

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

CR 1.1	(Integrity)
Standard 10.1	(Academic policies)
Standard 10.9	(Cooperative academic arrangements)
Standard 14.5	(Policy compliance)

14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews)

Rationale and Notes

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.

Appendix C of this document offers “Guidelines for Addressing Distance and Correspondence Education, Off-Campus Instructional Sites, and Branch Campuses.” This resource will be beneficial for understanding the standards where distance education—as well as off-campus sites—deserve explicit mention within standards throughout a Compliance Certification or Fifth-Year Interim Report.

NOTE

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. Standard 14.3 would be in noncompliance if there were a clear lack of inclusion of these modes of delivery or locations. However, if there were an issue with a standard or two, those standards would be found in noncompliance due to these exclusions (or evidence of noncompliance), and Standard 14.3 would be in compliance. If an institution has no distance or correspondence education, no off-campus instructional sites, and no branch campuses, “not applicable” is an appropriate response. The [Institutional Summary Form Prepared for SACSCOC Reviews](#) should be consistent with the information provided in this standard regarding the presence of these modes or location of delivery.

Questions to Consider

- 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 dual-enrollment courses with local high schools, how are the quality and integrity of these offerings ensured?

Sample Documentation

- If an institution has off-campus sites, branch campuses, and/or offers courses through distance learning as a delivery mode, then mention of sites and modes should be peppered throughout a Compliance Certification, Application for Membership, or Fifth-Year Interim Report.
- Branch campuses will often need narratives similar to what is offered for the main campus, especially with regard to faculty, academic and student support, physical resources, budgets, student achievement, library and learning resources, and educational policies.
- It is common to see subheadings and other similar means to clarify site/modal differences when responding to the charge to apply “all appropriate standards and policies.”

Reference to SACSCOC Documents, If Applicable

SACSCOC document: [Institutional Summary Form Prepared for SACSCOC Reviews](#)

SACSCOC policies: [Distance and Correspondence Education](#)
[Reaffirmation of Accreditation and Subsequent Reports](#)
[Substantive Change Policy and Procedures](#)

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None noted.