**SACS/COC Compliance Certification**

**Key Responders**

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| **BASIC ELIBILITY REQUIREMENTS** |  | **Responder** |
| 1. The institution has degree-granting authority from the appropriate government agency or agencies. (**Degree-granting Authority) Current CR 2.1** |  | Jeff Johnson |
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| 1. The institution is in operation and has students enrolled in degree programs. **(Continuous operation)**  **Current CR 2.6** |  | Jeff Johnson |
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| 1. The institution either (1) offers all course work required for at least one degree program at each level at which it awards degrees or (2) establishes an appropriate alternative process to control all aspects of degrees offered at levels where such course work is not offered in full. (See SACSCOC policy, “Standard X: Documenting an Alternative Approach.”)**(Course work for degrees) Revised** **CR 2.7.4** |  | Jeff Johnson |
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| 1. The institution has a clearly defined, comprehensive, and current mission statement that is specific to the institution and appropriate for higher education. **(Mission statement) Current 2.4** |  | Don Combs |
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| **GOVERNING BOARD** |  |  |
| 1. The institution has a governing board that: 2. is the legal body with specific authority over the institution and is comprised of at least five members. **Current CR 2.2** 3. ensures the presiding officer of the board and a majority of other voting members of the board are free from any contractual, employment, personal or familial financial interest in the institution. **Current CR 2.2** 4. ensures that it is not controlled by organizations or institutions separate from it. **Current CR 2.2** 5. ensures the mission is periodically reviewed, updated, and affirmed by the board and published and effectively communicated to the institution’s constituencies. **Current CR 2.2** 6. is responsible for ensuring that the financial resources are adequate to provide sound educational programs. **Former CS 3.1.1** |  | Don Combs  Stacy Purcell |
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| 1. The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer ensuring (1) the primary responsibility of the chief executive officer is to the institution and (2) that the CEO is not the presiding officer of the board. **(CEO evaluation/selection)** **Combined CR 2.3 and CS** **3.2.1** |  | Don Combs  Stacy Purcell |
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| 7. The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: **(Governing board control) Current CS 3.2.2**  **3.2.2.1** the institution’s mission  **3.2.2.2** the fiscal stability of the institution  **3.2.2.3** institutional policy |  | Don Combs  Stacy Purcell |
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| 8. The governing board is an active policy-making body that has approved and adopted policies: **(Governing board) Combined parts of CR 2.2, CS 3.2.3, CS 3.2.4, CS 3.2.5, and CS 3.2.6 with a new standard**   * **3.2.3.1** that define and manage potential conflict of interest for its members (**board conflict of interest)** **(formerly 3.2.3)** * **3.2.3.2** that protect the institution from undue influence from political, religious, or other external bodies **(external influence)** **(formerly 3.2.4)** * **3.2.3.3** whereby members can be dismissed only for appropriate reasons and by a fair process **(board dismissal**); **(formerly 3.2.5**) * **3.2.3.4** that ensure a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy **(board/administration distinction)** **(formerly 3.2.6**) * **3.2.3.5** that provide for the evaluation of the effectiveness of the board in fulfilling its obligations. **(New**) |  | Don Combs  Stacy Purcell |
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| **ADMINISTRATIVE LEADERSHIP** |  |  |
| 9. The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational structure) Current CS 3.2.7** |  | Jeff Johnson |
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| 10. The institution employs qualified administrative and academic officers with experience and qualifications to lead the institution. (**Qualified administrative/ academic officers)** **Modified CS 3.2.8; eliminated CS 3.2.10.** |  | Jeff Johnson |
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| 11. The institution identifies expected administrative outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of effective administrative processes and outcomes based on analysis of the results. **(Institutional effectiveness) Formerly CS 3.3.1.2** |  | Cindy Cadieux |
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| 12. The institution publishes and implements policies regarding hiring, employment, and regular, periodic evaluation of all non-faculty personnel. **(Personnel appointment and evaluation) Combined CS 3.2.9 and CS 3.2.10** |  | Matthew Schenk |
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| 13. The institution’s chief executive officer has ultimate responsibility for, and exercises appropriate educational, administrative, and fiscal control over the institution’s intercollegiate athletics program. **(Control of intercollegiate athletics) Current CS 3.2.11** |  | Not Applicable |
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| 14. The institution demonstrates that its chief executive officer exercises appropriate control over the institution’s fund-raising activities. **(Fund-raising activities) Current CS 3.2.12** |  | Brant Cox |
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| 15. For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs**: Revised CS 3.2.13**     * **3.2.13.1** The legal authority and operating control of the institution is clearly defined with respect to that entity. * **3.2.13.2** The relationship of that entity to the institution and the extent of any liability arising out of that relationship are clearly described in a formal, written manner.      * **3.2.13.3** The institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. **(Institution-related entities)** |  | Stacy Purcell |
