



National Council
for State Authorization
Reciprocity Agreements

*A voluntary, regional approach
to state oversight of distance education*

Institution Name: _____

Indicate Regional Compact:

- Midwestern Higher Education Compact
- New England Board of Higher Education
- Southern Regional Education Board
- Western Interstate Commission for Higher Education

APPLICATION AND APPROVAL FORM FOR INSTITUTIONAL PARTICIPATION IN SARA

An institution applying to operate under the State Authorization Reciprocity Agreement (SARA) must submit this form to its home state's SARA portal entity.

The chief executive officer (CEO) or chief academic officer (CAO) of the institution completes and submits the application including any state-specific fees and committing to any special requirements permitted by SARA to the state portal entity.

When the state portal checks “yes” on this form, the state affirms that the applicant institution has followed proper procedures and provided necessary documents to operate under SARA, but this affirmation does not necessarily represent state evaluation of the institution's ability to perform under SARA policies.

An institution seeking approval to operate under the terms and standards of SARA must meet the following requirements:

**INSTITUTION Applicant
to complete this column**

**STATE Entity to
complete this column**

CEO or CAO

Institution meets
the requirement

Initial here

Yes No

.....

1. The principal campus or central administrative unit domiciled in a state that has joined the State Authorization Reciprocity Agreement (SARA) initiative and be authorized to operate in that state. * Only distance education content originating in the United States or a U.S. territory is eligible to be offered under SARA.** (Attach documentation)

.....

2. Be a U.S. degree-granting institution that is accredited by an accrediting body recognized by the U.S. Secretary of Education. (Attach documentation)

.....

3. For non-public institutions, have a financial responsibility index score from the U.S. Department of Education that is 1.5 or above, or, if its score is between 1.0 and 1.49, successfully demonstrate to its home state’s portal entity that it is nevertheless sufficiently financially stable to justify participation in SARA. (Attach documentation) Public institutions are presumed to be sufficiently financially stable for SARA purposes. Public institutions leave this blank.

Institutional Application for SARA

Institution Name: _____

Institution Applicant to
initial this column

STATE Entity to
complete this column

CEO or CAO initial here

Yes No

- 4. Agree to abide by the *Interregional Guidelines for the Evaluation of Distance Education* adopted by the Council of Regional Accrediting Commissions. (See Appendix)
- 5. Agree to be responsible for the actions of any third-party providers used by the institution to engage in operations under SARA.
- 6. Agree to notify its home state’s portal entity of any negative changes to its accreditation status.
- 7. Agree to provide data necessary to monitor SARA activities, including annual reporting of distance education enrollments by state, in accordance with the *NC-SARA Data Sharing Agreement*.
- 8. Agree to work with its home state’s portal entity to resolve any complaints arising from its students in SARA states, and to abide by decisions of that entity.***
- 9. Apply to its home state’s portal entity over the signature of the institution’s CEO or chief academic officer.
- 10. Agree to notify in writing all students in a course or program that customarily leads to professional licensure, or which a student could reasonably believe leads to such licensure, whether or not the course or program meets requirements for licensure in the state where the student resides. If an institution cannot determine through its contact with relevant licensing entities whether the course or program meets licensure requirements in the student’s state of residence, the institution may meet this SARA requirement by informing the student in writing and providing the student the contact information for the appropriate state licensing board(s). An e-mail dedicated solely to this purpose and sent to the student’s best known e-mail address meets this requirement. The institution should use other means to notify the student if needed.
- 11. Agree, in cases where the institution cannot fully deliver the instruction for which a student has contracted, to provide a reasonable alternative for delivering the instruction or reasonable financial compensation for the education he or she did not receive.
- 12. Agree to pay to the state any state fees for SARA participation required by the home state for administering SARA.
- 13. Agree to pay its annual SARA participation fee to the National Council for SARA (NC-SARA). This single annual fee replaces any fees that the institution would ordinarily pay to other SARA member states.
- 14. Agree to abide by conditions of provisional approval, if necessary.

*SARA considers the home campus to be where an institution has its legal domicile. Any disputes about which state is the home state will be resolved for SARA purposes by the affected regional compacts or the National Council (NC-SARA), as needed.

**The fact that a foreign institution is owned by a U.S. entity does not qualify distance education originating from the non-U.S. institution to be offered under SARA. Only distance education offerings under the oversight of the U.S. state or territory can be offered through SARA.

***Complaints must follow the institution’s customary resolution procedure prior to being referred to the state under SARA procedures. Grade appeals and student conduct appeals are not allowed under SARA.

Institutional Application for SARA

Institutional Designation and Affirmation

I, the undersigned representative of (institution name) _____
having the authority to commit the institution to operate under the SARA interstate agreement,
hereby certify that this institution meets all of the standards and requirements stated herein required
for operation under the SARA agreement.

Mailing address of institution:

Institution OPEID number:

Institutional Accrediting Organization:

Institution FTE (latest IPEDS):

Name of principal SARA contact:

Email of principal SARA contact:

Phone number of principal SARA contact:

Name of secondary SARA contact:

Email of secondary SARA contact:

Phone number of secondary SARA contact:

Link to complaint system

Typed name of institutional signatory officer:

Signature:

Date signed:

Title of signatory institutional officer:

Interregional Guidelines for the Evaluation of Distance Education 2011

Council of Regional Accrediting Commissions (C-RAC)

1. Online learning is appropriate to the institution's mission and purposes.

*Analysis/Evidence:*****

- The mission statement explains the role of online learning within the range of the institution's programs and services;
- Institutional and program statements of vision and values inform how the online learning environment is created and supported;
- As appropriate, the institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution;
- The recruitment and admissions programs supporting the online learning courses and programs appropriately target the student populations to be served;
- The students enrolled in the institution's online learning courses and programs fit the admissions requirements for the students the institution intends to serve;
- Senior administrators and staff can articulate how online learning is consonant with the institution's mission and goals.

