

**Compliance With Eligibility Requirements**

Institutions are required to demonstrate that they meet the Eligibility Requirements at various points in the process of seeking candidacy and initial accreditation with HLC. Institutions may also, in accordance with HLC policy, sometimes be required to write specifically to the Eligibility Requirements once accredited.

*Instructions*
Provide a detailed explanation, and required supporting evidence, demonstrating how the institution meets each of the Eligibility Requirements. If a particular item is not relevant to the institution, explain why the evidence is not applicable. If a particular item is relevant to more than one Eligibility Requirement, include cross-references to previous narrative or evidence. The institution may also cross-reference relevant information provided in the Institutional Data Form, if applicable.

The Compliance With Eligibility Requirements Form and supporting evidence should be provided as two separate PDF files. The PDF of the supporting evidence should be paginated, bookmarked and searchable with internal document links that allow for ease of movement across chapters, sections and subsections. Institutions seeking candidacy or initial accreditation should follow the general guidelines for submitting required materials that are detailed in the [Eligibility Process](https://download.hlcommission.org/seeking-accreditation/EligibilityCandidacy_PRC.pdf) and [Accelerated Process for Initial Accreditation](https://download.hlcommission.org/seeking-accreditation/AcceleratedInitialAccreditation_PRC.pdf) overview documents. (Peer reviewers will be able to access the Compliance With Eligibility Requirements documents through the Forms Tab. There is no need to provide a link to these documents in the narrative of the Assurance Argument.)

**Submission Instructions**Eligibility Filing:Submit this form and supporting evidence, along with the Institutional Data Form, at hlcommission.org/upload. Select “Eligibility” from the list of submission options to ensure that the materials are sent to the correct staff member.

Comprehensive Evaluation, Biennial Evaluation or Preliminary Peer Review:Upload the form and supporting evidence to the Forms tab of the Assurance System.

1. Jurisdiction of HLC

The institution falls within HLC’s jurisdiction as defined in HLC’s Bylaws (Article III). HLC extends accreditation and candidacy for accreditation to higher education institutions that (1) are incorporated in or operating under federal authority within, the United States, and (2) have substantial presence, as defined in HLC policy, within the United States.

### Evaluative Narrative

1. Identify the institution’s state of incorporation and any jurisdiction in which the institution is registered to do business. If the institution is seeking system accreditation, identify the jurisdictions in which all components of the system are incorporated and/or registered to do business.
2. Identify the corporate status of the institution as private not-for-profit, public, tribally controlled, or privately owned or publicly traded for-profit.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. [Substantial Presence Worksheet](https://download.hlcommission.org/seeking-accreditation/SubstantialPresence_FRM.docx).
2. Articles of Incorporation from the state(s) of incorporation.
3. Evidence of registration to do business in any jurisdiction where the institution is registered.
4. Documentation supporting that the institution meets HLC’s jurisdictional requirements, including the substantial presence requirement. Such documentation may include bank statements, tax records, leases or mortgages, bills, letterhead or other documents that establish where certain activities of the institution are taking place.

2. Legal Status

The institution is appropriately authorized in each of the states, sovereign nations, or jurisdictions in which it operates to award degrees, offer educational programs, or conduct activities as an institution of higher education. At least one of these must be in HLC’s jurisdiction.

### Evaluative Narrative

1. Describe the activities conducted at all locations where the institution conducts educational activities (as identified on the substantial presence form), including a description of the institution’s distance education and other related activities.
2. For each jurisdiction in which the institution has sufficient presence to require authorization, identify the entity or statutory provision that grants the institution legal authority to award degrees, offer programs, or operate as an institution of higher education in each location or by distance education.
3. Explain the process the institution uses to assure that each location, program, or activity is operating in accordance with applicable requirements regarding corporations and higher education activities in each of the jurisdictions in which it operates.
4. Identify and explain any previous, pending or final actions to limit, suspend or terminate legal status, degree awards, or program or other authority from the past five years.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Documents from each applicable authorizing entity indicating that the institution is authorized to operate and to offer programs and grant its credit-bearing certificates, diplomas and degrees at each location. Include documentation of authorization for distance education in the state where the institution has its main campus or, for institutions that have no on-ground campus or other locations, its principal business office, as well as from other states where the institution is required by state law or regulations to be authorized.
2. Documentation regarding the process the institution uses to assure that each location, program, or activity is operating in accordance with applicable requirements regarding corporations and higher education activities in each of the jurisdictions in which it operates.
3. If any jurisdiction has limited, suspended or terminated the institution’s legal status, degree-granting authority, programs or other authority within the past five years, or if such action is or has been pending against the institution within the past five years, a copy of any analyses outlining the findings or actions relevant to the action or pending action, and a recent (no older than 90 days before the submission of the Eligibility Filing) letter from the appropriate entity providing information regarding the institution’s current status with that entity.

