



SACSCOC 2017 REAFFIRMATION

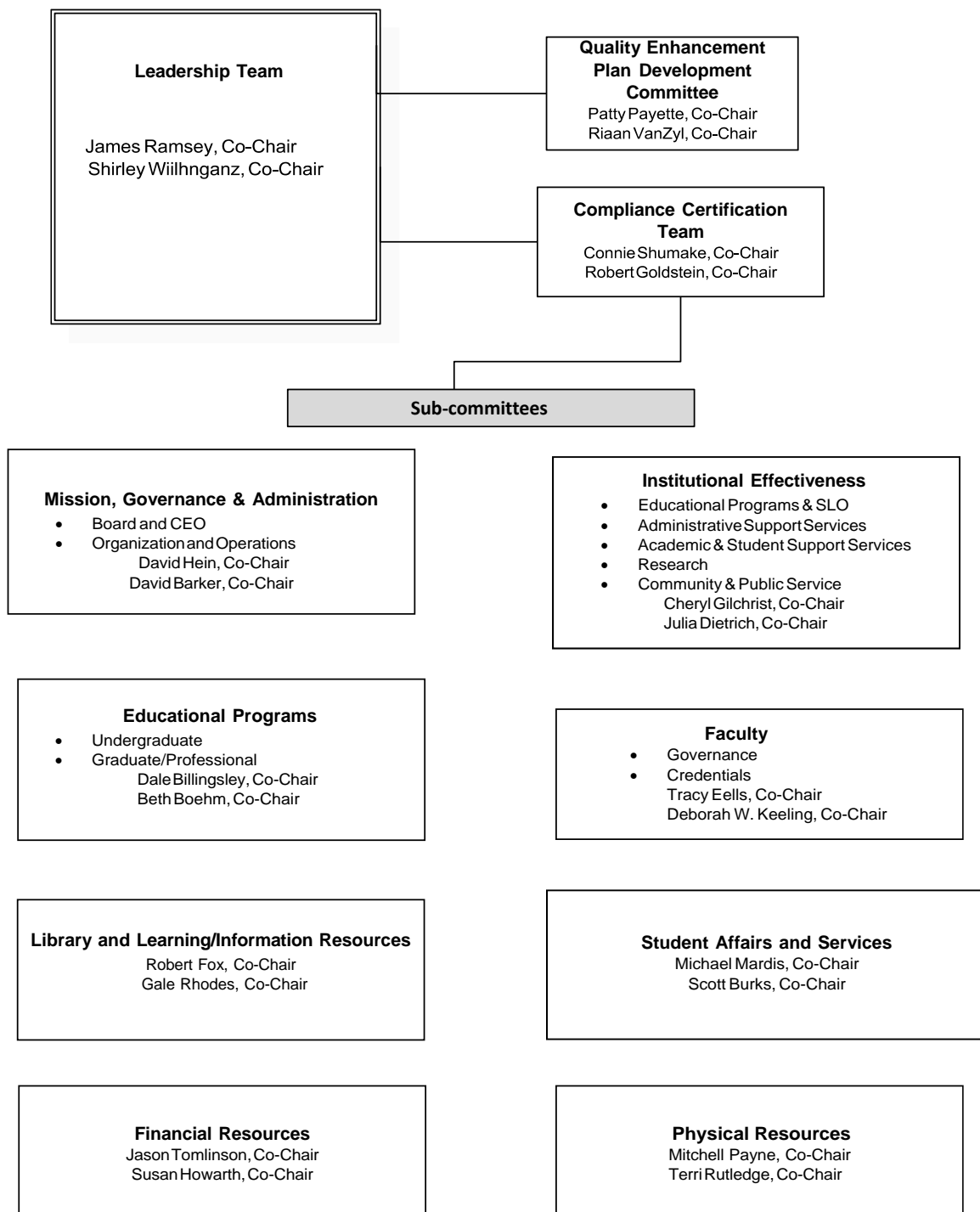
Committee Assignments

WORKING COPY – January 15, 2015

Southern Association of Colleges and Schools

SACSCOC REAFFIRMATION

Committee Structure



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Committee Assignments

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Leadership Team
(Dr. James Ramsey/Dr. Shirley Willihnganz)

