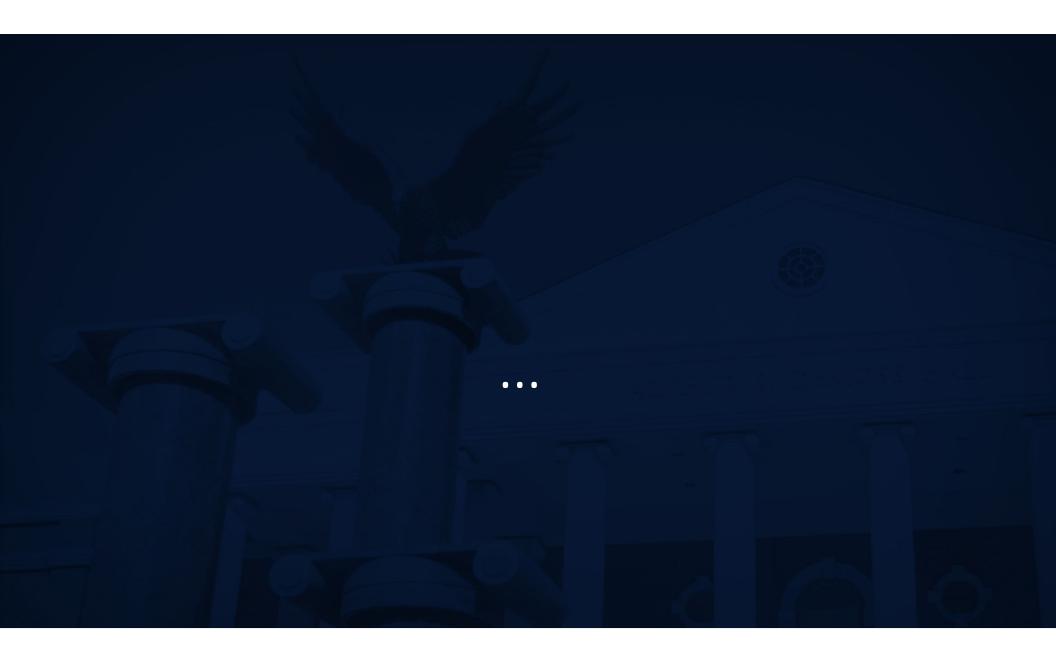
SACSCOC Principle of Accreditation 14.3 – (Comprehensive Institutional Reviews)



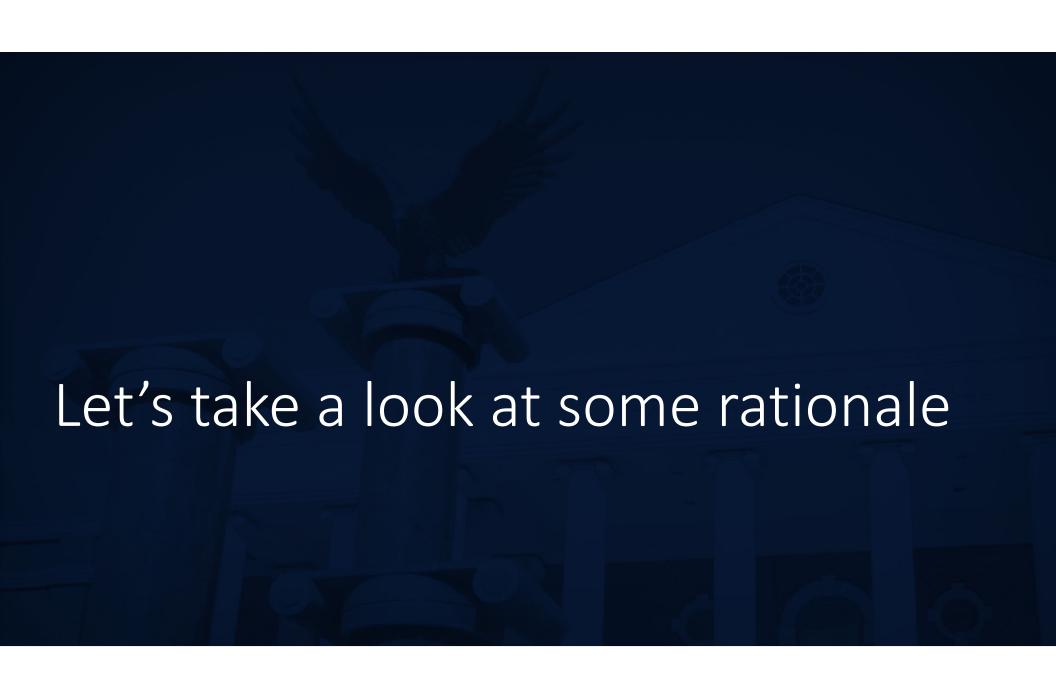
The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