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| **FACULTY** |  |  |
| 16. The number of full-time faculty members is adequate to support the mission of the institution. **(Faculty) Revised CR 2.8** |  | Jeff Johnson |
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| 17. For each of its degree programs, the institution employs an adequate number of qualified full-time faculty members with terminal degrees to ensure program quality and integrity. **(Terminal degrees of faculty) Combined and revised CR 2.8 and CS 3.5.4** |  | Jeff Johnson |
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| 18. The institution employs qualified faculty members with experience and competence needed to achieve its mission and goals. The institution is responsible for justifying and documenting the qualifications of its faculty. (See SACSCOC guidelines “Faculty Credentials.”) **(Qualified faculty)** **Revised CS 3.7.1** |  | Jeff Johnson  Elza Mylona |
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| 19. For each major or concentration in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons qualified in the field **(Academic program coordination) Revised CS 3.4.11** |  | Jeff Johnson |
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| 20. The institution publishes and implements policies regarding the appointment, employment, and regular periodic evaluation of each faculty member, regardless of contract or tenure status. **(Faculty appointment and evaluation) Revised CS 3.7.2** |  | Elza Mylona |
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| 21. The institution ensures appropriate procedures for preserving and protecting academic freedom. **(Academic freedom) Revised CS 3.7.4** |  | Elza Mylona |
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| 22. The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners, as appropriate to the institutional mission. **(Faculty development) Revised CS** **3.7.3** |  | Elza Mylona |
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| 23. The institution publishes policies on the authority of faculty in academic and governance matters and places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (**Faculty role)** **Combined CS 3.7.5 and CS 3.4.10** |  | Elza Mylona  Jeff Johnson |
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| **INSTITUTIONAL PLANNING AND IMPROVEMENT** |  |  |
| 24. The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (1) incorporate a systematic review of institutional goals and outcomes consistent with its mission and (2) result in continuing improvement in institutional quality. **(Institutional Planning) Revised CR 2.5** |  | Don Combs  Elza Mylona |
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| 25. The institution has developed a Quality Enhancement Plan, with a topic emerging from its ongoing comprehensive planning and evaluation processes, that (1) focuses on improving specific student learning outcomes and/or student success, (2) demonstrates institutional commitment of resources to initiate, implement and complete the QEP, and (3) includes a plan to assess achievement. **(Quality Enhancement Plan**) **Revised CS** **3.3.2 and CR 2.12** |  | Ron Flenner |
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| **STUDENT ACHIEVEMENT** |  |  |
| 26. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of actively seeking improvement based on analysis of the results in the areas below: **Combined CS 3.3.1.3, CS 3.5.1, and FR 4.1**   * **3.3.1.1** student learning outcomes for its educational programs   **Formerly CS 3.3.1.1**   * ~~3.3.1.2 student learning outcomes for general education competencies~~   **~~Formerly CS 3.5.1~~ Not Applicable**   * 3.3.1.3 academic and student services that support student success   **Formerly CS 3.3.1.3** |  | Cindy Cadieux |
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| 27. The institution identifies and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. Student achievement goals may include: (1) enrollment, retention, and graduation data; course/program completion and job placement; state licensing examinations; student portfolios, or other means of demonstrating student success. **(Student achievement)** (See also SACSCOC policy “Advertising, Student Recruitment, and Representation of Accredited Status”.) **Revised FR 4.1** |  | Cindy Cadieux |
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| **EDUCATIONAL PROGRAM STRUCTURE AND CONTENT** |  |  |
| 28. The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation when using units other than semester credit hours. Programs based on assessment of student competencies or achievement of objectives have clearly detailed benchmarks or outcomes, including defined experiences, instead of focusing on the duration of the program. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length) Revised CR 2.7.1** |  | Jeff Johnson |
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| 29. In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides an explanation for using units other than semester credit hours **(Published general education requirements) Revised CR 2.7.3** |  | Not Applicable |
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| 30. At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. **(Institutional credits for an undergraduate degree**). **Current CS 3.5.2** |  | Not Applicable |
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| 31. At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree **(Institutional credits for a graduate/professional degree)** **Current CS 3.6.3** |  | Jeff Johnson |
