



## APPENDIX E: AIHEC MEMBERSHIP APPLICATION AND SUPPORTING DOCUMENTATION REQUIREMENTS

### APPLICATION FOR MEMBERSHIP IN AIHEC

Please answer all questions in the membership application (see page 59) and attach documents as requested. An incomplete application will be returned for completion.

### REQUIRED SUPPORTING DOCUMENTATION

Applications must include supporting documentation for membership class selected: Regular, Associate, International, Organization, or Developing/Emerging. (See page 63.)





## APPLICATION FOR MEMBERSHIP IN AIHEC

Please answer all questions in this application and attach documents as requested. An incomplete application will be returned for completion. State “Not Applicable” if a particular question does not apply to your institution.

<b>THIS APPLICATION IS FOR CONSIDERATION IN THE FOLLOWING MEMBERSHIP CLASS:</b>		
<input type="checkbox"/> Regular	<input type="checkbox"/> Organization	
<input type="checkbox"/> Associate	<input type="checkbox"/> Developing/Emerging	
<input type="checkbox"/> International		
<b>NAME OF INSTITUTION OR GOVERNING ENTITY (DEVELOPING/EMERGING MEMBER)</b>		
<input type="text"/>		
<b>ADDRESS</b>		
<input type="text"/>		
<input type="text"/>		
<b>TELEPHONE NUMBER</b>	<b>EMAIL ADDRESS OF CONTACT PERSON</b>	
<input type="text"/>	<input type="text"/>	
<b>Chief Executive Officer: NAME, TITLE, EMAIL</b>		
<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Additional Corporate Officers: NAME, TITLE</b> — <i>Exclude academic officers if individuals are not corporate officers.</i>		
<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	



APPLICATION FOR MEMBERSHIP IN AIHEC (page 2)

<b>DATE OF ESTABLISHMENT</b>	
<input type="text"/>	
<b>CHARTERING BODY FOR THE INSTITUTION</b> — <i>Check appropriate entity(ies) and list name.</i>	
<input type="checkbox"/> <b>Tribe</b>	<input type="text"/>
<input type="checkbox"/> <b>State</b>	<input type="text"/>
<b>ATTACH CONFIRMED COPIES OF ARTICLES OR CHARTER, WITH AMENDMENTS, IF ANY</b>	
<b>PROVIDE A BRIEF NARRATIVE DESCRIPTION OF YOUR INSTITUTION, ADMINISTRATION, FACILITIES, CURRICULUM, SERVICES, ETC.</b>	
<b>LIST THE NAMES AND TRIBAL AFFILIATION OF EACH OF THE CURRENT MEMBERS OF YOUR INSTITUTION'S BOARD OF DIRECTORS OR BOARD OF REGENTS</b>	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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## REQUIRED SUPPORTING DOCUMENTATION

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Applicants for membership in AIHEC must supply the following documentation with the application, as required by the AIHEC bylaws. Please refer to the appropriate class of membership.

### REGULAR MEMBER

**Subdivision of a government of an American Indian tribe, Alaska Native village, or Alaska Native corporation or has been chartered, sanctioned, or formally established by a federally recognized tribal government or an Alaska Native village or Alaska Native corporation**

#### DOCUMENTATION:

- Charters
- Ordinances and/or Tribal Resolutions
- Other pertinent certification documents

**Governing board comprised solely of American Indian or Alaska Native members, except in those cases where the charter of the tribal college authorizes a majority of such members**

#### DOCUMENTATION:

- Identification of authority granting powers and duties of board
- Articles of incorporation or constitution and bylaws of institution
- Reference to Charter of Tribal Resolution giving authority to the board
- Names and tribal affiliation of board members

**Primarily serves an American Indian or Alaska Native community or communities**

#### DOCUMENTATION:

- Mission statement or purpose statement of institution
- Description of:
  - Physical location of campus/facilities (on or near tribal land)

