



REVISING THE *PRINCIPLES*

- SACSCOC Standing Rules call for review every three and five years (usually in line with Higher Ed Act)
- Principles Review Committee
 - At least 10 formal meetings (October 2015-June 2017)
 - Representative of state, type, and level of member institutions
 - Subcommittees for major areas
 - Charged with reducing redundancy and incorporating existing policies into standards wherever possible
- Over 600 responses from member institutions to surveys and drafts
- Approved by SACSCOC Board of Trustees in June 2017 and adopted by College Delegate Assembly in December 2017

MAJOR CHANGES

- Standards organized by 14 topic areas (2012 – Core Requirements, Comprehensive Standards, Federal Requirements)
- Less repetition
 - Student services/academic support services combined
 - One standard on Mission
 - Faculty evaluation, program length, library/learning resources only appear once
- Complex standards broken out into explicit sub-standards

SUBTRACTIONS

- CS 3.2.7 (Organizational structure)
- CS 3.2.14 (Intellectual property)
- CS 3.3.1.4 (Institutional effectiveness: research)
- CS 3.3.1.5 (Institutional effectiveness: community/public service)
- CS 3.4.2 (Continuing education/service programs)
- CS 3.5.4 (Terminal degrees of faculty)

ADDITIONS

- Two new standards
 - 4.2.g (Board self-evaluation)
 - 12.6 (Student debt)
- SACSCOC policies incorporated into standards
 - Archived information (10.3)
 - Recruitment practices (10.5)
 - Branch campus representation (14.1)
 - Institutional representation to other USDOE-recognized accreditors (10.4)



An Overview

ORGANIZATION

Principle of Integrity

Mission

Basic Eligibility Standard

Governing Board

Administration and Organization

Faculty

Institutional Planning and Effectiveness

Student Achievement

Educational Program Structure and Content

Educational Policies, Procedures, and Practices

Library and Learning/Information Resources

Academic and Student Support Services

Financial and Physical Resources

Transparency and Institutional Representation

INTEGRITY

Institutional integrity is essential to the purpose of higher education. Integrity functions as the **basic covenant** defining the relationship between the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and its member and candidate institutions. The principle serves as the **foundation of a relationship** in which all parties agree to deal honestly and openly with their constituencies and with one another.



SECTION 3: BASIC ELIGIBILITY

- 1. An institution seeking to gain or maintain accredited status
 - a. has degree-granting authority from the appropriate government agency or agencies. (*Degree-granting authority*) [CR]
 - b. offers all coursework required for at least one degree program at each level at which it awards degrees. (For exceptions, see SACSCOC policy "Documenting an Alternative Approach.") (*Coursework for degrees*) [CR]
 - c. is in operation and has students enrolled in degree programs. (*Continuous operation*) [CR]

- Must be addressed by institutions seeking membership
- Only addressed by member institutions in the event of a change since last comprehensive review

SECTION 5: ADMINISTRATION AND ORGANIZATION

- Addition of "educational, administrative, and fiscal programs and services" to areas for which institution has to demonstrate the CEO's "ultimate responsibility for" and exercising "appropriate control over" – 5.2.a (*CEO control*)

SECTION 6: FACULTY

- Split the former CR 2.8 (Faculty)
- CR 7.1 (*Full-time faculty*) – “adequate number of full-time faculty members to support the mission and goals of the institution”
- 6.2.b (*Program faculty*) – For each educational program... “Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.”

SECTION 7: INSTITUTIONAL PLANNING AND EFFECTIVENESS

- CR 7.1 (*Institutional planning*) [former CR 2.5 (*Institutional effectiveness*)] – slight wording changes that focus on the comprehensive nature of institutional planning and no longer require an institution to “demonstrate” that it is “effectively accomplishing its mission.” Still maintains emphasis on mission in relationship to institutional goals and outcomes
- 7.2 (*QEP*) – single standard, with no CR; topic identification strongly connected to institutional planning and evaluation processes; replaced “environment supporting student learning” with “student success”
- 7.3 (*Administrative effectiveness*) – correlates to CS 3.3.1.2 (*IE: administrative support services*); emphasis on extent to which “outcomes are achieved,” rather than ongoing improvement

SECTION 8: STUDENT ACHIEVEMENT

- CR 8.1 (*Student achievement*) [former FR 4.1 (*Student achievement*)] – designation as a Core Requirement reflects national conversation on student achievement
- 8.2 – “evidence of seeking improvement”
- 8.2.b (*Student outcomes: general education*) – correlates to former CS 3.5.1 (*General education competencies*); integrated into the institutional effectiveness process

SECTION 13: FINANCIAL AND PHYSICAL RESOURCES

- Core Requirement split into two standards
- 13.1 (*Financial resources*) – addresses analysis of finances
- 13.2 (*Financial documents*) – addresses evidence to be submitted (note that a management letter is no longer required)
- 13.3 (*Financial responsibility*) – emphasis on responsible financial management and operations, rather than on recent history
- 13.7 (*Physical resources*) – standard brings together institutional narrative and supporting documentation for all facilities and resources, including library

SECTION 14: TRANSPARENCY AND INSTITUTIONAL REPRESENTATION

- 14.1 (*Publication of accreditation status*) – statement is now contained in SACSCOC policy “Institutional Obligations for Public Disclosure”
- 14.2 (*Substantive change*) – institutions are now required to have internal policy and procedures to comply with SACSCOC policy on substantive change, not just after a violation
- 14.3 (*Comprehensive institutional reviews*) – note that new SACSCOC policy on Dual Enrollment would relate to this standard
- 14.5 (*Policy compliance*) – sometimes SACSCOC policies require an institutional or review committee response; those will reside here; most easily found by looking at the Compliance Certification Template



Questions and Clarifications
