? How are they elected? 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.

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 attach a list of board members and administrators and explain any disclosure. 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.

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.
- 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. Behind this page, ATTACH BIOGRAPHICAL NOTES ON OWNERS.
- School is a business owned by shareholders trading stock publicly, outline the pattern of capitalization and the distribution of stock.

% of stock held (over 5%)	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.

2.2b - Interest in School *Not* Operated for Profit

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.

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.

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

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.

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:

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 address:

Telephone number:

Chief academic officer in Oregon (responsible for faculty and instruction):

Name:

Position title:

Email address:

Telephone number:

Chief business officer in Oregon (responsible for accounting and financial services)

Name:

Position title:

Email address:

Telephone number:

ATTACH ORGANIZATIONAL CHART for entire school.

Include a completed "QUALIFICATION FORM (**SEE PAGE 8**) for primarily non-teaching staff" for ALL OFFICERS LISTED above. If any officers named are not qualified as ordinarily required per OAR 583-30-035(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.

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 (SEE PAGE 8) for primarily non-teaching staff” 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 583-030-035(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:

Qualifications of Senior Staff who are primarily Non-Teaching	
Name:	Year hired:
Position Title:	Full-time Part-time _____ # Hours
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 (e.g. BS, PhD)	Year	Major	Institution (use exact name)	Location (city/State (show country if not U.S.))

RELEVANT POST-SECONDARY TEACHING or ADMINISTRATION EXPERIENCE:
List any post-secondary level teaching or administration experience before hire at applicant school. Provide complete information as indicated.

Post-secondary Institution	Years there (e.g. 1992-1995)	Field (e.g. History, Art) or Position

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, CNA, etc.)*

COMPENSATORY PROFESSIONAL FIELD EXPERIENCE FOR SENIOR STAFF:

If this individual is not qualified by degree, as required by OAR 583-30-035(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.

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:

Briefly describe the school's faculty development policy and program, showing how it affects both teaching skills and special knowledge.

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.

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.)

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 or 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.

5. Recruitment

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

- (1) the training provided to the agents to make sure that they know enough about the school that they have accurate information to impart and
- (2) the monitoring of agents to make sure the information they provide is accurate and realistic.

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

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

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

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?

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" RATES 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.

6. Admission Criteria, Practices, and Statistics

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

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

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

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

Beyond transfer credit, list any requirements for advanced standing.

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

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.

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

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

7. Guidance: Orientation, Academic Advising, Career Planning

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

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

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

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?

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?

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

Identify the qualified student affairs officer at each Oregon campus, or basis of waiver request.

Officer not required: school includes only graduate programs

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.

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

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

ATTACH QUALIFICATION FORMS (**SEE PAGE 8**) of any individuals providing HEALTH, COUNSELING or PSYCHOLOGICAL SERVICES, if not already given as administrators.

8 cont. Student Affairs: Housing, Fin. Aid, Placement, Access to Records

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.

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

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

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

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.

9. Information in School Publications, Advertisements, and Statements

What publications must student receive before making a commitment?

Where have you printed notices of state authorization? Accreditation?

Give page number in the current school catalog or draft where each listed topic begins:

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

ATTACH SAMPLES OF RECENT ADVERTISING COPY including TV and radio scripts as well as that in print.

General file

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.

11. Records Affecting Students

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?

Who receives students' term grade reports? What is participation of academic advisor?

How long do you keep teacher grade reports?

Who maintains record of individual academic progress and standing?

Where and how is student financial data kept? When is a transaction posted? Is financial aid separate?

Who keeps any conduct and discipline record? What teachers may see them without student permission? Who else?

Where are transcripts for current students kept? Where is duplicate information stored off-site? In what form? Explain physical protections.

12. Library Resources Provided by School

IF SCHOOL OWNS A LIBRARY AVAILABLE TO OREGON STUDENTS, USE THIS PAGE. (If the school has contracted with another library, see next page and include copy of actual contract.

School provides library resources only by contract. This page is not applicable.

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

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

Provide professional guidelines used for acquiring library material.

Describe the catalog system.

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

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.

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

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

12. cont - Use of Library Resources Belonging to Other Organizations

USE THIS PAGE ONLY IF SCHOOL DOES NOT OWN A LIBRARY AVAILABLE FOR USE BY STUDENTS IN OREGON. 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.

The school provides its own primary library, and there are no interlibrary services except standard interlibrary loan services, etc. This page is not applicable.

Identify organization, library location.

Name of qualified director or explain waiver request.

What are the annual payments you make for library service?

Describe interlibrary services available to students through this library, including online services.

Seating capacity of contracted library, and periods open for use

What evidence can you provide that your students use this library?

ATTACH CONTRACT AND MAP SHOWING LOCATION.

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								

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.

Describe grounds: characteristics, area, student uses.

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

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

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

14. Finance: Solvency and Accounting Practices

ATTACH AUDITED BALANCE SHEET AND OPERATING STATEMENTS (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, explain justification.

NOTE: A small school may request permission to submit an audited balance sheet with reviewed operating statements. A school that has not operated must submit a balance sheet, 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.

15. Fees and Refunds for Students Pursuing This Degree

State the rate for tuition per credit hour, and 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.)

Tuition rate per credit hour: Date this tuition rate became effective:

Frequency of tuition increases over past five years (*provide dates*):

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?

List any other services that enrolled students are required to purchase (e.g., food, housing, activity pass)?

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).

If students sign service contracts for specified periods, what is the minimum obligation?

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.)

List and explain all testing, application, or other special fees that will not be refunded, regardless of admission.

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, a FORMAL BINDING ADMISSION LETTER, etc.

16. Evaluation of Educational Effectiveness

Outline your decision structure for evaluating content of degree/certificate programs, and courses:

Outline your decision structure for evaluating methods of teaching and judging students:

If this is not a new program, ATTACH as EXHIBIT 16.1 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 this not a new program, comment on yearly attrition and reasons given for withdrawals. If enrollment has changed significantly, explain why.

ATTACH as EXHIBIT 16.2, 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.