3. Governing Board

The institution has an independent governing board that possesses and exercises the necessary legal power to establish and review the basic policies that govern the institution.

### Evaluative Narrative

1. Describe the governing board’s authority and independence to exercise the necessary legal power to establish and review the basic policies that govern the institution.
2. Identify the sections of the bylaws and any other legal documents that provide the board authority and provide sufficient autonomy to:
3. Exercise fiduciary duty.
4. Establish and review basic policies, including those that address conflict of interest among the board and administration.
5. Ensure the financial integrity of the institution by approving the operating budget and the external financial audit.
6. Hire, evaluate and dismiss the chief executive officer.
7. Meet regularly.
8. Assure access to information necessary for the board to make sound judgments.
9. If applicable, describe any related entities and the relationship between the related entity and the institution.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Documents that explain the governance structure of the board and enumerate the board’s powers and responsibilities (for example, Articles of incorporation, charter, bylaws or any other legal documents).
2. List of the institution’s board members and their terms of office. The list should include brief biographical information for each board member. The list should identify any board member whose involvement with the institution includes employment, ownership, familial or contractual relationships, or who is also involved in the board of a related entity.
3. If applicable, (1) and (2) for any related entities.
4. Organizational chart showing the board’s relationship to the administrative structures of the institution and, if applicable, the board’s relationship to the board(s) of any related entities.
5. Documentation demonstrating that the board fulfills its enumerated responsibilities (e.g., minutes of board meetings and policy statements), including minutes for at least the last three meetings of the institution’s board.

4. Stability

The institution demonstrates a history of stable operations and consistent control during the two years preceding the submission of the Eligibility Filing or the application for initial accreditation through the accelerated process.

### Evaluative Narrative

1. Provide information on the institution’s corporate form and ownership during the past two years, identifying whether the institution has undertaken any actions that would qualify as a [change of control, structure or organization](https://www.hlcommission.org/Accreditation/substantive-change-control-structure-or-organization.html). Identify any anticipated changes of this nature.
2. Provide information on the institution’s operations during the past two years regarding any growth, decline or other changes in enrollment, academic programs, locations and modalities of delivery. Identify any anticipated changes in these areas.
3. Provide any changes in mission during the past two years and identify any anticipated changes in mission.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. If applicable, legal documents regarding any actions identified.
2. If applicable, list of all owners, investors and officers in the previous two years and their ownership interest.

5. Mission Statement

The institution has a statement of mission approved by its governing board and appropriate for a degree-granting institution of higher education. The mission defines the nature and purpose of the higher learning provided by the institution and the students for whom it is intended.

### Evaluative Narrative

1. Articulate the mission of the institution, including a description of any mission statements, vision statements, values statements, goals statements and statements of institutional priorities.
2. Explain how the mission and related statements address:
3. The nature of the higher learning provided by the institution.
4. The purposes of that learning.
5. The students for whom that learning is intended.
6. The constituencies served by the institution.
7. The institution’s contributions in the context of the broader higher learning community.
8. The institution’s commitment to preparing students for their professional and civic lives.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. The institution’s mission and related statements.
2. Minutes of the governing board’s meeting(s) in which the statements of mission were formally adopted.

6. Educational Programs

The institution has educational programs that are appropriate for an institution of higher education. HLC may decline to evaluate an institution for status with HLC if the institution’s mission or educational programs fall outside areas in which HLC has demonstrated expertise or lacks appropriate standards for meaningful review.

In appropriate proportion, the institution’s programs are degree-granting and involve coursework provided by the institution, establishing the institution’s commitment to degree-granting higher education.

The institution has clearly articulated learning goals for its academic programs and has strategies for assessment in place.

The institution:

1. maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor’s degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any exceptions are explained and justified.
2. has a program of general education that is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts common knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. The institution clearly and publicly articulates the purposes, content and intended learning outcomes of its general education program.
3. conforms to commonly accepted minimum program length: 60 semester credits for associate’s degrees, 120 semester credits for bachelor’s degrees, and 30 semester credits beyond the bachelor’s for master’s degrees. Any exception to these minima must be explained and justified.
4. meets the federal requirements for credit ascription described in HLC’s Federal Compliance Program.

