

Comparison of SACSCOC Standards Across Reports

"X" in the columns below mean the corresponding standard is included in that specific report
 "Include" is used to note when a standard has multiple parts [CR] Standards are **bolded**

SACSCOC Principles of Accreditation (adopted December 2017 and effective January 1, 2018)									
Standard #	Standard Name	Standard Description	10 Year Reaffirmation (All Standards)	Differentiated Reaffirmation	5th Year Interim Report	Creek Wood High School Report	Level Change Report	Seeking Level Change Report (Crosswalk)	Governance Change Report (Crosswalk)
SECTION 1: The Principle of Integrity									
1.1	Integrity	The institution operates with integrity in all matters. <i>(Integrity)</i> [CR]	X	X	X	X	X	X	X
SECTION 2: Mission									
2.1	Institutional mission	The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. <i>(Institutional mission)</i> [CR]	X	X			X		X
SECTION 3: Basic Eligibility Standard									
3.1	N/A	An institution seeking to gain or maintain accredited status	Include						X
3.1.a	Degree-granting authority	a. has degree-granting authority from the appropriate government agency or agencies. <i>(Degree-granting authority)</i> [CR]	X						
3.1.b	Coursework for degrees	b. offers all coursework required for at least one degree program at each level at which it awards degrees. (For exceptions, see SACSCOC policy Documenting an Alternative Approach. <i>(Coursework for degrees)</i> [CR]	X						
3.1.c	Continuous operation	c. is in operation and has students enrolled in degree programs. <i>(Continuous operation)</i> [CR]	X						
SECTION 4: Governing Board									
4.1	Governing board characteristics	The institution has a governing board of at least five members that:	X	X					X
N/A	N/A	(a) is the legal body with specific authority over the institution.	Include	Include					
N/A	N/A	(b) exercises fiduciary oversight of the institution.	Include	Include					X
N/A	N/A	(c) ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.	Include	Include					
N/A	N/A	(d) is not controlled by a minority of board members or by organizations or institutions separate from it.	Include	Include					
N/A	N/A	(e) is not presided over by the chief executive officer of the institution. <i>(Governing board characteristics)</i> [CR]	Include	Include					
4.2	N/A	The governing board:	Include	Include					
4.2.a	Mission review	a. ensures the regular review of the institution's mission. <i>(Mission review)</i>	X						X

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4.2.b	Board/administrative distinction	b. ensures a clear and appropriate distinction between the policymaking function of the board and the responsibility of the administration and faculty to administer and implement policy. <i>(Board/administrative distinction)</i>	X						X
4.2.c	CEO evaluation/selection	c. selects and regularly evaluates the institution's chief executive officer. <i>(CEO evaluation/selection)</i>	X						X
4.2.d	Conflict of interest	d. defines and addresses potential conflict of interest for its members. <i>(Conflict of interest)</i>	X	X					X
4.2.e	Board dismissal	e. has appropriate and fair processes for the dismissal of a board member. <i>(Board dismissal)</i>	X						X
4.2.f	External influence	f. protects the institution from undue influence by external persons or bodies. <i>(External influence)</i>	X	X					X
4.2.g	Board self-evaluation	g. defines and regularly evaluates its responsibilities and expectations. <i>(Board self-evaluation)</i>	X	X					
4.3	Multi-level governance	If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy. <i>(Multi-level governance)</i>	X	X					X
SECTION 5: Administration and Organization									
5.1	Chief executive officer	The institution has a chief executive officer whose primary responsibility is to the institution. <i>(Chief executive officer)</i> [CR]	X	X					X
5.2	N/A	The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:	Include	Include					
5.2.a	CEO control	a. The institution's educational, administrative, and fiscal programs and services. <i>(CEO control)</i>	X	X					
5.2.b	Control of intercollegiate athletics	b. The institution's intercollegiate athletics program. <i>(Control of intercollegiate athletics)</i>	X	X					
5.2.c	Control of fund-raising activities	c. The institution's fund-raising activities. <i>(Control of fund-raising activities)</i>	X	X					
5.3	Institution-related entities	For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:	X						
N/A	N/A	(a) The legal authority and operating control of the institution is clearly defined with respect to that entity	Include						
N/A	N/A	(b) The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.	Include						

