

ITEM #	BRIEF DESCRIPTION	REQUIREMENT DEFINITION	REFERENCE to COMMISSION DOCUMENTS	CROSS REFERENCES to STANDARDS/ REQUIREMENTS	APPENDICES	ASSIGNMENT	COMMENTS
PRINCIPLE OF INTEGRITY							
1.1	Principles of Accreditation	The institution operates with integrity in all matters. (Note: This principle is not addressed by the institution in its Compliance Certification.)	"Integrity and Accuracy in Institutional Representation"	Applies to compliance with all standards/requirements and policies		Leadership Team	
CORE REQUIREMENTS							
2.1	Degree-granting authority	The institution has degree-granting authority from the appropriate government agency or agencies.	None noted	None noted		Governance	KRS
2.2	Governing board	The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution. A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. (Governing board)	"Reaffirmation of Accreditation and Subsequent Reports" "The Impact of Budget Reductions on Higher Education"	CS 3.2.1 CS 3.2.2 CS 3.2.3 CS 3.2.4	2.2 Template	Governance	KRS, Redbook
2.3	Chief executive officer	The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "Core Requirement 2.3: Documenting an Alternative Approach.") (Chief executive officer)	"Core Requirement 2.3: Documenting an Alternative Approach"	None noted		Governance	Redbook
2.4	Institutional mission	The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, here applicable, research and public service.	"Distance and Correspondence Education"	CS 3.1.1 FR 4.2		Governance	2020 Plan

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2.5	Institutional effectiveness	The institution engages in ongoing, integrated, and institution wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.	Commission Statement on Sampling (See definition of "Sampling" in the Glossary.)	CS 3.3.1 CS 3.5.1 FR 4.1		Institutional Effectiveness	Ideas to Action (i2a), Distance Education and Administrative Units
2.6	Continuous operation	The institution is in operation and has students enrolled in degree programs.	None noted	None noted		Governance	
2.7.1	Program length	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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester hours or its equivalent unit.	"Distance and Correspondence Education" "Credit Hours" "Substantive Change for Accredited Institutions" (change from clock to credit hours) "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures" "Quality and Integrity of Undergraduate Degrees"	FR 4.4 FR 4.9	2.7.1 Template	Educational Programs	KRS, University catalogs, Program-specific accreditation
2.7.2	Program content	The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.	"Distance and Correspondence Education" "Quality and Integrity of Undergraduate Degrees"	FR 4.2		Educational Programs	Distance Education, i2a, general education, program-specific accreditation
2.7.3	General education	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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.	"Substantive Change for Accredited Institutions" (significant change to the general education program) "Quality and Integrity of Undergraduate Degrees"	CS 3.5.1 (IE) CS 3.5.3 FR 4.2		Educational Programs	General Education Curriculum Committee, Undergraduate catalog, i2a

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2.7.4	Coursework for degrees	The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission's Board of Trustees. In both cases, the institution demonstrates that it controls all aspects of its educational program.	"Core Requirement 2.7.4: Documenting an Alternative Approach" "Substantive Change for Accredited Institutions" (section on contractual agreements) "Quality and Integrity of Undergraduate Degrees"	CS 3.4.7		Educational Programs	SACS substantive change reports, Consortial agreements, exchange agreements, international education
2.8	Faculty	The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.	"Distance and Correspondence Education"	CS 3.7.1	2.8 Template	Faculty	See 5th Year report and follow-up referral report
2.9	Learning resources and services	The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.	"Distance and Correspondence Education"	CS 3.8.1 CS 3.3.1.3		Library & Academic Support Resources	
2.10	Student support services	The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.	"Distance and Correspondence Education"	CS 3.3.1.3 CSs 3.9.1 – 3.9. 3 CS 3.4.9			
2.11.1	Financial resources	The institution has a sound financial base 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 system wide or statewide audit) and written institutional management letter 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 "Accreditation Procedures for Applicant Institutions.	None noted	CR 2.2 CS 3.10.1 CS 3.10.4	2.11.1 Template	Financial Resources	University Financial Reports, annual reports and audits

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2.11.2 **	Physical resources	The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.	“Distance and Correspondence Education”	CS 3.11.1 CS 3.11.2 CS 3.11.3	Campus Tour http://louisville.edu/campus_tour	Physical Resources	See 5th Year Interim Report
2.12	Quality Enhancement Plan	The institution has developed an acceptable Quality Enhancement Plan that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Note: This requirement is not addressed by the institution in its Compliance Certification.)	Handbook for Institutions Seeking Reaffirmation of Accreditation	CR 2.5 CS 3.3.2	2007 QEP	Quality Enhancement Plan Team	