### Evaluative Narrative

1. Summarize the institution’s academic programs, including length, credit/contact hours, content and degree requirements.
2. Provide the learning outcomes for each program, indicating how the learning outcomes are appropriate and sufficiently rigorous. Explain how the learning outcomes ensure that graduates are prepared for their professional and civic lives and how the institution assesses whether students are meeting those learning outcomes.
3. Explain how the institution’s academic programs are generally recognized as appropriate for higher education, including how they relate to fields of study currently offered in U.S. higher education, whether such fields are generally studied at other accredited institutions of higher education, and whether such fields are accepted or recognized by employers, state governments, licensing entities, etc. Include information about how the institution focuses its attention on degree programs even if it offers credit-bearing certificate or diploma programs. Special purpose institutions or those with programs in emerging/developing fields must make clear how their programs relate to existing programs currently offered at accredited institutions of higher education.
4. Articulate how the institution’s undergraduate programs integrate general education appropriate in length and content as well as appropriate to the institution’s mission including the purpose, philosophy, framework and required learning outcomes. If the institution offers only graduate programs, explain how the institution ensures that its students have completed appropriate general education as undergraduates.
5. Explain the institution’s policies and processes, as applicable, for acceptance of transfer credit and recognition of prior learning; include the percentage of credits students may apply through these processes to any degree or credit-bearing certificate awarded by the institution.
6. If the institution outsources any portion of any of its academic programs to another entity, provide information about that entity, including whether the entity is accredited by an accreditor recognized by the U.S. Department of Education, the entity’s responsibilities regarding the academic program (e.g., delivering courses, selecting faculty, developing content, recruiting, etc.), and how the institution assures the quality of the services provided by the other entity.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Catalog or other official documents that outline the institution’s academic program requirements, course descriptions and learning outcomes.
2. Documents outlining the institution’s processes regarding the assessment of student learning (e.g., advisory committee minutes, program documents, summary of assessment results, etc.).
3. Documents demonstrating that the institution’s educational programs are in fields that are found among the degree offerings of other accredited institutions of higher education and are widely accepted by employers, state governments, etc.
4. Documents demonstrating how the institution integrates general education into undergraduate degree programs and/or ensures that its students have completed appropriate general education as undergraduates.
5. Policies on transfer and recognition of prior learning.
6. Contracts and other documents regarding the outsourcing of any academic programs, as described above.

7. Information to the Public

The institution makes public its statements of mission, vision, and values; full descriptions of its program requirements; its requirements for admission both to the institution and to particular programs or majors; its policies on acceptance of transfer credit, including how credit is applied to degree requirements; clear and accurate information on all student costs, including tuition, fees, training and incidentals, and its policy on refunds; its policies regarding good standing, probation, and dismissal; all residency requirements; and grievance and complaint procedures.

The institution portrays clearly and accurately to the public its accreditation status with institutional, specialized, and professional accreditation agencies as well as with the Higher Learning Commission, including a clear distinction between Candidate or Accredited status and an intention to seek status.

### Evaluative Narrative

1. Describe the institution’s procedures to ensure that the following information is available to current and prospective students:
	1. Statements of mission, vision, and values.
	2. Full descriptions of its program requirements.
	3. Requirements for admission both to the institution and to particular programs or majors.
	4. Policies on acceptance of transfer credit including how credit is applied to degree requirements.
	5. Clear and accurate information on all student costs, including tuition, fees, training and incidentals.
	6. Policies regarding refunds.
	7. Policies regarding good standing, probation, and dismissal.
	8. All residency requirements.
	9. Grievance and complaint procedures.
	10. Accreditation status with institutional, specialized, and professional accreditation agencies as well as with the Higher Learning Commission, including a clear distinction between candidate or accredited status and an intention to seek accreditation.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Catalog, student handbook and other relevant materials that communicate the required information.
2. Policies and procedures regarding how the institution makes the required information available in a timely, clear, accurate, and complete manner.

8. Financial Capacity

The institution has the financial base to support its operations and sustain them in the future. It demonstrates a record of responsible fiscal management, including appropriate debt levels.

The institution:

1. has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years; and
2. undergoes external financial audit by a certified public accountant or a public audit agency. For private institutions the audit is annual; for public institutions it is at least every two years. (Institutions under federal control are exempted provided that they have other reliable information to document the institution’s fiscal resources and management.)