(Comprehensive institutional reviews)



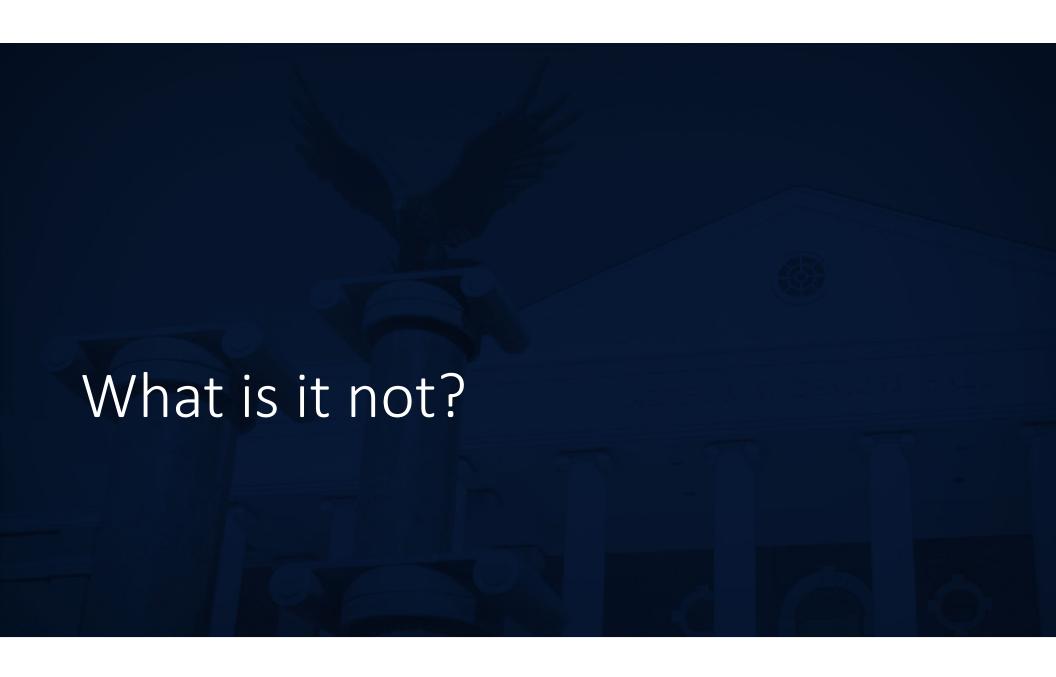






Resource Manual Guidance

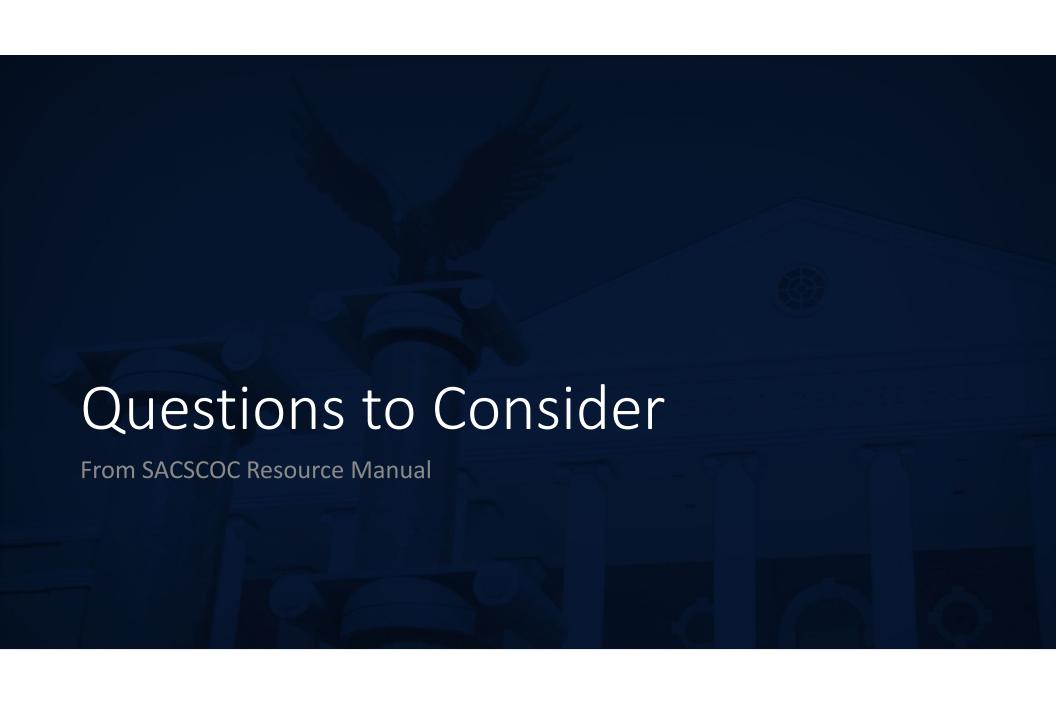
The *Principles* apply to all institutional programs and services, wherever located or however delivered. This includes programs offered through distance and correspondence education, off-campus sites, and branch campuses. The institution must have incorporated an assessment of its compliance with appropriate standards for these circumstances. In this standard, the institution should summarize its process for incorporating the review and analysis of these programs.