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N/A	N/A	(c) The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner that assures those activities further the mission of the institution. <i>(Institution-related entities)</i>	Include						
5.4	Qualified administrative/academic officers	The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. <i>(Qualified administrative/academic officers)</i>	X	X	X	X	X		X
5.5	Personnel appointment and evaluation	The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. <i>(Personnel appointment and evaluation)</i>	X						
SECTION 6: Faculty									
6.1	Full-time faculty	The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. <i>(Full-time faculty) [CR]</i>	X	X	X				
6.2	N/A	For each of its educational programs, the institution	Include	Include	Include	Include	Include		
6.2.a	Faculty qualifications	a. Justifies and documents the qualifications of its faculty members. <i>(Faculty qualifications)</i>	X	X		X	X		
6.2.b	Program faculty	b. Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. <i>(Program faculty)</i>	X	X	X	X	X		
6.2.c	Program coordination	c. Assigns appropriate responsibility for program coordination. <i>(Program coordination)</i>	X	X	X	X	X	X	
6.3	Faculty appointment and evaluation	The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. <i>(Faculty appointment and evaluation)</i>	X						
6.4	Academic freedom	The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. <i>(Academic freedom)</i>	X						
6.5	Faculty development	The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. <i>(Faculty development)</i>	X						

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SECTION 7: Institutional Planning and Effectiveness									
7.1	Institutional Planning	The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. <i>(Institutional Planning)</i> [CR]	X	X					
7.2	Quality Enhancement Plan	The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. <i>(Quality Enhancement Plan)</i>	X	X					
7.3	Administrative effectiveness	The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. <i>(Administrative effectiveness)</i>	X						
SECTION 8: Student Achievement									
8.1	Student achievement	The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. <i>(Student achievement)</i> [CR]	X	X	X			X	
8.2	N/A	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:	Include	Include	Include	Include	Include		
8.2.a	Student outcomes: educational programs	a. Student learning outcomes for each of its educational programs. <i>(Student outcomes: educational programs)</i>	X	X	X	X	X	X	
8.2.b	Student outcomes: general education	b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. <i>(Student outcomes: general education)</i>	X					X	
8.2.c	Student outcomes: academic and student services	c. Academic and student services that support student success. <i>(Student outcomes: academic and student services)</i>	X						
SECTION 9: Educational Program Structure and Content									
9.1	Program content	Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education. <i>(Program content)</i> [CR]	X	X	X		X	X	

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9.2	Program length	The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. <i>(Program length)</i> [CR]	X	X	X		X	X	
9.3	General education requirements	The institution requires the successful completion of a general education component at the undergraduate level that:	X	X				X	
N/A	N/A	(a) is based on a coherent rationale.	Include	Include					
N/A	N/A	(b) is a substantial component of each undergraduate degree program. 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.	Include	Include					
N/A	N/A	(c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/ fine arts, social/behavioral sciences, and natural science/ mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. <i>(General education requirements)</i> [CR]	Include	Include					
9.4	Institutional credits for an undergraduate degree	At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. <i>(Institutional credits for an undergraduate degree)</i>	X				X	X	
9.5	Institutional credits for a graduate/professional degree	At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. <i>(Institutional credits for a graduate/professional degree)</i>	X				X	X	
9.6	Post-baccalaureate rigor and curriculum	Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training. <i>(Post-baccalaureate rigor and curriculum)</i>	X				X	X	