The Leadership Team will provide general oversight to the overall process and will approve/sign-off on any final submissions to SACS. This team is headed by the President and the Provost.		
Principle of Integrity	1.1	The institution operates with integrity in all matters (This principle is not addressed in the compliance certification)

**Quality Enhancement Development Committee
(Patty Payette/Riaan Van Zyl)**

Committee Assignment	SACS Principles	Definition
Reaffirmation Requirement	2.12	QEP Development
Compliance Objective	3.3.2	QEP Implementation

CR 2.12 - Each institution seeking reaffirmation of accreditation is required to develop a Quality Enhancement Plan (QEP). Engaging the wider academic community and addressing one or more issues that contribute to institutional improvement, the plan should be focused, succinct, and limited in length. The QEP describes a carefully designed and focused course of action that addresses a well-defined topic or issue(s) related to enhancing student learning.

CS 3.3.2 - 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.

**Compliance Certification Team
(Bob Goldstein/Connie Shumake)**

Committee	SACS Principles	Definition
A. Policies: Consortia Agreements		
<i>Provost Office/Legal Counsel</i>	3.4.7	Consortial relationships/contractual agreements
B. Policies: Credit and Non-Credit	3.4.4	Acceptance of academic credit
<i>Undergraduate Affairs</i>	3.4.6	Practices for awarding credit
<i>Graduate Affairs</i>	3.4.8	Noncredit to credit
<i>Registrar</i>	4.9*	Definition of Credit Hours
C. Commission Policies	3.12	Responsibility for compliance with the Commission's substantive change procedures and policy.
<i>Accreditation Liaison Compliance Office</i>	3.12.1	Substantive change
	3.13*	Responsibility for compliance with other Commission policies.
	3.13.1*	Accrediting Decisions of Other Agencies
	3.13.2*	Collaborative Arrangements
	3.13.3*	Complaint Procedures against the Commission or accredited institutions
	3.13.4a*	Review of Distance Learning Programs
	3.13.4b	Institution part of System – not applicable to UofL
	3.13.5 (a&b)	Separate accreditation – branch campuses – not applicable to UofL
	3.14	Representation of status with the Commission.
	3.14.1	Publication of accreditation status

*= Addressed in 5th year report

Note: All aspects of the 2017 report must address distance education (DE). This was not the case with the 2007 report. The Fifth Interim Report standards* have added the necessary DE language.

3.4.4 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. (See Commission policy "Collaborative Academic Arrangements.") (Acceptance of academic credit)

3.4.6 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.

3.4.7 The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution.

3.4.8 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.

3.12.1 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.

3.13. The institution complies with the policies of the Commission on Colleges.

3.13.1 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.

3.13.2 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.

3.13.3 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.

3.13.4a An institution includes a review of its distance learning programs in the Compliance Certification.

3.13.4b 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 within that system

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. For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

3.14.1 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.

4.9 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.

Educational Programs
(Dale Billingsley/Beth Boehm)

Committee	SACS Principles	Definition
Educational Programs		
Vice Provost for Undergraduate Affairs – Dale Billingsley , Co-Chair Vice Provost for Graduate Affairs – Beth Boehm , Co-Chair	2.7.1	Program Length
	2.7.2	Program Content
	2.7.3	General Education
	2.7.4	Coursework for Degrees
	3.4.1	Academic program approval
	3.4.10	Responsibility for curriculum
	3.5.2	Institutional credits for a degree
	3.5.3	Undergraduate program requirements
	4.2*	Program Curriculum
	4.4*	Program Length
A. Admissions & Publications		
Exec. Director of Undergraduate Admissions (Jenny Sawyer) Exec. Director of Graduate Admissions (Mary L. Leggett) Admissions Rep. from Professional Schools	3.4.3*	Admissions policies
	3.4.5	Academic policies
	4.3	Publication of Policies
	4.6	Recruitment materials
B. Graduate Programs		
School of Interdisciplinary & Graduate Studies (Paul DeMarco) Director of Graduate Studies for each academic unit or graduate programs Professional School reps.	3.6.1	Post-baccalaureate program rigor
	3.6.2	Graduate curriculum
	3.6.3	Institutional credits for a graduate degree
	3.6.4	Post-baccalaureate program requirements

*= Addressed in 5th year report

Note: All aspects of the 2017 report must address distance education (DE). This was not the case with the 2007 report. The Fifth Interim Report standards* have added the necessary DE language.