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| 32. The institution offers degree and other educational programs that (1) embody a coherent course of study; (2) are compatible with its stated mission and goals and the diplomas, certificates, or degrees awarded; and (3) are based upon fields of study appropriate to higher education**. (Program Content)** **Combined CR 2.7.2 and FR 4.2** |  | Jeff Johnson |
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| 33. The institution’s post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing engagement in research and/or appropriate professional practice and training. **(Post-baccalaureate rigor and curriculum) Combined CS 3.6.1 and CS 3.6.2** |  | Jeff Johnson |
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| 34. The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs. (**Program requirements) Combined CS 3.5.3 and CS 3.6.4** |  | Jeff Johnson |
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| 35. The institution incorporates an analysis of its distance learning programs, branch campuses, and off-campus instructional sites in its Compliance Certification and in its Fifth-Year Compliance Certification. (See SACSCOC policy “Reaffirmation of Accreditation and Subsequent Reports”.) **New CS 3.13.2** |  | Jeff Johnson  Helena Russell |
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| **EDUCATIONAL POLICIES, PROCEDURES, AND PRACTICES** |  |  |
| 36. The institution publishes admissions policies consistent with its mission. **(Admissions policies)** **Current CS 3.4.3** |  | Jeff Johnson |
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| 37. The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. **(Academic policies) Current CS 3.4.5** |  | Jeff Johnson |
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| 38. An institution that offers distance or correspondence education: **(Distance and correspondence education) Current FR 4.8**   * **4.8.1**  demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification. * **4.8.2** has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. * **4.8.3** has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity. |  | Jeff Johnson  Helena Russell |
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| 39. The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval) Current CS 3.4.1** |  | Jeff Johnson |
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| 40. The institution publishes policies for evaluating, awarding and accepting credit. The institution must ensure the academic quality of any credit or course work recorded on its transcript, including competency based education, and that the approval process is carried out by persons academically qualified to make the necessary judgments. **(Acceptance of academic credit)** **Revised CS 3.4.4** |  | Jeff Johnson |
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| 41. The institution implements sound policies for determining the amount and level of credit awarded for courses, conforming to commonly accepted practices in higher education, regardless of format or mode of delivery. **(Practices for awarding credit)** **Revised and combined CS 3.4.6 and FR 4.9** |  | Jeff Johnson |
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| 42. The institution ensures the quality of educational programs/courses offered through cooperative academic arrangements whether the courses are taught by the institution, transferred in from a domestic or an international institution, taught elsewhere or transcripted as the institution’s own. The institution provides the Commission with signed copies of the cooperative academic agreement, and periodically evaluates the relationship and/or agreement. Cooperative academic arrangements include consortia relationships, contractual agreements, dual enrollment programs, and agreements involving school of record, study-abroad, cross-registration,, credit by examination, and experiential learning. **(Acceptance of academic credit) Revised CS 3.4.7** |  | Jeff Johnson |
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| 43. The institution awards academic credit for college-level learning from noncredit experiences in workforce development, internships, continuing education, outreach, service learning and other para-curricular activities only when the experiences are (1) comparable to a designated credit experience and (2) consistent with the institution’s mission. **(Non-credit to credit) Combined CS 3.4.2 and CS 3.4.8** |  | Jeff Johnson |
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| **LIBRARY AND LEARNING RESOURCES** |  |  |
| 44. The institution provides adequate and appropriate learning resources, services, and support for the credentials offered; student and faculty access and user privileges to those services; and services that are sufficient to support its educational, research, and public service mission. **(Learning resources and services) Combined CR 2.9 and CS 3.8.1** |  | Kerrie Shaw |
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| 45. The institution ensures that users have access to regular and timely instruction and training in the use of technology, the use of the library, and other learning/information resources to support student learning. **(Instruction of library use) Combined CS 3.8.2 with revised CS 3.4.12** |  | Kerrie Shaw |
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| 46. The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff) Revised CS 3.8.3** |  | Kerrie Shaw |
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| **ACADEMIC AND STUDENT SUPPORT SERVICES** |  |  |
| 47. The institution provides appropriate academic and student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student Support Services)**  **Combined CR 2.10 and CS 3.4.9** |  | Ann Campbell |
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| 48. The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights) Current CS 3.9.1** |  | Ann Campbell |
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| 49. The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. **(Student records) Current CS 3.9.2** |  | Mike Donlan |
