

Before & After – Interpreting Changes in the 2018 *Principles of Accreditation*

Crosswalk: 2018 Principles & 2012 Principles

(5th I S: 5th=Fifth-Year Report, I=Institutional Policy, S=SACSCOC Policy)

Principles 2018 – SECTIONS	5th IS	Principles 2018 Edition	Principles 2012 Edition [cross references]
1. The Principle of Integrity	S	1.1 Integrity - CR	PR 1.1 Integrity
2. Mission		2.1 Institutional mission - CR	CR 2.4 Institutional mission
3. Basic Eligibility Standards		3.1.a Degree-granting authority - CR	CR 2.1 Degree-granting authority
	S	3.1.b Course work for degrees - CR	CR 2.7.4 Course work for degrees
		3.1.c Continuous operation - CR	CR 2.6 Continuous operation
4. Governing Board	S	4.1(a-e) Governing board characteristics - CR (b) Governing board characteristics (e) Governing board characteristics	CR 2.2 Governing board (a-d) CS 3.2.2.2 Governing board control-finances [4.3] CR 2.3 Chief executive officer [5.1]
	S	4.2.a Mission review	CS 3.1.1 Mission CS 3.2.2.1 Governing board control - mission [4.3]
	I	4.2.b Board/administrative distinction	CS 3.2.2.3 Governing board control - policies [4.3] CS 3.2.6 Board/administration distinction
		4.2.c CEO evaluation/selection	CS 3.2.1 CEO evaluation/selection
	I	4.2.d Conflict of interest	CS 3.2.3 Board conflict of interest
	I	4.2.e Board dismissal	CS 3.2.5 Board dismissal
		4.2.f External influence	CS 3.2.4 External influence
	I	4.2.g Board self-evaluation	<i>No corresponding requirement</i>
	I S	4.3 Multi-level governance	CS 3.2.2.1 Governing board control - mission [4.2.a] CS 3.2.2.2 Governing board control - finances [4.1.b] CS 3.2.2.3 Governing board control - policies [4.2.b] CS 3.13.4.b part of system or corporate structure [14.5.a]
	5. Administration & Organization	S	5.1 Chief executive officer - CR
		5.2.a CEO control (<i>in part</i>)	
		5.2.b Control of intercollegiate athletics	CS 3.2.11 Control of intercollegiate athletics
		5.2.c Control of fund-raising activities	CS 3.2.12 Fund-raising activities
I		5.3 Institution-related entities	CS 3.2.13 Institution-related entities
5 th		5.4 Qualified administrative/academic officers	CS 3.2.8 Qualified administrative/academic officers CS 3.2.10 Administrative staff evaluations
	I	5.5 Personnel appointment and evaluation	CS 3.2.9 Personnel appointments

Principles 2018 – SECTIONS	5th IS	Principles 2018 Edition	Principles 2012 Edition [cross references]
6. Faculty	5 th	6.1 Full-time faculty - CR	CR 2.8 Faculty [6.2.b]
		6.2.a Faculty qualifications	CS 3.7.1 Faculty competence
	5 th S	6.2.b Program faculty	CR 2.8 Faculty [6.1]
	5 th	6.2.c Program coordination	CS 3.4.11 Academic program coordination [9.1]
	I	6.3 Faculty appointment and evaluation	CS 3.7.2 Faculty evaluation (also see CS 3.2.9 Personnel appointment)
	I	6.4 Academic freedom	CS 3.7.4 Academic freedom
7. Inst. Planning & Effectiveness		6.5 Faculty development	CS 3.7.3 Faculty development
		7.1 Institutional planning - CR	CR 2.5 Institutional effectiveness
	S	7.2 Quality Enhancement Plan	CR 2.12 Quality Enhancement Plan CS 3.3.2 Quality Enhancement Plan
	7.3 Administrative effectiveness	CS 3.3.1.2 IE-administrative support services	
8. Student Achievement			
	5 th	8.1 Student achievement – CR	CS 3.3.1.1 IE-educational programs [8.2.a] FR 4.1 Student achievement
	5 th S	8.2.a Student outcomes: educational programs	CS 3.3.1.1 IE-educational programs [8.1.]
	S	8.2.b Student outcomes: general education	CS 3.5.1 General education competencies
	S	8.2.c Student outcomes: academic & student support services	CS 3.3.1.3 IE-academic & student support services
9. Educational Program Structure and Content	5 th S	9.1 Program content - CR	CR 2.7.2 Program content CS 3.4.11 Academic program coordination [6.2.c] FR 4.2 Program curriculum
	5 th S	9.2 Program length - CR	CR 2.7.1 Program length FR 4.4 Program length
		9.3 General education requirements - CR	CR 2.7.3 General education
	S	9.4 Institutional credits for an undergraduate degree	CS 3.5.2 Institutional credits for a degree
	S	9.5 Institutional credits for grad/prof degree	CS 3.6.3 Institutional credits for graduate degree
		9.6 Post-baccalaureate program rigor	CS 3.6.1 Post-baccalaureate program rigor CS 3.6.2 Graduate curriculum
		9.7 Program requirements	CS 3.5.3 Undergraduate program requirements CS 3.6.4 Post-baccalaureate program requirements