### Evaluative Narrative

1. Summarize the institution’s current financial situation, including its income and expenses, short-term and long-term debt, and cash flow during the past three years. Describe the institution’s anticipated financial health in the near future.
2. Summarize the board’s policies on fiscal oversight, including the use of reserves and endowment, and practices for reviewing and approving the budget and audit.
3. Describe how the institution ensures the use of sound accounting and management practices.
4. Explain the institution’s budgeting process. Describe the institution’s recent history (three years) of budgeting. Compare budgeted income and expenses against actual income and expenses for three years (the last fiscal year, the current fiscal year, and projections for the next fiscal year).
5. If applicable, document and explain the resolution of any operating losses in the last three years.
6. Identify the institution’s expenditures directly related to the delivery and support of its educational programs.
7. Describe the institution’s audit practices and audit history (two audit cycles).

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Board policies on fiscal oversight, including the use of reserves and endowment, and practices for reviewing and approving the budget and audit.
2. Policies regarding fiscal management, including the use of sound accounting and management practices.
3. Policies regarding the budgeting process.
4. Three years of comparative budgets. Include relevant notes about basic assumptions underlying the budgets.
5. Cash-flow analyses for the past two years.
6. The institution’s primary reserve ratio, calculated as (expendable net assets/total expenses).
7. Two most recent financial audits for the institution. If the institution is part of a larger corporate entity with a consolidated audit, provide sufficiently particularized information about the institution from the audit that separately evaluates the institution’s income, expenses, assets, liabilities, and allocation of financial support for its major expenditures (for example, a separate schedule for the institution).

9. Administration

The institution has a Chief Executive Officer appointed by its governing board.

The institution has governance and administrative structures that enable it to carry out its operations.

### Evaluative Narrative

1. Identify the sections of the bylaws and any other legal documents that outline:
2. The duties and responsibilities of the chief executive officer.
3. The chief executive officer’s authority to implement board policies and administer the daily activities of the institution.
4. The accountability of the chief executive officer to the board regarding effective administration of the institution.
5. Explain the institution’s administrative structure. Outline the processes by which the administration works with the board and faculty governance structures to make decisions for the institution.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Job description for the chief executive officer and senior administrators, including at least the chief academic officer (provost) and chief financial officer.
2. Name and title of the chief executive officer and other senior administrators, including at least the chief academic officer (provost) and chief financial officer, and brief biographical information for each one.
3. Minutes of the board meeting at which the chief executive officer was appointed and the effective date and term of the appointment.
4. Organizational chart depicting the institution’s administrative structure.

10. Faculty and Other Academic Personnel

The institution employs faculty and other academic personnel appropriately qualified and sufficient in number to support its academic programs.

### Evaluative Narrative

1. Explain how the faculty is of sufficient size and capability to create, support and maintain learning environments for appropriately rigorous higher learning, regardless of modality or location of delivery. If the institution does not have a core of full-time faculty, provide an explanation as to how an alternate arrangement achieves this requirement.
2. Explain the institution’s faculty governance structure, including describing any faculty governance bodies.
3. Describe the structures and processes through which faculty and academic personnel exercise appropriate oversight over all of the institution’s educational offerings, regardless of the modality or location of delivery. Explain how faculty discharge their academic responsibilities, including setting and reviewing curriculum, teaching, developing assessment strategies and programs, conducting academic program review, and reviewing assessment results.
4. Describe the process for hiring and reviewing faculty and academic personnel, including the process for establishing job descriptions and required qualifications for faculty and other academic positions, and for reviewing performance (including tenure and promotion). Include a description of the process for evaluating the qualifications of candidates for the positions in which they aspire to teach, including when qualifications are determined through academic credentials, tested experience or a combination. Identify by position the individuals involved in those processes.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Sample of job descriptions for the variety of faculty and academic position types at the institution (e.g., academic administrators and academic support services).
2. List of all full-time, part-time and adjunct academic personnel. Include departmental assignments, courses taught, and level of instruction for each individual. List the academic credentials and/or tested experience that qualifies each for their responsibilities. Identify all earned degrees, fields of study, and the institutions that issued them. Documentation of tested experience as a basis for determining individual faculty qualifications must include the institution’s policies and procedures for determining the sufficiency of such tested experience.
3. Documentation regarding the faculty-student ratio by program or department.
4. Documents that outline faculty governance structures, including documents that explain the role of academic personnel in academic oversight.
5. Sample of minutes of meetings of the faculty governance structures through which oversight is exercised.

11. Learning Resources

The institution owns or has secured access to the learning resources and support services necessary to support the learning expected of its students (research laboratories, libraries, performance spaces, clinical practice sites, museum collections, etc.).