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COMPREHENSIVE STANDARDS							
3.1.1	Mission	The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.	None noted	CR 2.4 FR 4.2		Governance	2020 Plan
3.2.1	CEO evaluation/selection	The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.	None noted	CR 2.2		Governance	BOT Bylaws/Redbook
3.2.2	Governing board control	The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:				Governance	BOT Bylaws/Redbook
3.2.2.1	Institution's mission	Institution's mission	"Reaffirmation of Accreditation and Subsequent Reports"	CR 2.2 CR 2.4 CS 3.1.1		Governance	2020 Plan
3.2.2.2	Fiscal stability of the institution	Fiscal stability of the institution	"Reaffirmation of Accreditation and Subsequent Reports" "The Impact of Budget Reductions on Higher Education"	CR 2.2 CR 2.11.1 CS 3.10		Financial Resources	
3.2.2.3	Institutional policy	Institutional policy	"Reaffirmation of Accreditation and Subsequent Reports" "Developing Policy and Procedures Documents"	CR 2.2 CS 3.4.5		Governance	definition changed
3.2.3	Board conflict of interest	The governing board has a policy addressing conflict of interest for its members.	"Developing Policy and Procedures Documents"	CR 2.2 CS 3.2.4		Governance	
3.2.4	External influence	The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.	None noted	CR 2.2 CS 3.2.3		Governance	
3.2.5	Board dismissal	The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.	"Developing Policy and Procedures Documents"	None noted		Governance	
3.2.6	Board/ administration distinction	There is 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.	None noted	CR 2.2		Governance	
3.2.7	Organizational structure	The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.	None noted	CS 3.2.6		Governance	
3.2.8	Qualified administrative/ academic officers	The institution has qualified administrative and academic officers with the experience and competence to lead the institution.	"Distance and Correspondence Education"	CS 3.2.10	3.2.8. Template	Governance	5th Year Interim Report
3.2.9	Personnel appointment	The institution publishes policies regarding appointment, employment, and evaluation of all personnel.	"Developing Policy and Procedures Documents"	CS 3.2.10 CS 3.7.2		Governance	
3.2.10	Administrative staff evaluations	The institution periodically evaluates the effectiveness of its administrators.	"Distance and Correspondence Education"	CS 3.2.8 CS 3.2.9		Governance	
3.2.11	Control of intercollegiate athletics	The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.	None noted	Principle 1.1		Governance	
3.2.12	Fund-raising activities	The institution's chief executive officer controls the institution's fundraising activities.	None noted	None noted		Governance	

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3.2.13	Institution-related entities	For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs, (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (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.	None noted	CR 2.2 CS 3.2.2 CS 3.2.12 CS 3.10.3		Governance	now includes 3.2.2.4 from the 2007 Report
3.2.14	Intellectual property rights	The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty and staff.	"Developing Policy and Procedures Documents"	None noted		Governance	
3.3.1	Institutional effectiveness	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:				Institutional Effectiveness	
3.3.1.1 **	Educational programs, to include student learning outcomes	Note: In this standard, the Commission expects the review of the effectiveness of educational programs and of student learning.	"Distance and Correspondence Education"	CR 2.5 CS 3.5.1 FR 4.1		Institutional Effectiveness	See Fifth Year Report
3.3.1.2 **	Administrative support services	Note: Administrative support service units normally include finance, administrative facilities, administrative services, development/advancement, the president's office, etc.	"Distance and Correspondence Education"	CR 2.5		Institutional Effectiveness	
3.3.1.3 **	Academic and student support services	Note: Academic and student support services normally include such activities as living/ learning resources, tutoring, financial aid, residence life, student activities, dean of students' office, etc.	"Distance and Correspondence Education"	CR 2.5 CR 2.9 CR 2.10		Institutional Effectiveness	
3.3.1.4 **	Research within its mission	Note: Research within an institution's mission normally includes (1) research units, research centers, institutes, etc.; (2) sponsored research programs, usually with defined areas of research (e.g., energy, environment, innovative technologies, etc.); and (3) degree programs and courses where research is an expected outcome.	None noted	CR 2.5 CS 3.7.3		Institutional Effectiveness	
3.3.1.5 **	Community/ public service within its mission	Note: Community/public service within an institution's mission normally includes (1) centers and institutes that focus on community needs and (2) units and formal programs that deliver the outreach mission.	None noted	CR 2.5 CS 3.4.2		Institutional Effectiveness	Carnegie Submission (2014)
3.3.2 **	Quality Enhancement Plan	The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Note: This requirement is not addressed by the institution in its Compliance Certification.)	Handbook for Institutions Seeking Reaffirmation of Accreditation	CR 2.12 CS 3.3.1.1		Institutional Effectiveness	i2a