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| 50. The institution provides a sufficient number of qualified staff—with appropriate education or experience in the student affairs area—to accomplish the mission of the institution. **(Qualified staff) Revised CS 3.9.3** |  | Ann Campbell |
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| 51. The institution monitors its default rate on federal student loans and provides information and guidance to help borrowers manage their debt and repay their loans.**(Default rate) New Standard** |  | Helen Heselius  Deborah Brown |
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| **FINANCIAL AND PHYSICAL RESOURCES** |  |  |
| 52. The institution has sound financial resources and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.  The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services issued by the AICPA* for those institutions audited as part of a systemwide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (*or Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.    Audit requirements for applicant institutions may be found in the Commission policy entitled “Accreditation Procedures for Applicant Institutions. **(Financial resources)**  **Current 2.11.1** |  | Mark Babashanian |
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| 53. The institution is currently operating in a fiscally responsible manner. **(Financial stability)** **Revised CS 3.10.1** |  | Mark Babashanian |
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| 54. The institution exercises appropriate control over all its financial resources. **(Control of finances) Current CS 3.10.3** |  | Mark Babashanian |
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| 55. The institution maintains financial control over externally funded or sponsored research and programs. **(Control of sponsored research/external funds) Current CS 3.10.4** |  | Mark Babashanian |
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| 56. The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and audits financial aid programs as required by federal and state regulations. (In reviewing the institution’s compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.) **(Title IV program responsibilities**) **Revised and combined FR 4.7 and CS 3.10.2** |  | Mark Babashanian |
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| 57. The institution operates and maintains adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. **(Physical facilities) Combined CR 2.11.2 and CS 3.11.3** |  | Mark Babashanian |
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| 58. The institution exercises appropriate control over all its physical resources. **(Control of physical resources) Current CS 3.11.1** |  | Mark Babashanian |
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| 59. The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional environment)**  **Current 3.11.2** |  | Mark Babashanian |
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| **TRANSPARENCY AND INSTITUTIONAL REPRESENTATION** |  |  |
| 60. The institution publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures when resolving the complaints, and maintains a record of student complaints that can be accessed upon request by SACSCOC. **(Student complaints)** C**ombined FR 4.5 and policy statement from CS 3.13.1** |  | Jeff Johnson |
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| 61. The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies) Current FR 4.3** |  | Jeff Johnson |
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| 62. The institution ensures the availability of archival information, relevant to course offerings and degree requirements, and sufficient to serve the needs of alumni and former and returning students. **(Archival information) New from policy statement CS 3.13.1** |  | Mike Donlan |
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| 63. Recruitment materials and presentations accurately represent the institution’s practices, policies, and accreditation status. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as other institutional employees. **(Recruitment practices) Combined CS 3.14.2, FR 4.6, and policy statement from CS 3.13.1** |  | Jeff Johnson |
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| 64. A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC requirements and federal policy. **(Publication of accreditation status)**  **New from CS 3.14.1** |  | Jeff Johnson |
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| 65. All branch campuses related to the parent campus through corporate or administrative control include the name of that institution and make it clear that its accreditation is dependent on the continued accreditation of the parent campus. (See SACSCOC policy “Separate Accreditation for Units of a Member Institution”) (**Branch campuses)** **New from policy statement from 3.14.1** |  | Not Applicable |
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| 66. The institution has a policy and procedure to ensure that all substantive changes are reported to SACSCOC in a timely fashion. (See SACSCOC policy, “Substantive Change Policy.”) **(Substantive change)** **Combined CS 3.12.1 and policy statement from CS 3.13.1** |  | Jeff Johnson |
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| 67. The institution represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation, and informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy “Accrediting Decisions of Other Agencies”.) **(Representation to other agencies)** **New from policy statement from CS 3.13.1** |  | Jeff Johnson |
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| 68. The institution complies with SACSCOC policy statements that pertain to institutional  obligations not specifically referenced elsewhere in the *Principles of Accreditation*.  C**ombined 3.12.1 and 3.13.1*.***  All referenced and current policies can be found at the SACSCOC website. |  | Jeff Johnson |
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