2.7.1 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 credit hours or its equivalent unit. (Program Length)

2.7.2 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.(Program Content)

2.7.3 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. (General Education)

2.7.4 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 coursework 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 on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program.

(Compliance Certification Team will collect consortia data for use by this committee)

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

3.4.3 The institution publishes admissions policies that are consistent with its mission.

3.4.5 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.

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements.")

3.5.3 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. (See Commission policy "The Quality and Integrity of Undergraduate Degrees.")

3.6.1 The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. (Post-baccalaureate program rigor)

3.6.2 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. (Graduate curriculum)

3.6.3 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. (See Commission policy "Collaborative Academic Arrangements.")

3.6.4 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.

4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (Publication of policies)

4.6 Recruitment materials and presentations accurately represent the institution's practices and policies.

Faculty
(Tracy Eells/Deborah W. Keeling)

Committee	SACS Principles	Definition
Faculty	2.8*	Faculty
<i>Vice Provost for Faculty Affairs – Tracy Eells, Co-Chair</i> <i>Associate Dean and Professor - Deborah Wilson Keeling, Co-Chair</i> Executive Director of IRP – 3.5.4 (Becky Patterson) Asst. Provost for Accreditation -3.7.1 (Connie Shumake)	3.4.11*	Academic program coordination
	3.5.4	Terminal degrees of faculty
	3.7.1	Faculty competence
	3.7.2	Faculty evaluation
	3.7.3	Faculty development
	3.7.4	Academic freedom
	3.7.5	Faculty role in governance

*= Addressed in 5th year report

Note: All aspects of the 2017 report must address distance education (DE). This was not the case with the 2007 report. The Fifth Interim Report standards* have added the necessary DE language.

2.8 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.

3.4.11 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. (Academic program coordination)

3.5.4 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.

3.7.1 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. (See Commission guidelines “Faculty Credentials.”) (Faculty competence)

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. (Faculty evaluation)

3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom.

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)

Financial Resources
(Jason Tomlinson/Susan Howarth)

Committee	SACS Principles	Definition
Financial Resources		
VP Finance – <i>Jason Tomlinson, Co-Chair</i> <i>Susan Howarth, Co-Chair</i>	2.11.1	Financial Resources
	3.10.1	Financial Stability
	3.10.2	Financial aid audits
	3.10.3	Control of finances
	3.10.4	Control of sponsored research/external funds
	4.7*	Title IV program requirements

*= Addressed in 5th year report

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2.11.1 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.” (Financial Resources)

3.10.1 The institution’s recent financial history demonstrates financial stability.

3.10.2 The institution audits financial aid programs as required by federal and state regulations.

3.10.3 The institution exercises appropriate control over all its financial resources. (Control of finances)

3.10.4 The institution maintains financial control over externally funded or sponsored research and programs.

4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (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.)

Governance
David Hein/David Barker

Committee	SACS Principles	Definition
Governance	2.1	Degree granting Authority
<i>Associate Provost for Strategic Planning - David Hein, co-chair</i> <i>Associate Vice President for Audit Services and Institutional Compliance - David Barker, co-chair</i>	2.2	Governing Board
	2.3	Chief Executive Officer
	2.4	Institutional Mission
	2.6	Continuous Operation
	3.1.1	Institutional Mission
	3.2.1	CEO evaluation, selection
	3.2.2	Governing board control
	3.2.2.1institutional mission
	3.2.2.2	Fiscal stability
	3.2.2.3institutional policy
	3.2.3	Board conflict of interest
	3.2.4	External influence
	3.2.5	Board dismissal
	3.2.6	Board/administration distinction
	3.2.7	Organizational structure
	3.2.8*	Qualified administrative, academic
	3.2.9	Personnel appointment
	3.2.10	Administrative staff evaluations
	3.2.11	Control of intercollegiate athletics
	3.2.12	Fund-raising activities
	3.2.13	Institution-related entities
	3.2.14	Intellectual property rights

*= Addressed in 5th year report

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2.1 The institution has degree-granting authority from the appropriate government agency or agencies.