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3.4.1	Academic program approval	The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.	None noted	CS 3.4.7 CS 3.7.5		Educational Programs	Redbook and unit bylaws
3.4.2	Continuing education/ service programs	The institution's continuing education, outreach, and service programs are consistent with the institution's mission.	None noted	CS 3.3.1.5 CS 3.4.8 (if institution begins to award credit for course work taken on a non-credit basis)		Educational Programs	Delphi Center
3.4.3	Admissions policies	The institution publishes admissions policies consistent with its mission.	"Advertising, Student Recruitment, and Representation of Accredited Status" "Developing Policy and Procedures Documents"	None noted		Educational Programs	Admissions (all) and online education
3.4.4	Acceptance of academic credit	The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.	"Distance and Correspondence Education" "Transfer of Academic Credit" (Position Statement) "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures" "Developing Policy and Procedures Documents" "Quality and Integrity of Undergraduate Degrees"	CR 2.7.2 CS 3.4.6 CS 3.4.8		Educational Programs	
3.4.5	Academic policies	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.	"Distance and Correspondence Education" "Developing Policy and Procedures Documents"	FR 4.3		Educational Programs	
3.4.6	Practices for awarding credit	The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.	"Distance and Correspondence Education" "Developing Policy and Procedures Documents" "Credit Hours"	CR 2.7.2 CS 3.4.4 CS 3.4.8 FR 4.9		Educational Programs	
3.4.7	Consortia relationships/ contractual agreements	The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortia relationship and/or agreement against the mission of the institution.	"Agreements Involving Joint and Dual Academic Awards: Policy and Procedures" "Substantive Change for Accredited Institutions" "Quality and Integrity of Undergraduate Degrees"	CR 2.7.4 All relevant standards outlined under Educational Programs		Compliance Certification Team	Review of agreements and related policies
3.4.8	Noncredit to credit	The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.	None noted	CS 3.4.4		Educational Programs	Degree Completion Programs
3.4.9	Academic support services	The institution provides appropriate academic support services.	"Distance and Correspondence Education"	CS 3.3.1.3		Learning & Learning/Information Resources	
3.4.10	Responsibility for curriculum	The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.	"The Quality and Integrity of Undergraduate Degrees"	CS 3.3.1.1 CS 3.4.6 CS 3.4.7 FR 4.2		Educational Programs	3.4.12 in 2007

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3.4.11	Academic program coordination	For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.	“Distance and Correspondence Education” “Faculty Credential Guidelines”	None noted	3.4.11 Template	Faculty	See 5th Year Interim Report 3.4.13 in 2007
3.4.12	Technology use	The institution’s use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.	“Distance and Correspondence Education”	CS 3.3.1.3 CS 3.4.9		Learning & Learning/Information Resources	3.4.14 in 2007
3.5.1	General education competencies	The institution identifies college-level general education competencies and the extent to which students have attained them.	“The Quality and Integrity of Undergraduate Degrees”	CR 2.7.3 CS 3.3.1.1 FR 4.1	3.5.1 Template	Institutional Effectiveness	General Education, i2a and online education
3.5.2	Institutional credits for a degree	At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree.	“Agreements Involving Joint and Dual Academic Awards: Policy and Procedures” “Substantive Change for Accredited Institutions” “The Quality and Integrity of Undergraduate Degrees”	CS 3.12		Educational Programs	Residency Policy
3.5.3 **	Undergraduate program requirements	The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.	“The Quality and Integrity of Undergraduate Degrees” “Distance and Correspondence Education”	CR 2.7.2 CR 2.7.3 CS 3.5.1 FR 4.2 FR 4.4		Educational Programs	define Gen. Ed. (include i2a) reference KRS
3.5.4 **	Terminal degrees of faculty	At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree, usually the earned doctorate, or the equivalent of the terminal degree.	“Faculty Credential Guidelines” “Distance and Correspondence Education”	CS 3.7.1	3.5.4 Template	Faculty	3.7.1.d in 2007 Reaffirmation report do not include Gen. Ed. Courses
3.6.1	Post baccalaureate program rigor	The institution’s post-baccalaureate professional degree programs, master’s and doctoral degree programs, are progressively more advanced in academic content than undergraduate programs.	None noted	None noted	3.6.1 Template	Educational Programs	
3.6.2	Graduate curriculum	The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.	None noted	CS 3.3.1.1 CS 3.3.1.4		Educational Programs	
3.6.3	Institutional credits for a graduate degree	At least one-third of credits toward a graduate or post baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.	“Agreements Involving Joint and Dual Academic Awards: Policy and Procedures” “Substantive Change for Accredited Institutions”	CS 3.12		Educational Programs	1/3 is new, previously "majority of credits"
3.6.4 **	Post-baccalaureate program requirements	The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.	“Distance and Correspondence Education”	FR 4.2 FR 4.4 CS 3.4.5		Educational Programs	