### Evaluative Narrative

1. Describe the learning resources that the institution makes available to its students and how those learning resources support the curriculum and mission of the institution. These learning resources include but are not limited to, applicable digital/electronic information resources, laboratories, libraries, performance spaces, clinical practice sites, museum collections, etc.
2. Identify the learning resources specific to individual degree programs, if applicable.
3. Describe how the institution assures access to learning resources for all students, regardless of modality or location of delivery.
4. If a contractual partner provides learning resources, explain how the institution assures the quality of those learning resources.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Inventory of learning resources for students, including program-specific learning resources.
2. Documents that explain to students the learning resources available to them (e.g., student handbooks, catalog, orientation materials), regardless of modality or location of delivery.
3. Contracts or agreements for outsourced learning resources.

12. Student Support Services

The institution makes available to its students support services appropriate for its mission, such as advising, academic records, financial aid, and placement.

### Evaluative Narrative

1. Describe the student support services that the institution makes available to its students and how these resources support the curriculum and mission of the institution. These student support services include but are not limited to advising, academic records services, financial aid, placement, and health/wellness/counseling services, as applicable.
2. Describe the student support services specific to individual degree programs, if applicable.
3. Describe how the institution assures access to student support services for all students, regardless of modality or location of delivery.
4. If a contractual partner provides student support services, explain how the institution assures the quality of those student support services.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Inventory of student support services, including program-specific student support services.
2. Documents that explain to students the student support services available to them (e.g., student handbooks, catalog, orientation materials), regardless of modality or location of delivery.
3. Contracts or agreements for outsourced student support services.

13. Planning

The institution demonstrates that it engages in planning with regard to its current and future business and academic operations.

### Evaluative Narrative

1. Explain the institution’s structures, processes, and schedules for short-term and long-term planning. Include information about strategic planning as well as planning related to business and academic operations.
2. Explain how the institution’s planning and goal-setting link to the institution’s mission.
3. Describe the institution’s record of planning and accomplishment of goals identified in planning.
4. Explain how the institution utilizes data derived from assessment of student learning and related processes to inform planning.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Current approved plans (for example, current strategic plan).
2. Documentation identifying and guiding the work of groups tasked with planning various aspects of the institution’s business and academic operations.
3. Documentation outlining the planning process, including the link between planning and mission, and between planning and assessment.
4. Documentation describing how the institution tracks and reports on the accomplishment of its goals.
5. Documentation demonstrating that planning is a regular, ongoing activity (e.g., minutes of planning meetings).

14. Policies and Procedures

The institution has appropriate policies and procedures for its students, administrators, faculty, and staff.

### Evaluative Narrative

1. Provide an overview of the institution’s policies and procedures as they apply to its students, administrators, faculty and staff.  This should include at a minimum: admissions policies, academic policies, student financial policies, student conduct policies, employment policies, faculty policies (research, promotion and tenure), policies on conflict of interest, policies on discrimination and harassment, and grievance/complaint policies. Include information about whether (and if so, how) these policies differ for specific programs or groups of students or employees.
2. Explain the processes by which the institution creates, implements, reviews, and maintains policies. Identify by position those individuals who are involved in each aspect of the process.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Catalog, student handbook, employee handbook, faculty handbook, and other relevant materials that include the required policies.
2. Documents regarding policies and procedures for policy creation, implementation, review and maintenance.

15. Current Activity

The institution has students enrolled in its degree programs. (To be granted initial accreditation, an institution must have graduated students from at least one degree program.)

### Evaluative Narrative

1. Provide information regarding timelines for anticipated enrollment for programs that do not currently enroll students.
2. Provide information regarding timelines for anticipated graduations for programs that have not yet awarded degrees.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. A sample of the degree (diploma) the institution awards (or will award) its graduates.
2. Samples of actual student transcripts, including samples that include documenting the award of a degree (if the institution has awarded degrees). (Please note HLC's [guidelines regarding personally identifiable information (PII)](https://www.hlcommission.org/Publications/personally-identifiable-information-guidelines.html) regarding this item.)

16. Integrity of Business and Academic Operations

The institution has no record of inappropriate, unethical, and untruthful dealings with its students, with the business community, or with agencies of government. The institution complies with all legal requirements (in addition to authorization of academic programs) wherever it does business.

