

Standard Number	Proposed Standards	Writer
1.1	The institution operates with integrity in all matters.	Dr. Anne Southard
2.1	The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional mission)	Ms. Pauline Anderson
3.1	An institution seeking to gain or maintain accredited status:	
3.1a	has degree-granting authority from the appropriate government agency or agencies. (Degree-granting authority) (Core requirement)	Dr. Deidre Price
3.1b	offers all course work required for at least one degree program at each level at which it awards degrees. (For exceptions, see SACSCOC policy "Documenting an Alternative Approach") (Course work for degrees) (Core Requirement)	TBA
3.1c	is in operation and has students enrolled in degree programs. (Continuous operation) (Core Requirement)	Ms. Pauline Anderson
4.1	The institution has a governing board of at least five members	Dr. Deborah Fontaine
4.1a	is the legal body with specific authority over the institution.	Dr. Deborah Fontaine
4.1b	exercises fiduciary oversight of the institution.	Dr. Deborah Fontaine
4.1c	ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.	Dr. Deborah Fontaine
4.1d	is not controlled by a minority of board members or by organizations or institutions separate from it.	Dr. Deborah Fontaine
4.1e	is not presided over by the chief executive officer of the institution.	Dr. Deborah Fontaine
4.2	The governing board	
4.2a	ensures the regular review of the institution's mission. (Mission review)	Mr. Brian Pennington
4.2b	ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. (Board/administrative distinction).	Dr. Devin Stephenson
4.2c	selects and regularly evaluates the institution's chief executive officer. (CEO Selection/evaluation)	Mr. Brian Pennington
4.2d	defines and addresses potential conflict of interest for its members (Conflict of interest)	Mr. Brian Pennington
4.2e	has appropriate and fair processes for the dismissal of a board member. (Board dismissal)	Mr. Brian Pennington
4.2f	protects the institution from undue influence by external person or bodies. (External influence)	Mr. Brian Pennington
4.2g	defines and regularly evaluates its responsibilities and expectations. (Board evaluation)	Mr. Brian Pennington
4.3	If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.	N/A
5.1	The institution has a chief executive officer whose primary responsibility is to the institution. (Chief executive officer) (Core Requirement)	Dr. Stephenson
5.2	The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:	
5.2a	the institution's educational, administrative, and fiscal programs and services. (CEO control)	Dr. Stephenson

<b>5.2b</b>	the institution's intercollegiate athletics program (Control of Intercollegiate athletics)	Mr. Ross/Ms. Cristie Kedroski
<b>5.2c</b>	the institution's fundraising activities. (Control of fund-raising activities)	Ms. Cristie Kedroski
<b>5.3</b>	For an entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:	
<b>5.3a</b>	The legal authority and operating control of the institution is clearly defined with respect to that entity.	Ms. Cristie Kedroski
<b>5.3b</b>	The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.	Ms. Cristie Kedroski
<b>5.3c</b>	The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) 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.	Ms. Cristie Kedroski
<b>5.4</b>	The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (Qualified administrative/academic officers)	Dr. Devin Stephenson
<b>5.5</b>	The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. (Personnel appointment and evaluation)	Ms. Roberta Mackey
<b>6.1</b>	The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (Full-time Faculty) (Core requirement)	TBA
<b>6.2</b>	For each of its educational programs, the institution:	
<b>6.2a</b>	justifies and documents the qualifications of its faculty members. (Faculty qualifications)	TBA
<b>6.2b</b>	employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)	TBA
<b>6.2c</b>	assigns appropriate responsibility for program coordination. (Program Coordination)	TBA
<b>6.3</b>	The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. (Faculty appointment and evaluation)	Ms. Roberta Mackey
<b>6.4</b>	The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. (Academic freedom)	Ms. Roberta Mackey
<b>6.5</b>	The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. (Faculty development)	Dr. Deborah Fontaine
<b>7.1</b>	The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning) (Core Requirement)	Dean Pauline Anderson
<b>7.2</b>	The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement (Quality Enhancement Plan)	Ms. Amy Riddell

<b>7.3</b>	The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative Effectiveness)	Mr. Randy White
<b>8.1</b>	The institution identifies, evaluates, 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. The institution uses multiple measures to document student success. (Student Achievement) (Core Requirement)	Dean Pauline Anderson
<b>8.2</b>	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:	
<b>8.2a</b>	student learning outcomes for each of its educational programs, (Student Outcomes: educational programs)	Dr. Deborah Fontaine/ Dean Erny
<b>8.2b</b>	student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs (Student outcomes: general education)	Dr. Anne Southard
<b>8.2c</b>	academic and student services that support student success. (Student outcomes: academic and student services)	Dr. Nate Slaton
<b>9.1</b>	Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education. (Program Content) (Core Requirement)	Dr. Anne Southard/ Dean Erny
<b>9.2</b>	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 of equivalencies when using units other than credit hours. 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) (Core Requirement)	Dr. Anne Southard
<b>9.3</b>	The institution requires the successful completion of a general education component at the undergraduate level that:	Dr. Anne Southard
<b>9.3a</b>	is based on a coherent rationale.	Dr. Anne Southard
<b>9.3b</b>	is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for the baccalaureate programs, a minimum of 30 semester hours or the equivalent.	Dean Erny/ Dr. Anne Southard
<b>9.3c</b>	ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (General education requirement) (Core Requirement)	Dr. Anne Southard
<b>9.4</b>	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)	Ms. Stephanie Linard
<b>9.5</b>	At least one-third of the credit hours required for a graduate or post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (Institutional credits for a graduate/professional degree)	Dr. Anne Southard
<b>9.6</b>	Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training. (Post-baccalaureate rigor and curriculum)	N/A