10. Educational Policies, Procedures, and Practices	IS	10.1 Academic policies	CS 3.4.5 Academic policies
	5 th IS	10.2 Public information	CS 3.4.3 Admissions policies [10.5] FR 4.3 Publication of policies
	5 th S	10.3 Archived information	CS 3.13.6 “Inst. Obligations for Public Disclosure” [10.9]
	IS	10.4 Academic governance	CS 3.4.1 Academic program approval CS 3.4.10 Responsibility for curriculum CS 3.7.5 Faculty role in governance
	5 th IS	10.5 Admissions policies and practices	CS 3.4.3 Admissions policies [10.2] CS 3.13.7 “Advertising, Student Recruitment, & Representation of Accredited Status FR 4.6 Recruitment materials
	5 th IS	10.6 [a-c] Distance and correspondence education	FR 4.8 Distance and correspondence education
	5 th IS	10.7 Policies for awarding credit	CS 3.4.6 Practices for awarding credit CS 3.4.8 Noncredit to credit FR 4.9 Definition of credit hours
	IS	10.8 Evaluating and awarding academic credit	CS 3.4.4 Acceptance of academic credit
	5 th S	10.9 Cooperative academic arrangements	CS 3.4.7 Consortial relationships/contracts CS 3.13.2 “Agreements Involving Joint and Dual Academic Awards: Policy and Procedures” CS 3.13.6 “Inst. Obligations for Public Disclosure” [10.3]
	11. Library and Learning/ Information Resources	S	11.1 Library & learning/info resources - CR
		11.2 Library & learning/info resources staff	CS 3.8.3 Qualified staff
S		11.3 Library & learning/info resources access	CS 3.4.12 Technology use CS 3.8.2 Instruction of library use
12. Academic and Student Support Services	5 th S	12.1 Student support services - CR	CR 2.10 Student support services CS 3.4.9 Academic support services
		12.2 Student support services staff	CS 3.9.3 Qualified staff
	IS	12.3 Student rights	CS 3.9.1 Student rights
	5 th IS	12.4 Student complaints	CS 3.13.3 “Complaint Procedures Against the Commission or Its Accredited Institutions” FR 4.5 Student complaints
	S	12.5 Student records	CS 3.9.2 Student records
		12.6 Student debt	<i>No corresponding requirement</i>

13. Financial/Physical Resources		13.1 Financial resources - CR	CR 2.11.1 Financial resources
		13.2 Financial documents – CR	CR 2.11.1 Financial resources
		13.3 Financial responsibility	CS 3.10.1 Financial stability
		13.4 Control of finances	CS 3.10.3 Control of finances
		13.5 Control of sponsored research/external funds	CS 3.10.4 Control of sponsored research/ext. funds
	5 th	13.6 Federal and state responsibilities	CS 3.10.2 Financial aid audits FR 4.7 Title IV program responsibilities
	5 th S	13.7 Physical resources (<i>not CR</i>)	CR 2.11.2 Physical resources CS 3.8.1 Learning/information resources [11.1] CS 3.11.1 Control of physical resources CS 3.11.3 Physical facilities
	5 th	13.8 Institutional environment	CS 3.11.2 Institutional environment
14. Transparency and Institutional Representation	5 th S	14.1 Publication of accreditation status	CS 3.13.5.a “Separate Accreditation for Units of a Member Institution” CS 3.14.1 Publication of accreditation status
	IS	14.2 Substantive change	CS 3.12.1 Substantive change
	5 th S	14.3 Comprehensive institutional reviews	CS 3.13.4.a “Reaffirmation of Accreditation and Subsequent Reports”
	5 th S	14.4 Representation to other agencies	CS 3.13.1 “Accrediting Decisions of Other Agencies” [14.5]
	S	14.5 Policy compliance (if applicable) See Compliance Certification Report Template	CS 3.13.1 Commission policies [14.4] CS 3.13.4.b part of system or corporate structure [4.3] CS 3.13.5.b No response required by institution
		<i>No corresponding requirement</i>	CS 3.2.7 Organizational structure
		<i>No corresponding requirement</i>	CS 3.2.14 Intellectual property rights
		<i>No corresponding requirement</i>	CS 3.3.1.4 IE-research
		<i>No corresponding requirement</i>	CS 3.3.1.5 IE-community/public service
		<i>No corresponding requirement</i>	CS 3.4.2 Continuing education/service programs
		<i>No corresponding requirement</i>	CS 3.5.4 Terminal degrees of faculty