### Evaluative Narrative

1. Summarize the institution’s processes for ensuring that it remains in compliance with all applicable legal and regulatory requirements.
2. Identify and describe any investigations in the last 10 years conducted by an authorizing entity, the US Department of Education, or other regulatory bodies related to the institution’s academic programs, financial aid, recruiting or admissions, business operations, or other actions. Include information about the current status or outcome of the investigation.
3. Identify and describe any lawsuits in the last 10 years related to the institution’s academic programs, financial aid, recruiting or admissions, business operations, or other actions. Include information about the current status or outcome of the lawsuit (including any settlements or judgments, with amount).

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Policies and procedures that ensure the institution complies with all legal and regulatory requirements.
2. Documentation regarding the allegations and current status or outcome of all investigations and lawsuits. Include docket information for any applicable lawsuits.

17. Consistency of Description Among Agencies

The institution describes itself consistently to all accrediting and governmental agencies with regard to its mission, programs, governance, and finances.

### Evaluative Narrative

1. Explain the descriptions of institutional structure and operations the institution has provided to other accreditors, to entities that have authorized the institution, and to the U.S. Department of Education, if the institution is receiving Title IV or has filed an application for Title IV eligibility.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Scope/verification of accreditation status documentation provided to the institution by any other accreditor that has granted the institution accreditation or any pre-accreditation status and scope/verification of authorization provided by authorizing entities and, if applicable, the U.S. Department of Education.
2. If applicable, descriptive information provided by the institution in its application to the U.S. Department of Education.

18. Accreditation Record

The institution has not had its accreditation revoked and has not voluntarily withdrawn under a show-cause order or been under a sanction with another accrediting agency recognized by CHEA or USDE within the five years preceding the initiation of the Eligibility Process.

### Evaluative Narrative

1. Describe the institution’s current and previous accreditation relationships within the past five years, including applications for status with any accreditor including specialized accrediting agencies for educational programs. Indicate whether any accreditor has revoked or withdrawn accreditation or placed the institution on sanction or show-cause within the past five years. Also indicate whether the institution has withdrawn or resigned from status with another accreditor or withdrawn an application for status within the past five years and the circumstances of that withdrawal. Describe the accrediting actions or proposed accrediting action of each accreditor and the reasons for the action as identified by the accreditor.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Action letters and letters of resignation related to the institution’s current and previous accreditation relationships within the past five years, as described above.
2. If applicable, any documentation regarding any special relationships or restrictions with state or federal financial aid programs.

19. Good Faith and Planning to Achieve Accreditation

The board has authorized the institution to seek membership with HLC and indicated its intention, if a member of HLC, to accept the Obligations of Membership.

The institution has a realistic plan for achieving accreditation with HLC within the period of time set by HLC policy.

1. If the institution offers programs that require specialized accreditation or recognition in order for its students to be certified or sit for licensing examinations, it either has the appropriate accreditation or discloses publicly and clearly the consequences of the lack thereof. The institution always makes clear to students the distinction between institutional and specialized or program accreditation and the relationships between licensure and the various types of accreditation.
2. If the institution is predominantly or solely a single-purpose institution in fields that require licensure for practice, it demonstrates that it is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.

### Evaluative Narrative

1. Explain how the institution’s planning process has addressed the need for the institution to meet HLC’s Criteria for Accreditation during the process of seeking accreditation with HLC.
2. If applicable, identify the institution’s status with any appropriate recognized specialized or professional accreditor or explain institutional efforts to achieve such status while the institution is seeking accreditation with HLC. A single-purpose institution must demonstrate that it is accredited by, or actively seeking accreditation with, the specialized accreditor most closely aligned with the institution’s single-purpose programs and that the accreditor is recognized by the U.S. Department of Education or CHEA.
3. If the institution offers programs that require specialized accreditation or recognition in order for its students to be certified or sit for licensing examinations, describe how this is explained to current and prospective students, including how the institution explains to students the distinction between institutional and specialized or program accreditation and the relationships between licensure and the various types of accreditation. If the institution lacks specialized or professional accreditation necessary for licensure in specific states, explain how students are informed about the requirements in those states.

### Required Evidence

Include the following documentation in the institution’s supporting evidence. In the space below, list the specific materials provided as evidence for this Eligibility Requirement.

1. Copy of the board minutes authorizing the institution to seek accreditation with HLC.
2. Any written plans incorporating plans for achieving accreditation with HLC.
3. If applicable, documentation of the institution’s status with, or application for status with, the specialized accreditor or accreditors most closely aligned with the discipline of the programs offered by institution.
4. If applicable, disclosures to students explaining consequences of specific programs lacking specialized or professional accreditation.