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9.7	Program requirements	The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs. <i>(Program requirements)</i>	X				X	X	
SECTION 10: Educational Policies, Procedures, and Practices									
10.1	Academic policies	The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. <i>(Academic policies)</i>	X						
10.2	Public information	The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. <i>(Public information)</i>	X	X	X			X	
10.3	Archived information	The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students. <i>(Archived information)</i>	X		X				
10.4	Academic governance	The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. <i>(Academic governance)</i>	X				X	X	X
10.5	Admissions policies and practices	The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. <i>(Admissions policies and practices)</i>	X	X	X	X	X	X	
10.6	Distance and correspondence education	An institution that offers distance or correspondence education:	X	X	X	X			
N/A	N/A	(a) 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.	Include	Include	Include	Include			
N/A	N/A	(b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.	Include	Include	Include	Include			

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N/A	N/A	(c) 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. <i>(Distance and correspondence education)</i>	Include	Include	Include	Include			
10.7	Policies for awarding credit	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. <i>(Policies for awarding credit)</i>	X	X	X	X	X		
10.8	Evaluating and awarding academic credit	The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission. <i>(Evaluating and awarding academic credit)</i>	X				X	X	
10.9	Cooperative academic arrangements	The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. <i>(Cooperative academic arrangements)</i>	X		X				
SECTION 11: Library and Learning/Information Resources									
11.1	Library and learning/information resources	The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. <i>(Library and learning/information resources)</i> [CR]	X	X		X	X	X	
11.2	Library and learning/information staff	The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/ or other learning/information resources to accomplish the mission of the institution. <i>(Library and learning/information staff)</i>	X						
11.3	Library and learning/information access	The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources. <i>(Library and learning/information access)</i>	X				X		

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SECTION 12: Academic and Student Support Services									
12.1	Student support services	The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. <i>(Student support services)</i> [CR]	X	X	X	X	X	X	
12.2	Student support services staf	The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. <i>(Student support services staff)</i>	X						
12.3	Student rights	The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community. <i>(Student rights)</i>	X						
12.4	Student complaints	The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. <i>(Student complaints)</i>	X	X	X	X	X		X
12.5	Student records	The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. <i>(Student records)</i>	X						
12.6	Student debt	The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. <i>(Student debt)</i>	X	X					
Section 13: Financial and Physical Resources									
13.1	Financial resources	The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. <i>(Financial resources)</i> [CR]	X	X				X	
13.2	Financial documents	The member institution provides the following financial statements:	X	X				X	
N/A	N/A	(a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.	Include	Include					
N/A	N/A	(b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.	Include	Include					

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N/A	N/A	(c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. <i>(Financial documents) [CR]</i>	Include	Include					
13.3	Financial responsibility	The institution manages its financial resources in a responsible manner. <i>(Financial responsibility)</i>	X	X				X	
13.4	Control of finances	The institution exercises appropriate control over all its financial resources. <i>(Control of finances)</i>	X						X
13.5	Control of sponsored research/external funds	The institution maintains financial control over externally funded or sponsored research and programs. <i>(Control of sponsored research/external funds)</i>	X						
13.6	Federal and state responsibilities	The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education. <i>(Federal and state responsibilities)</i>	X	X	X				X
13.7	Physical resources	The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. <i>(Physical resources)</i>	X	X	X	X	X		
13.8	Institutional environment	The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. <i>(Institutional environment)</i>	X		X				
SECTION 14: Transparency and Institutional Representation									
14.1	Publication of accreditation status	The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus. <i>(Publication of accreditation status)</i>	X	X	X		X		X
14.2	Substantive change	The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy. <i>(Substantive change)</i>	X						
14.3	Comprehensive institutional reviews	The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. <i>(Comprehensive institutional reviews)</i>	X	X	X				

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14.4	Representation to other agencies	The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy Accrediting Decisions of Other Agencies.) <i>(Representation to other agencies)</i>	X	X	X				
14.5	Policy compliance	The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current Principles of Accreditation. (<i>Policy compliance</i>) (Note: For applicable policies, institutions should refer to the SACSCOC website: www.sacscoc.org)	X	X					X
14.5.a	"Reaffirmation of Accreditation and Subsequent Reports"	Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system. Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.	X						X
14.5.b	"Separate Accreditation for Units of a Member Institution"	Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country. Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.	X						X
Total	Number of Standards per Report	N/A	75	40	23	13	23	21	22

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