Sections of the 2018 *Principles of Accreditation*

Examples of changes/modifications to the *Principles* associated 2012 *Principles*

1. **The Principle of Integrity** (*no changes*)
2. **Mission** (*no changes*)
3. **a-c Basic Eligibility Standards** (*no changes*)
4. **Governing Board**

Word changes

2018: 4.1.b: exercises fiduciary oversight of the institution

2012: 3.2.2.2: legal authority and operating control of fiscal stability of institution

Separates into two different standards (different Sections)

2018: 4.1.e: is not presided over by the CEO of the institution

2018: 5.1: CEO whose primary responsibility is to the institution.

2012: 2.3: CEO whose primary responsibility is to institution and who is not the presiding officer of board

Word: “regular” vs “periodically”(Rationale/Notes uses interchangeably; Board reviews/reaffirms)

2018: 4.2.a: ensures the regular review of the institution’s mission

2012: 3.1.1: ... is periodically reviewed and updated, is approved by the governing board

2012: 3.2.2.1: legal authority and operating control of mission

Implies policy (in Rationale/Notes, Appendix A)

2018: 4.2.d: defines & addresses potential conflict of interest for its members

2012: 3.2.3: has a policy addressing conflict of interest for its members

Implies policy (in Rationale/Notes, Appendix A)

2018: 4.2.3: has appropriate & fair processes for the dismissal of board member

2012: 3.2.5: has policy whereby members can be dismissed only for appropriate reasons, by fair process

NEW

2018: 4.2.g: The governing board defines and regularly evaluates its responsibilities and expectations. (*Board self-evaluation*)

Rationale/Notes provides useful examples/interpretation

2018: 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. (*Multi-level governance*)

5. Administration and Organization

Broader scope

2018: 5.2.a: The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services. (CEO control)

2012: includes intercollegiate athletics, fund-raising, institution-related entities
does not explicitly include educational or administrative services

Separates faculty (6.3)

2018: 5.5 publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.

2012: 3.2.9 ...publishes policies regarding appointment, employment, and evaluation of all personnel

6. Faculty

Specifies number of full-time faculty at university [CR] and program levels [not CR]

2018: 6.1 institution employs adequate number of full-time faculty members to support mission/goals

2018: 6.2.b For each of its educational programs, the institution employs a sufficient number of full-time faculty members

2012: 2.8: number of full-time faculty is adequate to support mission of the institution and to ensure the quality and integrity of each of its academic programs

7. Institutional Planning and Effectiveness

Word change- new scope

2018: 7.1 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.

2012: 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.

Focus on strategic planning (7.1)

2018: 7.2 QEP 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.

2012: 2.12 QEP 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

2012: 3.3.2 QEP (1) demonstrates institutional capability for initiation, implementation, completion of QEP; (2) includes broad-based involvement of institutional constituencies in development and proposed implementation of QEP; and (3) identifies goals and plan to assess achievement.

Removes expectation of continual improvement

2018: 7.3 identifies expected outcomes of its administrative support services and demonstrates extent to which the outcomes are achieved.

2012: 3.3.1.2 IE – administrative support services

8. Student Achievement

Adds specificity and removes examples

2018: 8.1: 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.

2012: FR 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.

Word and scope: added “seeking” and “general education”

2018: 8.2 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: educational program, general education

2012: 3.5.1: identifies college-level general education competencies and the extent to which students have attained them

a. **academic and student support services**

9. Educational Program Structure and Content

Adds combined degree programs

2018: 9.2 ... 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

2012: 2.7.1 ... The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

10. Educational Policies, Procedures, and Practices

Specifies details

2018: 10.3: 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.

2012: 3.13: The institution complies with the policies of the Commission on Colleges “Institutional Obligations for Public Disclosure”

11. Library and Learning/Information Resources

Consolidates

2018: 11.3 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.

2012: 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.

2012: 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

12. Academic and Student Support Services

Consolidates

2018: 12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services)

2012: 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. (Student support services)

2012: 3.4.9 provides appropriate academic support services. (Academic support services)

2018: 12.6 NEW The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. (Student debt)

13. Financial and Physical Resources

Removes history

2018: 13.3: The institution manages its financial resources in a responsible manner.

2012: 3.10.1 The institution's recent financial history demonstrates financial stability.

14. Transparency and Institutional Representation

Specifies off-campus instructional sites

2018: 14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

2012: 3.13.4.a institution includes review of its distance learning programs in Compliance Certification.

Documentation: to be in compliance, must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Clarifies

2018: 14.4 institution (a) represents itself accurately to all U.S. DOE recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy "Accrediting Decisions of Other Agencies.") (Representation to other agencies)

2012: 3.13.1 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.