2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

Analysis/Evidence:

- Development and ownership of plans for online learning extend beyond the administrators directly responsible for it and the programs directly using it;
- Planning documents are explicit about any goals to increase numbers of programs provided through online learning courses and programs and/or numbers of students to be enrolled in them;
- Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings;
- Plans for expanding online learning demonstrate the institution's capacity to assure an appropriate level of quality;
- The institution and its online learning programs have a track record of conducting needs analysis and of supporting programs.

*****These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements.*

3. Online learning is incorporated into the institution's systems of governance and academic oversight.

Analysis/Evidence:

- The institution's faculty have a designated role in the design and implementation of its online learning offerings;
- The institution ensures the rigor of the offerings and the quality of the instruction;
- Approval of online courses and programs follows standard processes used in the college or university;
- Online learning courses and programs are evaluated on a periodic basis;
- Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.

4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Analysis/Evidence:

- The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings;
- Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions;
- The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions;
- Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees;
- The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students;
- Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly;
- Course design and delivery supports student-student and faculty-student interaction;
- Curriculum design and the course management system enable active faculty contribution to the learning environment;
- Course and program structures provide schedule and support known to be effective in helping online learning students persist and succeed.

5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Analysis/Evidence:

- Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods;
- Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements;
- Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning;
- The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement;
- The institution demonstrates the appropriate use of technology to support its assessment strategies;

- The institution documents its successes in implementing changes informed by its programs of assessment and evaluation;
- The institution provides examples of student work and student interactions among themselves and with faculty;
- The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement.

6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.

Analysis/Evidence:

- Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover;
- The institution's training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution;
- Faculty are proficient and effectively supported in using the course management system;
- The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery;
- Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution;
- Students express satisfaction with the quality of the instruction provided by online learning faculty members.

7. The institution provides effective student and academic services to support students enrolled in online learning offerings.

Analysis/Evidence:

- The institution's admissions program for online learning provides good web-based information to students about the nature of the online learning environment, and assists them in determining if they possess the skills important to success in online learning;
- The institution provides an online learning orientation program;
- The institution provides support services to students in formats appropriate to the delivery of the online learning program;
- Students in online learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling;
- Students in online learning programs have ready access to 24/7 tech support;
- Students using online learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems;
- Students using online learning demonstrate proficiency in the use of electronic forms of learning resources;
- Student complaint processes are clearly defined and can be used electronically;
- Publications and advertising for online learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty;
- Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication.

8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

Analysis/Evidence:

- The institution prepares a multi-year budget for online learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure;
- The institution provides evidence of a multi-year technology plan that addresses its goals for online learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its online offerings.

Analysis/Evidence:

- The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programs must demonstrate compliance with this requirement.);
- The institution's policies on academic integrity include explicit references to online learning;
- Issues of academic integrity are discussed during the orientation for online students;
- Training for faculty members engaged in online learning includes consideration of issues of academic integrity, including ways to reduce cheating.

GA-SARA State Supplemental Sheet

State Fees and Fee Schedule

Georgia has established the following annual fee structure for participating Georgia institutions which applies to all institutions. This schedule is:

<u>FTE Students</u>	<u>Fee</u>
Fewer than 2,500	\$1,000
2,500 – 9,999	\$1,500
10,000 or more	\$2,000

(Note: Check or money order issued to NPEC with memo notation for: GA-SARA)

Financial Responsibility Criteria for Ratings of 1.0-1.49:

Institutions which are not part of the University System (USG) or the Technical College System (TCSG) which report a financial responsibility index score of between 1.0 – 1.49 must provide a written justification which will successfully demonstrate to GA-SARA that the institution is nevertheless sufficiently financially stable to justify participation in SARA. Such institutions must also provide appropriate bonding as specified immediately below.

Institutions which are part of USG or TCSG and all other institutions which report a financial responsibility index score of 1.5 and above do not need to provide either justification or a bond for SARA purposes.

State Bonding Requirement of Private Institutions

Please also review Attachment H in the Memorandum of Understanding for additional information on the use of Surety Bonds and Bank Letters of Credit.

An institution which has a

- 1.0-1.49 index score and is subject to O.C.G.A. Section 20-3-250.3(a)(10) or (11) must provide a \$20,000 surety bond or letter of credit
- 1.0-1.49 index score and is subject to O.C.G.A. Section 20-3-25-.3(a)(14) need not provide a bond for SARA purposes
- 1.0-1.49 index score and is authorized by the Nonpublic Postsecondary Education Commission need not provide a bond for SARA purposes

Memorandum of Understanding

Institutions that are **not** part of the University System of Georgia or the Technical College System of Georgia must complete and submit the [Memorandum of Understanding](#) for participation in GA-SARA. (Institutions will complete pages 1-7 only but submit the entire application.)

State Portal Entity Affirmation

Institutional application: Approved
 Provisionally Approved (see attached)
 Returned for Additional Data or information
 Denied

Conditions related to Provisional Approval

Typed name of State Portal Entity

Typed name of State Portal Entity contact

Signature

Date signed

Title of State Portal Entity contact

State Portal Entity email and phone