Thank you for the opportunity to speak with you today.

In accordance with the Bylaws, the Principles of Accreditation are reviewed and revised every five year. Over time, the Principles have undergone a few major changes, most notably in the addition of many Federal Requirements and in the wording of both the IE standards and the QEP standard(s).

But this most recent proposed revision in the Principles doesn’t change the concepts; however, it may represent the largest change in wording since they were first introduced.
Here’s an overview of my time with you today including a look at the proposed Principles of Accreditation and the resources available to assist you during this transitional year.

All of the information is on our website: www.sacscoc.org
SACSCOC is a member driven organization.

The changes that we will review resulted from a Committee of your peers, representing the wide array of institutional types and levels, as well as personnel types found at our member institutions.

Once the Principles were approved by the Board of Trustees, another group of institutional representatives, the SACSCOC staff worked on formatting and implementation. Let’s look at the process quickly.
 Principles Review Committee

• Had nearly 10 formal meetings and had subcommittees for every major area of concern for in-depth review and discussion, including for the QEP.
• Over 450 persons responded to initial survey on changes to the Principles.
• 162 persons responded to the first draft of the Principles.
• Board of Trustees approved the proposed Principles in June and the College Delegate Assembly adopted them in December.
MAJOR CHANGES

- Reordering by 14 topic areas
- Effort to remove overlap/redundancies
- Some standards only to be addressed at initial accreditation or as needed
- Complex standards stated in explicit parts
- A few added, a few deleted

• Reordering by 14 topic areas
• Remove redundancies
  • Ex: Student services/academic support services combined
  • Ex: One mission standard
  • Ex: faculty evaluation appears only once
  • Ex: program length appears only once, as does program content
• Complex standards
  • Governance as an example, parts are separated for compliance determination.

Added:
• Board responsibilities and expectations, Board self-evaluation
• Expanded cooperative academic arrangements language
• Student debt information and guidance
• Federal policies incorporated as standards:
  • Archived information on degree requirements
  • Recruitment practices
  • Branch campus names and dependence on parent as accredited entity
  • Representation of Other accreditors

Deleted:
• CS 3.3.1.4 and .5 – will be in Resource Manual with expectations that broader institutional planning processes will include these as relevant.
• These are the 14 Topic areas

• [READ SLIDE]
Only added two (2) New standards

4.2.g: Everyone in the organization is evaluated and review and this should include the governing board to do a “Self-evaluation” of their operations.

12.6: The public and the federal government want everyone to have a role in student debt. This standard asks institutions to document how they inform students about financial literacy.
“The Principles Review Committee giveth and the Committee taketh away.”

Here are the six (6) standards that were eliminated.

On the templates, there is language that institutions may insert for these deleted standards only. In other words, you do not have to respond to these standards. Dr. Wheelan sent this information to your institutional CEO in early January.
IV. MODIFIED STANDARDS

2012 Edition

- CR 2.5 (IE)
- CR 2.8 (Faculty)
- CS 3.3.1.2 (IE: administrative support services)

2018 Edition

- 7.1 (Institutional planning [CR]); Wording change – new scope
- Emphasis on “each program” moved to 6.2 (not CR)
- 7.3 (Administrative effectiveness)
IV. MODIFIED STANDARDS

(continued)

2012 Edition
• CS 3.5.1 (General education competencies)
• CS 3.11.1 (Control of physical resources)

2018 Edition
• 8.2.b (Student outcomes: general education) – expectation of seeking improvement
• Consolidated with CR 2.11.2/CS 3.11.3/CS 3.8.1 – 13.7 (not CR)
V.
Institutional Options for Transitioning to the 2018 Edition of
The Principles of Accreditation
Between now and March 1, you will find these resource tools on the SACSCOC website to assist your work.

For institutions that began completing their impending reports, the addendums for the Compliance Certification Report or the Fifth Year Interim Report, that used the 2012 edition of the *Principles*, were promised by January 16 and those are on website under the tab “Institutional Resources” or “Recent Changes”.

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**VI. Resources to be Available**

1) Compliance Certification Template (2018)
2) Fifth-Year Interim Report Template (2018)
3) Substantive Change Templates (2018)
4) Accreditation Procedures for Applicant Institutions (2018)
VI. Resources to be Available (continued)

5) Resource Manual for the *2018 Principles of Accreditation*

6) Crosswalk for the *2012 Principles of Accreditation* to the *2018 Principles of Accreditation*

7) Crosswalk for Future Fifth-Year Interim Reports (from 2012 to 2018 *Principles*)

These are some additional resources available for you.
This is the dawning of a new chapter for the membership with this transitional implementation of the *Principles*.

SACSCOC staff, especially your assigned staff members, are here to assist you.

Thank you for your service and attention. I am happy to take any questions.