Resource Manual Guidance.

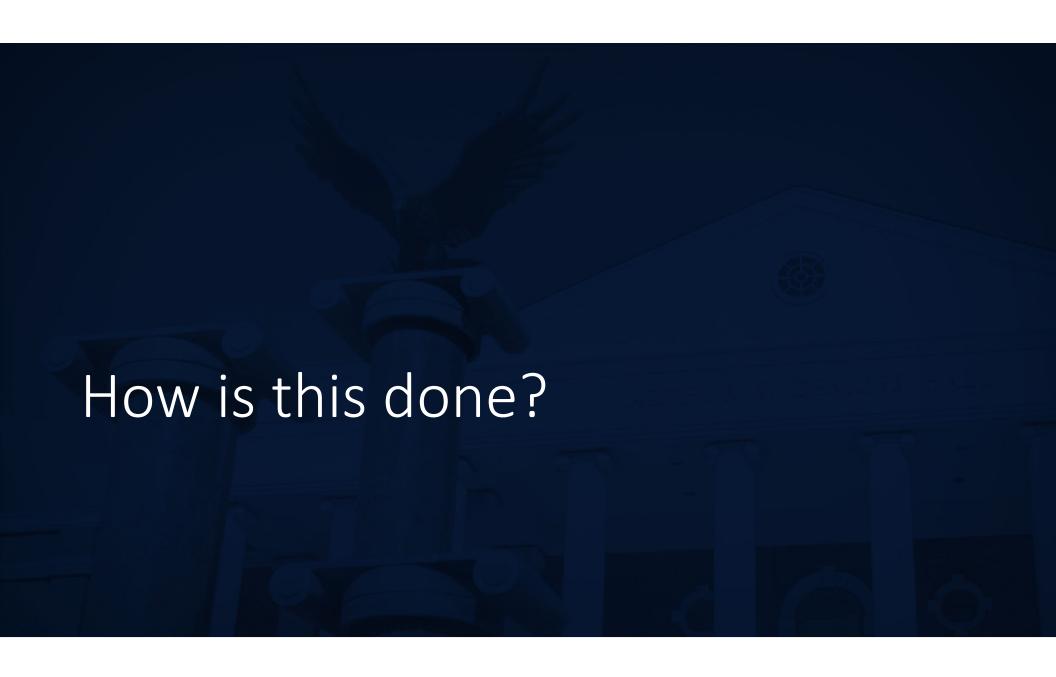
It is not necessary to repeat each narrative containing reference to distance and correspondence education, off-campus sites, and branch campuses.

However, hyperlinks back to standards containing explicit information relating to these programs would be appropriate.



- Are courses and programs offered at off-campus sites and through distance or correspondence education given the same attention in terms of the quality and integrity of the offerings as is given to other courses and programs?
- What types of academic and student support services and activities are offered to distance learning students, students at off-campus sites, and at branch campuses?
- Are off-campus and distance learning offerings included when collecting data for assessing expected student learning outcomes?

- What type of oversight is there for distance learning and for off-campus sites?
- What is the role of full-time faculty relative to these sites and modes of delivery?
- How does the institution ensure adequate and appropriate physical resources at off-campus instructional sites?
- If the institution offers dualenrollment courses with local high schools, how are the quality and integrity of these offerings ensured?



Resource Manual Appendix C as your Outline

- First, some principles specifically ask you to address distance education, within the actual principle
- Second, there are some categories given, and these would be your headings in your narrative
 - Mission (2.1)
 - Degree Granting Authority (3.1.a)
 - Governance (4.3, 10.4)
 - Faculty (6.2.c, 6.3, 6.5...basically all of the '6' standards)
 - Institutional Planning (7.1, 7.2)
 - Student Achievement (8.1, 8.2)
 - Educational policies, procedures, and practices (10.1, 10.2)
 - Etc....(the above is about half of the categories)...

