

Executive Summary of Changes to the Principles of Accreditation

Revised: 1.25.07 (See CS 3.2.5)

The following lists new standards, standards with significantly revised wording, and notes to standards. These represent the major substantive changes to the previous version of the *Principles of Accreditation*.

Section 1. INTEGRITY

The principle of Integrity has been added as its own standard. Institutions do not have to address this standard in their Compliance Certifications.

Section 2. CORE REQUIREMENTS

- 2.5 **Note:** The revised requirement on institutional effectiveness places the emphasis on “institutional” mission, goals, outcomes, and quality rather than programs and services.
- 2.9. **Note:** The word “services” has been moved from Comprehensive Standard 3.8.1 to CR 2.9 as relates to adequacy of library collections.
- 2.11 **Note:** This requirement has been divided into 2.11.1 addressing financial resources and 2.11.2 addressing physical resources. No substantive change to the requirements.
- 2.12 **Revised Wording:**

The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. **(Quality Enhancement Plan)**
(Note: This requirement is not addressed by the institution in its Compliance Certification.)

Section 3 COMPREHENSIVE STANDARDS

3.2.5 Revised Wording:

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

- 3.3.1 **Note:** In December 2006, the membership voted to remand this standard to the Commission for further review. Consequently, there is no change to the wording of this standard. Its interpretation, however, has been affected by the passage of a revised CS 3.4.1 which no longer requires an institution to establish and evaluate program and learning outcomes.

While CS 3.3.1 is under review by the Commission, an institution is expected “to identify expected outcomes for its educational programs and its administrative and educational support services; assess whether it achieves these outcomes; and provide evidence of improvement based on analysis of those results.” When identifying, assessing, and analyzing expected outcomes for educational programs, the Commission will expect that this standard will address the establishment and evaluation of program and learning outcomes.

3.4.1 Note: This newly revised standard requires only that the institution demonstrate that each educational program for which academic credit is awarded is approved by the faculty and the administration. This standard no longer requires that an institution establish and evaluate program and learning outcomes. (See Note above on CS 3.3.1.)

3.5.1 Note: In December 2006, the membership voted to remand this standard to the Commission for further review. Consequently, there has been no change to the wording of this standard.

3.5.3 Previous CS 3.4.10 applied to all educational programs; CS 3.5.3 applies only to undergraduate education.

The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

3.5.4 New standard

At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree.

3.6.2 Revised Wording

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

3.6.4 Previous 3.4.10 applied to all educational programs; CS 3.6.4 applies only to graduate education.

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

3.10.2 Revised Wording

The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information presented accurately and appropriately represents the total operation of the institution.

3.12.1 New standard (formerly included in Section 1 but not formatted as a standard)

The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

3.13.1 New Standard (formerly included in Section 1 but not formatted as a standard)

The institution complies with the policies of the Commission on Colleges.
(**Note:** This standard is not addressed by the institution in its Compliance Certification.)

Section 4. FEDERAL REQUIREMENTS

3.14.1 Replaces Federal Requirement 4.7 and previous Section 1 statement.

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

4.4 Revised Wording:

Program length is appropriate for each of the institution's educational programs.