

SACS Federal Requirements

Requirements, Standards and Regulations and Rationale	Supporting Document Examples	Evidence, Questions to Consider
<p>4.1 The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student achievement)</p> <p><u>Rationale:</u> An institution needs to be able to document in all educational programs its success with respect to student achievement. In doing so, it may use a broad range of indicators to include, as appropriate, course completion rates, state licensing examinations, job placement rates, or other means relevant to the institution's mission.</p>	<p>Data indicating assessment of student achievement</p> <p>Sample documentation of student achievement such as trend data showing course completion by discipline, pass rates on state licensing exams, job placement rates by degree program, and others</p>	<p>How does the institution document student success in relation to its mission and its educational programs? Ex. Course completion rates, state licensing exams, job placement rates, other means relevant to the institution's mission.</p> <p>How does the institution use the findings?</p>
<p>4.2 The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)</p> <p><u>Rationale:</u> To meet its mission, an institution offers educational programs that are appropriate to the type of diplomas, certificates, and degrees awarded. The institution's curriculum carries out the goals of the educational programs.</p>	<p>Catalog</p> <p>Other documents describing curriculum</p> <p>Description of the mission of the institution and how the curricula are related to that mission</p> <p>Documentation that the curricula are consistent with the diplomas, certificates, and degrees awarded by the institution and consistent with good practices in higher education</p>	<p>How are existing programs an outgrowth of the mission and goals of the institution?</p> <p>What evidence exists that the programs are appropriate to diplomas, certificates, and degrees awarded by the institution?</p> <p>What evidence exists that the curriculum is appropriate to the programs?</p>
<p>4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (Publication of policies)</p> <p><u>Rationale:</u> Good educational practice suggests that the institution's constituents be informed about matters such as academic calendars, grading policies, and refund policies. Such policies and calendars are widely distributed.</p>	<p>Catalog</p> <p>Student Handbook</p> <p>Publications and Web pages including information about academic calendars, grading policies, and refund policies</p>	<p>How does the institution make current academic calendars, grading policies, and refund policies available to students and other constituents?</p>

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<p>4.4 Program length is appropriate for each of the institution’s educational programs. (Program length)</p> <p><i>Rationale:</i> Accepted practices in higher education are used to determine program length and completion requirements. The faculty determine scope and length based upon the degree being pursued. Degree programs are of sufficient length to include appropriate course work, of sufficient duration to provide for mastery of all aspects of the subject matter.</p>	<p>Catalog</p> <p>List of degrees and majors offered and program length of each</p> <p>Documentation of the criteria used in determining program length</p> <p>Documents identifying program length (e.g., catalogs, curriculum approval policies, approved curriculum, minutes of curriculum committees, program brochures, program review reports, academic policy manual, degree planning worksheets</p>	<p>Evidence that program length is appropriate for each degree</p> <p>What criteria does the institution use to determine the appropriateness of program length?</p> <p>How is the program length sufficient for students to gain mastery of the subject matter?</p>
<p>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. (<i>See Commission policy “Complaint Procedures against the Commission or its Accredited Institutions.”</i>) (Student complaints)</p> <p><i>Rationale:</i> Student complaints need to be addressed in a fair and professional manner, and the policies and procedures governing student complaints need to be well publicized and provide clear and consistent guidelines for resolution.</p>	<p>Handbooks, manuals which contain procedures for addressing written student complaints</p> <p>Policies and procedures for addressing student complaints</p> <p>Evidence that the published policies and procedures are followed when resolving student complaints</p> <p>List of student complaints which have been resolved following the procedures</p>	<p>What are the policies and procedures governing student complaints?</p> <p>How are the policies and procedures governing student complaints disseminated?</p> <p>What is the evidence that the publicized policies and procedures are followed when resolving student complaints?</p>

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<p>4.6 Recruitment materials and presentations accurately represent the institution’s practices and policies. (Recruitment materials)</p> <p><u>Rationale:</u> Institutional integrity requires that recruitment materials and presentations be accurate.</p> <p><u>Note:</u> For further guidance regarding appropriate institutional advertising and public presentations, see the Commission’s “Advertising, Student Recruitment, and Representation of Accredited Status: Guidelines” available at www.sacs.org.</p>	<p>Publicized recruitment materials found institutional advertisements, brochures, catalogs, Web sites, etc.</p> <p>Documents such as lists of course offerings, schedules, etc., if relevant</p> <p>Example of a document in which the information is published, both print and electronic</p>	<p>Do recruitment materials and presentations accurately represent the institution’s practices, policies, and academic programs? How does the institution ensure that its recruitment materials and presentations accurately represent the institution?</p> <p>Where and how does the institution publish the required information?</p> <p>Is the information accurate and consistent everywhere it is published, both in print and electronic format?</p>
<p>4.7 The institution is in compliance with its program responsibilities under Title IV of the <i>1998 Higher Education Amendments</i>. (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.) (Title IV program responsibilities)</p> <p><u>Rationale:</u> Many institutions are dependent upon the availability of Title IV financial aid to assist students with their educational expenses and maintain adequate levels of enrollment. In order to secure these funds, an institution complies with the program responsibilities under Title IV of the 1998 Higher Education Act or risks the loss of federal aid for both its students and other organizational needs.</p> <p>As the primary gatekeeper for many of its member and candidate institutions seeking Title IV funds, the Commission is obligated to review any information submitted by the institution or provided by the U.S. Department of Education that could affect an institution’s continued compliance with Commission standards. Under this standard, institutions are required to submit to the Commission any communication from the U.S. Department of Education related to continued compliance with Title IV provisions.</p>	<p>Document that describes compliance with Title IV</p> <p>Copies of all recent, relevant correspondence from the U.S. Department of Education</p> <p>Copies of institutional responses to U.S. Department of Education correspondence</p> <p>Negotiated settlement agreements for the payoff of any finds or monies owed in connection with program or fiscal audits</p> <p>Copies of any reports on compliance from the U.S. Department of Education</p>	<p>What issues exist with Title IV programs for the institution, if any?</p> <p>Has the institution been placed on the reimbursement method? Has the institution been required to obtain a letter of credit in favor of the Department of Education?</p> <p>Have complaints been filed with the Department of Education regarding the institution?</p> <p>Do the independent audits of the institution’s financial aid programs evidence significant noncompliance?</p> <p>Are there significant impending litigation issues with respect to financial aid activities?</p>

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		<p>Are there significant unpaid dollar amounts due back to the U.S. Department of Education? Has adverse communication been received from the Department of Education? If so, what was the institution's response?</p> <p>What is the institution's student loan default rate?</p> <p>Is the institution aware of infractions to regulations which would jeopardize Title IV funding?</p>