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3.7.1	Faculty competence	The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.	“Faculty Credential Guidelines”	CR 2.8 CS 3.5.4	3.7.1 Template Faculty Roster	Faculty	Redbook, unit personnel rules, Faculty Credentials Module
3.7.2	Faculty evaluation	The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.	None noted	None noted		Faculty	Unit bylaws/personnel rules
3.7.3	Faculty development	The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.	None noted	None noted		Faculty	Units, Delphi Center, Redbook
3.7.4	Academic freedom	The institution ensures adequate procedures for safeguarding and protecting academic freedom.	“Developing Policy and Procedures Documents”	None noted		Faculty	Redbook
3.7.5	Faculty role in governance	The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.	“Developing Policy and Procedures Documents”	CS 3.2.6 CS 3.4.10		Faculty	Redbook
3.8.1	Learning/ information resources	The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.	“Distance and Correspondence Education”	CR 2.9 CS 3.3.1.3		Learning & Learning/Information Resources	
3.8.2	Instruction of library use	The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.	“Distance and Correspondence Education”	CR 2.9		Learning & Learning/Information Resources	
3.8.3	Qualified staff	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.	None noted	CR 2.9		Learning & Learning/Information Resources	
3.9.1	Student rights	The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.	“Distance and Correspondence Education”	CS 3.4.5 FR 4.5		Student Services	
3.9.2	Student records	The institution protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data.	“Distance and Correspondence Education”	CS 3.10.3 FR 4.7		Student Services	
3.9.3	Qualified staff	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.	None noted	CR 2.10 CS 3.3.1.3, effectiveness of SA staff	3.9.3 Template	Student Services	
3.10.1	Financial stability	The institution’s recent financial history demonstrates financial stability.	“The Impact of Budget Reductions on Higher Education”	CR 2.11.1		Financial Resources	
3.10.2	Financial aid audits	The institution audits financial aid programs as required by federal and state regulations.	None noted	CR 2.11.1 FR 4.7		Financial Resources	3.10.3 in 2007
3.10.3	Control of finances	The institution exercises appropriate control over all its financial resources.	“The Impact of Budget Reductions on Higher Education”	CR 2.2 CS 3.2.2.2		Financial Resources	3.10.4 in 2007

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3.10.4 **	Control of sponsored research/ external funds	The institution maintains financial control over externally funded or sponsored research and programs.	None noted	None noted		Financial Resources	3.10.5 in 2007
3.11.1 **	Control of physical resources	The institution exercises appropriate control over all its physical resources.	None noted	None noted		Physical Resources	
3.11.2 **	Institutional environment	The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.	None noted	None noted		Physical Resources	3.10.6 in 2007
3.11.3 **	Physical facilities	The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.	"Distance and Correspondence Education"	CR 2.11.2	Campus Map Tour http://louisville.edu/campus_tour	Physical Resources	3.10.7 in 2007
3.12.1 **	Substantive change	The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes.	"Substantive Change for Accredited Institutions" "Closing a Program, Site, Branch or Institution" "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance" "Unreported Substantive Change" "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures" "Separate Accreditation for Units of a Member Institution" "Integrity and Accuracy in Institutional Representation" "Developing Policy and Procedures Documents"	Principle 1.1 CS 3.13.1		Compliance Certification Team	http://louisville.edu/institutionalresearch/accreditation/substantive-change.html
3.13 **	Policy compliance	The institution complies with the policies of the Commission on Colleges.	"Agreements Involving Joint and Dual Academic Awards: Policy and Procedures" "Integrity and Accuracy in Institutional Representation" "Accrediting Decisions of Other Agencies" "Complaint Procedures against the Commission or its Accredited Institutions" "Reaffirmation of Accreditation and Subsequent Reports" "Separate Accreditation for Units of a Member Institution" "Developing Policy and Procedures Documents"	Principle 1.1 CS 3.12.1		Compliance Certification Team	
3.13.1 **	Accrediting Decisions of Other Agencies	Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.	The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.			Compliance Certification Team	Review each academic unit website