- Facilities
- Facility ownership (own, lease, in-kind contribution, shared space, etc.)
- Major programs and activities operated by institution

**Majority of full-time equivalent American Indian or Alaska Native students**

**DOCUMENTATION:**

- Certified student FTE (full-time equivalent calculation for student enrollment—see definitions)
- Sample Indian student registration form/packet
- Completed student enrollment data (page 73)

**Documents required for review during the site visit:**

- Certified degree of Indian blood
- Transcript forms
- Completed student enrollment data (page 73)

**Demonstrates that it is fulfilling the goals and purposes for which it was established, sanctioned or chartered and is adhering to an educational plan of operation**

Note: Sufficient verification is required that the institution is operating independently, in its own facilities and with its own management systems, oversight structures, strategic plan, and policies and procedures in place.

**DOCUMENTATION:**

**Strategic & Educational Planning**

- Strategic plan for institution
- Education plan of operation (education plan)
- Current catalog which includes:
  - Mission statement
  - Educational programs
  - Courses offered with course descriptions



- Degree requirements
  - List degrees, certificates awarded by college
  - Identify each degree as a certificate, associate, baccalaureate, or masters
- Learning resources: library resources including access to information through information networks and electronic data bases, if appropriate, in support of the college's degree programs
- Evidence of access to other learning resources (e.g., space, equipment, personnel, computers, and software) available to students in specific degree programs
- Description of student support services available (e.g., academic advising, career counseling, placement, and tutoring)
- Admission policies and practices
- Costs to attend the institution
- Refund policies
- Listing of academic credentials of faculty and administrators
- Student handbook, including academic and non-academic policies and procedures directly affecting students, such as grievance procedures

#### **Management Systems**

- Articulation agreements
- Faculty handbook
- Policies and procedures manual(s)
- Enrollment projections (five years)

#### **Financial Systems**

- Most recent auditor's financial statement
- Copy of the Internal Revenue Service determination of nonprofit status of the institution
- Institution's current budget
- Explanation of how the budget reflects adequate financial support for the educational programs

**Accredited or a candidate for accreditation by a regional institutional accrediting association recognized by the U.S. Secretary of Education**

**DOCUMENTATION:**

- Accreditation report if accredited or candidacy application if a candidate for accreditation
- Statement of accreditation goals and progress and timeline for accreditation
- Relevant correspondence/statements from regional institutional accrediting association

**ASSOCIATE MEMBER**

**Subdivision of a government of an American Indian tribe, Alaska Native village, or Alaska Native corporation or has been chartered, sanctioned, or formally established by a federally recognized tribal government or an Alaska Native village or Alaska Native corporation**

**DOCUMENTATION:**

- Charters
- Ordinances and/or Tribal Resolutions
- Other pertinent certification documents

**Governing board comprised solely of American Indian or Alaska Native members, except in those cases where the charter of the tribal college authorizes a majority of such members**

**DOCUMENTATION:**

- Identification of authority granting powers and duties of board
- Articles of incorporation or constitution and bylaws of institution
- Reference to Charter of Tribal Resolution giving authority to the board
- Names and tribal affiliation of board members

**Primarily serves an American Indian or Alaska Native community or communities**

**DOCUMENTATION:**

- Mission statement or purpose statement of institution
- Description of:
  - Physical location of campus/facilities (on or near tribal land)
  - Facilities
  - Facility ownership (own, lease, in-kind contribution, shared space, etc.)
  - Major programs and activities operated by institution

**Majority of full-time equivalent American Indian or Alaska Native students**

**DOCUMENTATION:**

- Certified student FTE (full-time equivalent calculation for student enrollment—see definitions)
- Sample Indian student registration form/packet
- Completed student enrollment data (page 73)

**Documents required for review during the site visit:**

- Certified degree of Indian blood
- Transcript forms
- Completed student enrollment data (page 73)

**Demonstrates that it is fulfilling the goals and purposes for which it was established, sanctioned or chartered and is adhering to an educational plan of operation**

Note: Sufficient verification is required that the institution is operating independently, in its own facilities and with its own management systems, oversight structures, strategic plan, and policies and procedures in place; or, in the alternative, that the institution has developed written plans with dates certain for achieving such status.

