

Excerpts from PRINCIPLES OF ACCREDITATION: FOUNDATIONS FOR QUALITY ENHANCEMENT, 2008 EDITION (Southern Association of Colleges and Schools [SACS]) as they relate to General Education

Core Requirements

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. (General Education) [pg. 17]

Comprehensive Standards

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

3.3.1.1 educational programs, to include student learning outcomes;

3.3.1.2 administrative support services;

3.3.1.3 educational support services;

3.3.1.4 research within its educational mission, if appropriate;

3.3.1.5 community/public service within its educational mission, if appropriate. [pg. 25]

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (Academic program approval) [pg. 25]

3.4.4 The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "*The Transfer or Transcribing of Academic Credit.*") (Acceptance of academic credit) [pg. 26]

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (Responsibility for curriculum) [pg. 27]

3.5.1 The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies) [pg. 27]

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. (Faculty evaluation) [pg. 28]

3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development) [pg. 29]

Federal Requirements

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) [pg. 35]

4.4 Program length is appropriate for each of the institution's educational programs. (Program length) [pg. 35]