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3.13.2 **	Collaborative Academic Arrangements: Policy and Procedures	Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.	The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.			Compliance Certification Team	
3.13.3 **	Complaint Procedures Against the Commission or Its Accredited Institutions	Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.	When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.) When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.			Compliance Certification Team	
3.13.4 **	Reaffirmation of Accreditation and Subsequent Reports					Compliance Certification Team	
3.13.4.a **		An institution includes a review of its distance learning programs in the Compliance Certification.	In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.			Compliance Certification Team	
3.13.4.b **		If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.	The institution should provide a description of the system operation and structure or the corporate structure if this applies.			Compliance Certification Team	
3.13.5 **	Separate Accreditation for Units of a Member Institution					Compliance Certification Team	

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	3.13.5a**	All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.				Compliance Certification Team	
	3.13.5b**	If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.		No response required by the institution.		Compliance Certification Team	
3.14.1**	Publication of accreditation status	A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with the Commission requirements and federal policy.	"Integrity and Accuracy in Institutional Representation"	Principle 1.1 Was 4.7 in 2007 report		Compliance Certification Team	

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FEDERAL REQUIREMENTS							
4.1	Student achievement	The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.	Commission Statement on Sampling (See “sampling” in the C	CR 2.5 CS 3.3.1.1		Institutional Effectiveness	
4.2	Program curriculum	The institution’s curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.	“Distance and Correspondence Education”	CR 2.4 CR 2.7.2 CR 2.7.3 CS 3.1.1 CS 3.5.1 CS 3.5.3		Educational Programs	
4.3	Publication of policies	The institution makes available to students and the public current academic calendars, grading policies, and refund policies.	“Distance and Correspondence Education” “Integrity and Accuracy in Institutional Representation” “Advertising, Student Recruitment, and Representation of Accredited Status” “Developing Policy and Procedures Documents”	Principle 1.1 CS 3.4.5		Educational Programs	
4.4	Program length	Program length is appropriate for each of the institution’s educational programs.	“Distance and Correspondence Education”	CR 2.7.2 CR 2.7.3 CS 3.4.1		Educational Programs	
4.5	Student complaints	The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.	“Complaint Procedures against the Commission or its Accredited Institutions” “Distance and Correspondence Education” “Developing Policy and Procedures Documents”	CS 3.13.3		Student Services	
4.6	Recruitment materials	Recruitment materials and presentations accurately represent the institution’s practices and policies.	“Developing Policy and Procedures Documents” “Distance and Correspondence Education” “Integrity and Accuracy in Institutional Representation” “Advertising, Student Recruitment, and Representation of Accredited Status”	Principle 1.1 CS 3.4.3		Educational Programs	
4.7	Title IV program responsibilities	The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.	“Integrity and Accuracy in Institutional Representation”	Principle 1.1 CS 3.10.2		Financial Resources	4.8 in 2007

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4.8 **	Distance and correspondence education	An institution that offers distance or correspondence education documents each of the following:	“Developing Policy and Procedures Documents” “Distance and Correspondence Education” “Integrity and Accuracy in Institutional Representation” “Advertising, Student Recruitment, and Representation of Accredited Status” “Substantive Change for Accredited Institutions”	CS 3.13		Learning & Learning/Information Resources	
4.8.1 **	Distance Learning (verification)	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.				Learning & Learning/Information Resources	
4.8.2 **	Distance Learning (privacy)	has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.				Learning & Learning/Information Resources	
4.8.3 **	Distance Learning (notification)	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.				Learning & Learning/Information Resources	
4.9 **	Definition of credit hours	The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.	“Credit Hours” “Substantive Change for Accredited Institutions” “Developing Policy and Procedures Documents”	CR 2.7 CS 3.4.6 FR 4.4		Compliance Certification Team	
Revised 3.23.2015							

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