**DOCUMENTATION:**

**Strategic and Educational Planning**

- Strategic plan for institution, which includes development and implementation of an education plan of operation (education plan)

- Current catalog which includes:
  - Mission statement
  - Educational programs
  - Courses offered with course descriptions
  - Degree requirements
    - List degrees, certificates awarded by college
    - Identify each degree as a certificate, associate, baccalaureate, or masters
  - Learning resources: library resources including access to information through information networks and electronic data bases, if appropriate, in support of the college's degree programs
  - Evidence of access to other learning resources (e.g., space, equipment, personnel, computers, and software) available to students in specific degree programs
  - Description of student support services available (e.g., academic advising, career counseling, placement, and tutoring)
  - Admission policies and practices
  - Costs to attend the institution
  - Refund policies
- Listing of academic credentials of faculty and administrators
- Student handbook, including academic and nonacademic policies and procedures directly affecting students, such as grievance procedures

#### **Management Systems**

- Faculty handbook, if any
- Policies and procedures manual(s), if any
- Articulation agreements

#### **Financial Systems**

- Most recent auditor's financial statement
- Copy of the Internal Revenue Service determination of nonprofit status of the institution
- Institution's current budget
- Explanation of how the budget reflects adequate financial support for the educational programs

#### **Feasibility Study**

- Documented study that may include but is not limited to:
  - Demographics and demographic trends of the tribe(s) served

- Educational attainment data of tribal members and other American Indian residents
- Workforce needs and participation analysis of the area served
- Existing secondary education (feeder) and postsecondary education (transfer) relationships
- Enrollment projections for five years
- Proximity to other institutions of higher education
- Financial resource identification and capacity
- Human resource identification and capacity (faculty and staff)
- Cost/benefit analysis of establishing an institution of higher education

**NOT accredited or a candidate for accreditation by a regional institutional accrediting association recognized by the U.S. Secretary of Education**

Note: Associate members are given five years within which to achieve candidacy status in their regional accrediting agency. If this is not achieved, AIHEC will reevaluate such membership.

**DOCUMENTATION:**

- Statement of accreditation goals and progress and timeline for accreditation (may be included in strategic plan)
- Relevant correspondence/statements from regional institutional accrediting association, if any

**INTERNATIONAL MEMBER**

**Serves primarily indigenous students from the region of the world in which such institution is located**

**DOCUMENTATION:**

- Charters
- Treaties and land claims
- Brief historical narrative
- Student enrollment data, by ethnicity/group, for current and prior academic years

**Majority of indigenous people on its governing board**

DOCUMENTATION:

- Identification of authority granting powers and duties of board
- Articles of incorporation or constitution and bylaws of institution
- Names and affiliation of board members

**Educational plan of operation to which it is adhering**

DOCUMENTATION:

- Educational plan of operation

**Statement of mission and has demonstrated that it is meeting the goals and purposes for which it was established**

DOCUMENTATION:

- Mission statement or statement of purpose
- Strategic plan
- Course catalog

**ORGANIZATION MEMBER**

**Serves primarily indigenous people, institutions, or organizations from any region of the world**

DOCUMENTATION:

- Relevant charters, treaties and land claims
- Information on location
- Sample membership application form
- List of membership and demographic summary of membership

**Majority of indigenous people on its governing board**

DOCUMENTATION:

- Identification of authority granting powers and duties of board
- Constitution and bylaws of institution
- Names and affiliation of board members

**Incorporated as a nonprofit entity that serves the needs of its membership: an association or organization composed of institutions of postsecondary or higher education**

**DOCUMENTATION:**

- Articles of incorporation or similar documentation from respective government entity
- Nonprofit certification, or similar documentation
- Mission statement and strategic plan

