





Overview of the Northwest Commission on Colleges and Universities Revised Eligibility Requirements

In January 2010 following the vote of the membership, the Northwest Commission on Colleges and Universities approved a new set of Standards for Accreditation and a new accreditation process. The

revised Standards for Accreditation and the seven-year accreditation cycle will be implemented for all accredited institutions in January 2011.

Following the formulation of the new standards and a new accreditation cycle, the Commission undertook a process of revising a new set of Eligibility Requirements (ERs). Eligibility Requirements articulate an expected level of performance or set of pre-conditions that must be met when evaluating

Proposed – Revised Eligibility Requirements
February 5, 2010

5. NONDISCRIMINATION

The institution is governed and administered with respect for the individual in a

nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission and core themes.

6. INSTITUTIONAL INTEGRITY

The institution establishes and adheres to ethical standards in all of its operations and relationships.

7. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and

integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or

11. EDUCATIONAL PROGRAM

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

12. GENERAL EDUCATION AND RELATED INSTRUCTION

The institution's bachelor and graduate degree programs require a planned program of major specialization or concentration. The institution's baccalaureate degree programs and (or) academic or transfer associate degree programs require a substantial and

coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or

16. ADMISSIONS

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

[REDACTED]

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program

costs; refund policies and procedures; opportunities and requirements for financial aid;

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

and the academic calendar.

18. FINANCIAL RESOURCES

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

22. STUDENT ACHIEVEMENT

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution assesses its student learning

assessment to validate student achievement of learning outcomes.

23. INSTITUTIONAL EFFECTIVENESS

The institution systematically applies clearly defined evaluation and planning