2.2 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

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

2.4 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, where applicable, research and public service.

2.6 The institution is in operation and has students enrolled in degree programs. (Continuous Operation)

3.1.1 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.

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;

3.2.2.2 fiscal stability of the institution; and

3.2.2.3 institutional policy.

3.2.3 The governing board has a policy addressing conflict of interest for its members.

3.2.4 The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

3.2.6 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.

3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

3.2.8 The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

3.2.9 The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

3.2.10 The institution periodically evaluates the effectiveness of its administrators.

3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

3.2.12 The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

3.2.13 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.

3.2.14 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.

**Institutional Effectiveness
(Cheryl Gilchrist/Julia Dietrich)**

Committee	SACS Principles	Definition
Institutional Effectiveness: Institutional Effectiveness	2.5	Institutional Effectiveness
<i>Exec. Director of Institutional Effectiveness – Cheryl Gilchrist, Co-chair Associate Dean, Professor of English, College of Arts & Sciences – Julia Dietrich</i>	3.3.1	Institutional Effectiveness
	3.3.1.1*	educational programs
	3.3.1.2	...administrative support
	3.3.1.3	...academic and support
	3.3.1.4	...research
	3.3.1.5	...community/public service
A. Institutional Effectiveness: Educational Programs	3.3.1.1*	...educational programs/Student Learning Outcomes
General Education Curriculum Committee – University Assessment Committee	3.5.1	General education competencies
B. Institutional Effectiveness: Student Achievement	4.1 *	Student Achievement
Executive Director for IRP (Becky Patterson)		

*= Addressed in 5th year report

Note: All aspects of the 2017 report must address distance education (DE). This was not the case with the 2007 report. The Fifth Interim Report standards* have added the necessary DE language.

2.5 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. (Institutional Effectiveness)

3.3.1 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:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate.

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them.

4.1 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.

Library and Learning/Information Resources

Library and Learning/Information Resources Committee	SACS Principles	Definition
A. Library & Academic Support Resources	2.9	Learning Resources and Services
<i>Dean of University Library – Robert Fox, Co-Chair</i>	3.4.9	Academic support services
	3.8.1	Learning/information resources
	3.8.2	Instruction of library use
	3.8.3	Qualified staff
B. Technology, Distance Learning, and Continuing Ed Services	3.4.2	Continuing education, service programs
<i>Associate Provost - Gale Rhodes, Co-Chair</i>	3.4.12	Technology use
	4.8*	Distance and correspondence education
	4.8.1*	...verifying identity
	4.8.2*	...student privacy
	4.8.3*	...fees notification

*= Addressed in 5th year report

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2.9 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. (Learning Resources and Services)

3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission. (Continuing education/service programs)

3.4.9 The institution provides appropriate academic support services.

3.4.12 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. (Technology use)

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use)

3.8.3 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.

4.8 An institution that offers distance or correspondence education documents each of the following:
(Distance and correspondence education)

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.

Physical Resources
(Mitchell Payne/Terri Rutledge)

Committee	SACS Principles	Definition
Physical Resources	2.11.2	Physical Resources
<i>VP Business Affairs – Mitchell Payne, Co-Chair Terri Rutledge, Co-Chair</i>	3.11.1	Control of physical resources
	3.11.2	Institutional environment
	3.11.3*	Physical facilities

*= Addressed in 5th year report

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2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

3.11.1 The institution exercises appropriate control over all its physical resources.

3.11.2 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

3.11.3 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.

Student Services
(Michael Mardis/Scott Burks)

Committee	SACS Principles	Definition
Student Services	2.10*	Student Support Services
<i>VP Student Affairs – Michael Mardis, Co-Chair</i> <i>University Registrar – Scott Burks, Co-Chair</i>	3.9.1	Student rights
	3.9.2	Student records
	3.9.3	Qualified staff
	4.5*	Student Complaints

*= Addressed in 5th year report

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2.10 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.

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

3.9.2 The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

3.9.3 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.

4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

(See Commission policy “Complaint Procedures against the Commission or its Accredited Institutions.”)