**DEVELOPING/EMERGING MEMBER**

**A federally recognized American Indian tribe, Alaska Native village, or Alaska Native corporation that has expressed to AIHEC an immediate interest in exploring establishing a TCU**

**DOCUMENTATION:**

- U.S. Department of the Interior acknowledgement of status as a federally recognized tribe/community/corporation
- Resolution to pursue a TCU adopted by tribal government or constitution identifying them as an American Indian or Alaska Native community

**Primarily serves American Indian or Alaska Native community(ies)**

**DOCUMENTATION:**

- Mission statement or purpose statement of proposed institution
- Description of proposed:
  - Physical location of campus/facilities (on or near tribal land)
  - Facilities
  - Facility ownership (own, lease, in-kind contribution, shared space, etc.), if identified
  - Focus of major programs and activities to be operated by institution, to the extent known

**Demonstrates an immediate intent in establishing a TCU**

**DOCUMENTATION:**

**Financial Support**

- Commitment of financial support from tribe and/or other support for establishing and sustaining an accredited TCU

**Feasibility Study**

- The executive summary from a recent feasibility study that includes:
  - Demographics and demographic trends of the tribe(s) to be served
  - Five-year enrollment projections
  - Financial resource identification and capacity
  - Human resource identification and capacity
  - Long-term cost/benefit analysis of establishing and sustaining a fully accredited tribal institution of higher education
  - Timeline to reach point of starting process of seeking accreditation





## STUDENT ENROLLMENT DATA

NOTE: Not applicable for developing/emerging membership.

<b>TOTAL STUDENT ENROLLMENT: Academic Year</b>	<input type="text"/>
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### INDIAN STUDENT COUNT FULL-TIME EQUIVALENCY

(Full-time equivalency of federally enrolled members of tribes)

FTE AI/AN		FTE Non-AI/AN		FTE Total
Male	Female	Male	Female	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### FIVE LARGEST TRIBAL AFFILIATIONS OF STUDENTS ENROLLED IN FALL

Tribe	% Enrolled	% of Enrollment
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

<b>FIRST-TIME ENTERING STUDENT ENROLLMENT: Academic Year</b>	<input type="text"/>
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### INDIAN STUDENT FULL-TIME EQUIVALENCY

	FTE AI/AN		FTE Non-AI/AN		FTE Total		
	Male	Female	Male	Female	Male	Female	TOTAL
FULL TIME	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
PART TIME	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



## STUDENT ENROLLMENT DATA (page 2)

### First-Time Entering Student Enrollment (continued)

NUMBER OF STUDENTS WHO GRADUATED FROM:					
Public high school not located on a reservation	<input type="text"/>	Tribal or contract high school	<input type="text"/>		
Reservation-based public high school	<input type="text"/>	Other high school	<input type="text"/>		
BIA school	<input type="text"/>				
AGE RANGE OF STUDENTS:					
Number of students who are:	<b>16–24</b>	<b>25–34</b>	<b>35–49</b>	<b>50–64</b>	<b>65 &amp; over</b>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
NUMBER OF STUDENTS WHO ARE:					
Single, no children	<input type="text"/>	Married with dependent children	<input type="text"/>		
Single with dependent children	<input type="text"/>	Responsible for elderly family members in home	<input type="text"/>		
Married, no children	<input type="text"/>	First generation students	<input type="text"/>		
Native language speakers (self-reporting)	<b>None</b>	<b>Basic</b>	<b>Inter.</b>	<b>Adv.</b>	<b>Fluent</b>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Primary residence on/near reservation (within 60 miles)	<input type="text"/>	Out of state	<input type="text"/>		
In state	<input type="text"/>				
FINANCIAL BACKGROUND:					
Average family income (\$) in student's household	<input type="text"/>	Number of students in need, but not eligible for financial aid	<input type="text"/>		
Number of students eligible for financial aid	<input type="text"/>				