Table 3.13.4-1: Distance Education Policies presents the standards where distance education policy statements are addressed explicitly this *Compliance Certification Report*.

Table 3.13.4-1 Distance Education Policies			
Applicable Standard	Where to Find Review in the Compliance Certification Report	Reviewed or Not Reviewed	
Verification	FR 4.8.1	Reviewed	
Privacy	FR 4.8.2	Reviewed	
Notification	FR 4.8.3	Reviewed	
Accurate Headcount Enrollment	Institutional Summary	Reviewed	

Table 3.13.4-2: Distance Education and Institutional Mission presents the standards where the institutional mission as it relates distance education programs is addressed explicitly in this *Compliance Certification Report*.

Table 3.13.4-2 Distance Education and Institutional Mission			
Applicable Standard	Where to Find Review in the Compliance Certification Report	Reviewed or Not Reviewed	
Institutional Mission	CR 2.4	Reviewed	
Institutional Mission	CS 3.1.1	Reviewed	

Table 3.13.4-4: Distance Education and Faculty presents the standards where faculty who participate in distance education programs are addressed explicitly in this *Compliance Certification Report*.

Table 3.13.4-4 Distance Education and Faculty				
Applicable Standard	Where to Find Review in the Compliance Certification Report	Reviewed or Not Reviewed		
Faculty				
Sufficient Number	CR 2.8	Reviewed		
Competence	CS 3.7.1	Reviewed		
Faculty Evaluation				
Faculty Evaluation	CS 3.7.2	Reviewed		
Faculty Training				
Institutional Effectiveness: Academic and Student Support Services	CS 3.3.1.3	Reviewed		
Academic Support Services	CS 3.4.9	Reviewed		
Faculty Competence	CS 3.7.1	Reviewed		
Faculty Development	CS 3.7.3	Reviewed		
Instruction in Library Use	CS 3.8.2	Reviewed		



Guidance from Peers and other ideas/options

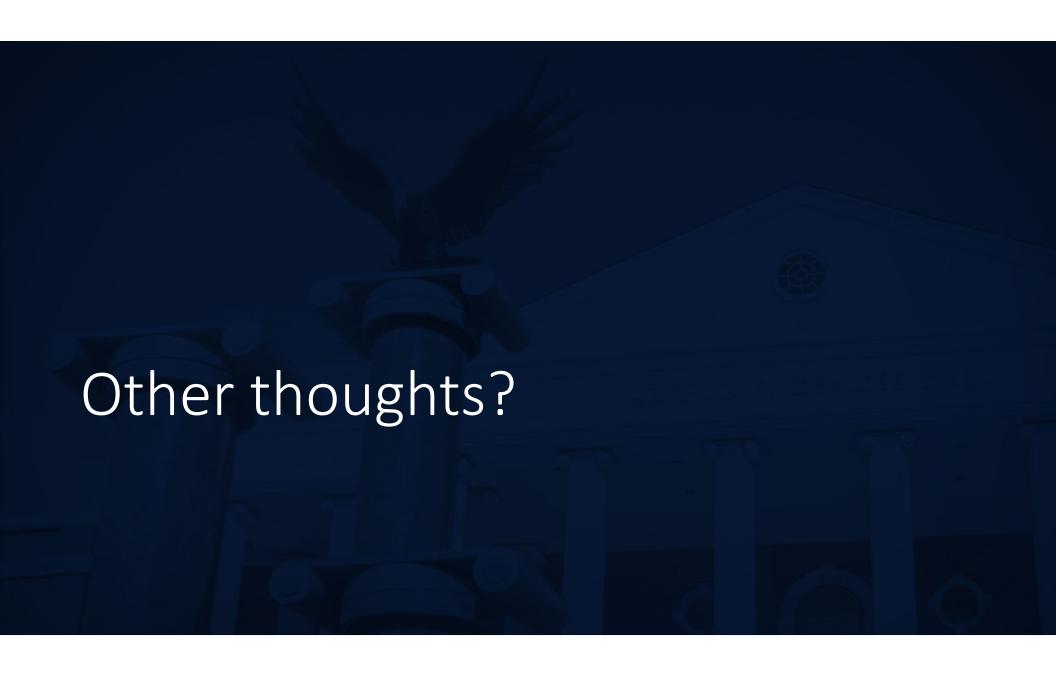
Since many of the principles explicitly address distance/correspondence/offsite programs and/or facilities, what you can do for [14.3] is to make a chart with all the principles that are related to distance education listed in a column to the left and then cut and paste into the chart on the right what you said about your review/description of distance education in each of these responses into the [14.3]response.

