

- System policy or legislation regarding admission policies and procedures, if applicable.
- Boilerplate expectations for admissions presentations.
- Details on the training of those involved in recruitment.
- Contracts, MOUs, or other documents relating to practices of independent contractors or agents used in recruitment activities.

### Reference to SACSCOC Documents, If Applicable

SACSCOC policies:     [Advertising and Student Recruitment](#)  
                                   [Distance and Correspondence Education](#)

This standard requires a policy or procedure; see Appendix A of this document for implications. See also:

SACSCOC Good Practices:     [Developing Policy and Procedures Documents](#)

### Cross-References to Other Related Standards/Requirements, If Applicable

Standard 14.5   *(Policy compliance)*

#### **10.6** An institution that offers distance or correspondence education

- ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.**
- has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.**
- ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.**

*(Distance and correspondence education)*

### Rationale and Notes

To protect the integrity of educational credentials awarded to students enrolled in distance, online, or correspondence education courses or programs, an institution takes measures to ensure that a student awarded credit in distance or correspondence education courses is the same student who successfully completes the course and is tested for the achievement of intended student learning outcomes. To this end, an institution is required to verify the identity of a student enrolled in

distance or correspondence education courses or programs, ensure that the method used to verify the identity protects the privacy of students enrolled, and notify the student in advance of enrollment regarding any projected additional charges associated with the verification process.

### NOTES

*In responding to this standard, all three subparts must be addressed.*

*Part (b) is not referring solely to privacy protections that apply to all students (including distance education students) under the Family Educational Rights and Privacy Act of 1974 (FERPA). The institution is expected to have specific policies to protect the privacy of students taking distance or correspondence courses. If these students utilize the same means of verification of identity as do all students, such as a username and password to access the learning management system, then the institution should explain how the institution protects the privacy of usernames and passwords in general.*

*Part (c) may be complicated by circumstances where students must have an examination proctored, but the institution requires the student to find the site. In those cases, the institution has an obligation to make it clear to students in advance of registration or enrollment that there may be charges for this and that the student will need to find an appropriate site.*

### Questions to Consider

- How does the institution demonstrate that the student who registers in the distance or correspondence education course or program is the same student who participates in and completes the course or program and receives credit?
- If the distance or correspondence education student never comes to campus, how is the student's identity initially confirmed?
- If the institution utilizes just a username and password, how does the institution ensure this information is not shared by the student when taking online examinations?
- Because the institution is obligated to select a verification method for identifying students enrolled in such courses or programs, how does the institution protect the privacy of students enrolled in distance or correspondence education?
- Do the institution's written procedures for notifying students of any projected additional student charges associated with verification conform to this standard?
- What office(s) is responsible for ensuring that the provisions of this standard are enforced?

### Sample Documentation

- Identification of the method(s) used by the institution to verify the identity of the student enrolled in distance or correspondence education courses or programs.
- Institutional technology policies and procedures that apply to usernames, passwords, and protection of data.

- Description of the process for the initial verification of identity.
- Written procedure regarding the protection of privacy of the student enrolled in distance or correspondence education courses or programs.
  - Details on where and how that information is published.
- Written procedure addressing the notification of projected additional student charges associated with verification of student identity.
  - Details on where and how that information is published.
- Process for ensuring ongoing verification, including persons responsible for implementation.
- Instructions or emails to staff and students regarding procedures and guidelines for distance, correspondence or online education.

### Reference to SACSCOC Documents, If Applicable

SACSCOC policies:     [Advertising and Student Recruitment](#)  
                                   [Distance and Correspondence Education](#)

This standard requires a policy or procedure; see Appendix A of this document for implications. See also:

SACSCOC Good Practices:     [Developing Policy and Procedures Documents](#)

### Cross-References to Other Related Standards/Requirements, If Applicable

None noted.

**10.7** The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

*(Policies for awarding credit)*

### Rationale and Notes

Good educational practices in higher education assume that institutions adopt sound and generally acceptable policies and procedures for determining what a credit unit means for graduate and undergraduate coursework, taking into account the amount and level of credit for courses. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several