<b>9.7</b>	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)	Dr. Nate Slaton
<b>10.1</b>	The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. (Academic Policies)	Dr. Nate Slaton
<b>10.2</b>	The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public Information)	Dr. Nate Slaton
<b>10.3</b>	The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. (Archived information)	Dr. Nate Slaton
<b>10.4</b>	The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that education programs for which academic credit awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (Academic Governance)	Dr. Jarrell
<b>10.5</b>	The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. 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 institutional employees. (Admissions policies and practices)	Mr. Carter Caywood
<b>10.6</b>	An institution that offers distance learning or correspondence education:	Dr. Deidre Price
<b>10.6a</b>	ensures 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 of program and receives credit.	Dr. Deidre Price
<b>10.6b</b>	has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.	Dr. Deidre Price
<b>10.6c</b>	ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. (Distance and correspondence education).	Dr. Deidre Price
<b>10.7</b>	The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g. direct assessment programs), the institution has a sound means for determining credit equivalencies. (Policies for awarding credit)	Ms. Stephanie Linard/Dean Michael Earny
<b>10.8</b>	The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make necessary judgments, (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission. (Evaluating and awarding academic credit).	Ms. Stephanie Lenard
<b>10.9</b>	The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (Cooperative academic arrangements)	N/A
<b>11.1</b>	The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. (Library and learning/information resources) (Core requirement)	Ms. Janice Henderson

<b>11.2</b>	The institution ensure an adequate number of professional and other staff with appropriate enducation or experiences in library and/or other learning/information resources to accomlish the mission of the institution. (Library and learning/information staff)	Ms. Janice Henderson
<b>11.3</b>	The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources. (Library and learning/information access)	Ms. Janice Henderson
<b>12.1</b>	The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services) (Core Requirement)	Dr. Nate Slaton Dr.Sasha Jarrell
<b>12.2</b>	The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. (Student Support Services Staff)	Dr. Nate Slaton
<b>12.3</b>	The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community. (Student Rights)	Ms. Stephanie Lenard
<b>12.4</b>	The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. (Student Complaints)	Dr. Nate Slaton
<b>12.5</b>	The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. (Student Records)	Ms. Stephanie Lenard/Mr. Cole Allen
<b>12.6</b>	The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. (Student Debt)	Dr. Aimee Watts
<b>13.1</b>	The institution has sound financial resources and a demonstrated, stable finance base to support the mission of the institution and the scope of its programs and services. (Financial Resources) (Core Requirement)	Mr. Randy White
<b>13.2</b>	The member institution provides the following financial statements:	
<b>13.2a</b>	an institutional audit (or <i>Standard Review Report</i> issued in accordance with <i>Statements on Standards for Accounting and Review issued by the AICPA</i> for those institutions audited as part of a system wide 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 <i>Standard Review Report</i> ) guide;	Mr. Randy White
<b>13.2b</b>	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	Mr. Randy White
<b>13.2c</b>	an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.	Mr. Randy White
<b>13.3</b>	The institution manages its financial resources in a responsible manner. (Financial responsibility)	Mr. Randy White
<b>13.4</b>	The institution exercises appropriate control over all its financial resources. (Control of finances)	Mr. Randy White
<b>13.5</b>	The institution maintains financial control over externally funded or sponsored research and programs. (Control of Sponsored Research/External Funds)	Mr. Sam Renfroe
<b>13.6</b>	The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program respnsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education. (Federal and State Responsibilities)	Dr. Aimee Watts

<b>13.7</b>	The institution ensures 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 Resources)	Mr. Randy White
<b>13.8</b>	The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)	Mr. Randy White
<b>14.1</b>	The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent upon the continued accreditation of the parent campus. (Publication of Accreditation Status)	Ms. Laura Coale
<b>14.2</b>	The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy. (Substantive change)	Dr. Anne Southard
<b>14.3</b>	The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional review)	Dr. Deidre Price
<b>14.4</b>	The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it hold accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies".) (Representation to other agencies)	Dean Michael Erny
<b>14.5</b>	The institution complies with SACSCOC's policy statements that pertain to new or additional insitutional obligations that may arise that are not part of the standards in the current <i>Principles of Accreditation</i> . (Policy Compliance)	Dr. Anne Southard Dr. Deborah Fontaine