Guidance from Peers and other ideas/options

- When we were constructing our reaffirmation report, we also addressed [distance learning] in each of the standards. We then had to go back for [14.3] and pull out a summary, repeating each item, and link to each standard.
- A brief recapitulation of standards where your narratives contain explicit reference to distance education is what the [14.3] section calls for. While you are certainly welcome to cut and paste everything you write on distance education, that seems like overkill. Remember, you are showing compliance with SACSCOC policy statements. (per Mike Johnson)

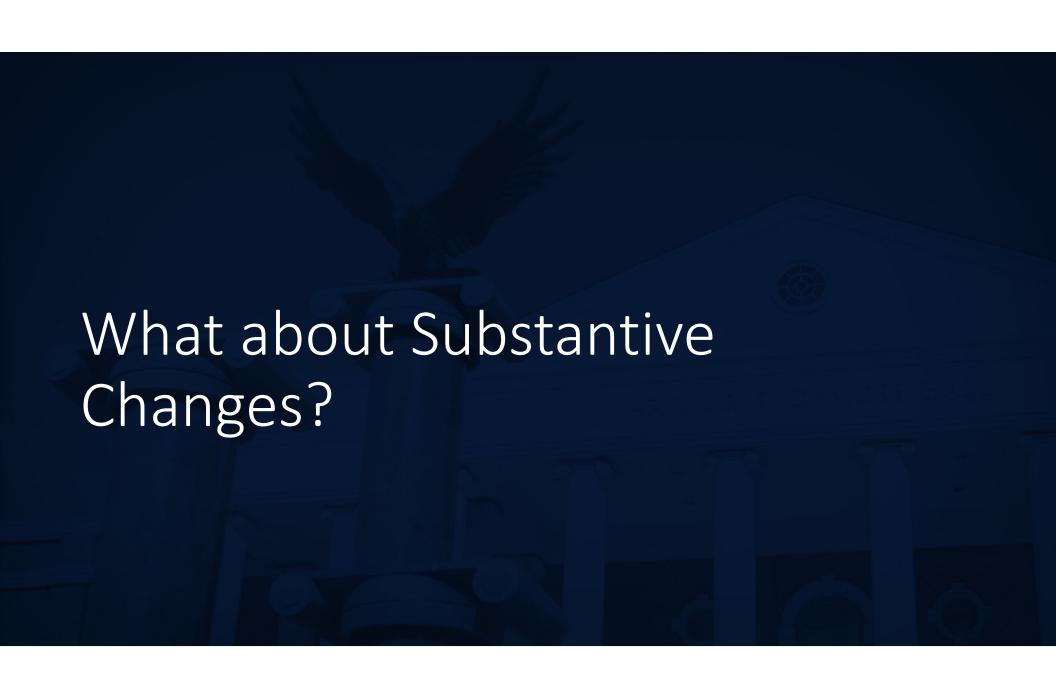
Non-Compliance?

Typically, the [14.3] entry is used by a committee when there is a general lack of discussion of distance education and/or off-campus sites (which will have been enumerated on the Institutional Summary Form). If there is an issue with distance education or off-campus sites within a specific standard, then that standard will be found in non-compliance. But if there is a general lack of attention to distance education and off-campus sites throughout the Compliance Certification, committees are instructed to cite it here as a single, broad "noncompliance" rather than, say, a dozen places throughout the report.

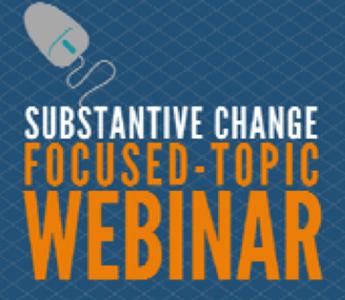


Questions

- Can something be both distance education AND an off-campus location?
 - If students are required to go to a specific location to receive instruction, and if the instruction is not physically face-to-face, then this is BOTH distance education AND an off-campus instructional site. (see Sub Change Policy and Distance Education Policy)
- What to do for the 5th year Interim report?
 - Just 5th year report standards?
 - Others?







MANAGING OFF-CAMPUS INSTRUCTIONAL SITES

Some Questions for you?

- For those of you with specialized or programmatic accreditations, in addition to SACSCOC...how have you found their expectations in comparison to SACSCOC?
- How do you define distance education programs, courses, faculty, etc...?

