LSCO's Journey to Reaffirmation 2025

Continuing The Principles of Accreditation!

The *Principles of Accreditation: Foundations for Quality Enhancement* includes standards and requirements that apply to all programs and services within an institution.

Section 10:Educational Policies, Procedures, & Practices

10.1

Each institution creates academic policies (grading policies, degree completion requirements, etc.) that are suitable to its programs and students, while accurately portraying its programs and services. These academic policies lead to an environment of learning and teaching that amplifies the achievement of the outcomes and success of students.

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10.2

SACSCOC (2018) states, "Good educational practice suggests that the institution's constituents be informed about matters such as academic calendars, grading policies, and refund policies" (pg. 92). These calendars and policies are published and distributed widely to make available to students and the public.

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10.3

An institution is compelled to provide its students, the public, and constituents information about itself that is accessible, clear, accurate, and sufficient. SACSCOC (2018) says, "The catalog describes the institution consistent with its mission statement and sets forth the obligations and responsibilities of both students and the institution" (pg. 94).

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10.4

Faculty are responsible for ensuring students achieve appropriate learning and outcomes of academic programs. It is imperative that an institution establishes policies that present the responsibilities and authority of its faculty in academic and governance matters. These policies should make clear that faculty has primary responsibility of the content, quality, and effectiveness of curriculum.

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10.5

Sound admission policies are made to ensure students admitted to the institution or a specific program, benefit from the programs. Recruitment materials and presentations should correctly represent the practices, policies, and accreditation of the institution. SACSCOC (2018) states, "All accredited higher education institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in student advertising and recruitment" (pg. 97).

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10.6

SACSCOC (2018) says, "- 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" (pg. 99). An institution is required to verify the identity of these students, ensure the method used protects students' privacy, and to notify students in advance of enrollment about any additional charges associated with the verification process.

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10.8

SACSCOC (2018) states, "This standard applies to approval of transfer credit, advanced placement, credit by examination, experiential learning, prior learning assessment, conversion of prior noncredit experiences into credit, or similar situations where credit is awarded for learning not originating from the institution itself" (pg. 104). Good practices that support academic quality include linking transfer credit, outlining the basis for advanced placement credit from other accepted programs, and awarding credit for experiential learning.

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10.7

Appropriate higher educational practices conclude that institutions acquire acceptable policies and procedures for determining what credit units mean for graduate and undergraduate coursework, taking into account the level and amount of credit for courses. The most common way of determining this is through academic committees, typically a curriculum committee with approval from academic administration.

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10.9

Even though the institution is responsible for any credits put on transcripts, their obligation when transcripting credit as its own is higher. Regular evaluations for validating comparability and approving the program and course curricula, qualifications of faculty, and levels of student learning against the institutional mission and expectations is necessary in preserving educational quality. It's the institution's duty to provide documentation that ensures the quality and integrity of all transcripted credit.

Accreditation Resource Team (ART) Update

The LSCO Accreditation Resource Team (ART) has finished drafting narratives and they are now being input into Xitracs to begin the process of creating a full Compliance Review Report. Supporting documentation is still being gathered to support the narrative work.

Reaffirmation of Accreditation Timeline
January 2024—July 2024
All dates subject to change throughout the process

Target Date	Accreditation Process	Quality Enhancement Plan (QEP)	Institutional Effectiveness Plan (IEP)
January 2024	Final editions of narratives due Begin assembly (upload/pdf) Logistic Team Meeting	Final editions of narratives due Begin assembly (upload/pdf)	Review Unit Plan for mid-year progress
February 2024	Final assembled or collated edition of CCR due (19) Ship CCR and Institutional Summary by 2/26	Continued promotion of QEP on campus	
March 2024	CCR due in Atlanta 3/1 Institutional Summary due in Atlanta 3/1 Budget Process; *Site Visit ART Team celebration*	Feedback from external reviewer on QEP due Review / edit QEP per external reviewer comments	Budget Preparation for FY25 expenses Begin drafting AY25 Unit Plans to ensure any budget implications are included in FY25 budget request
April 2024	Off-site review (23-26)	Continue edits to QEP Promotion of QEP at Spring Day Event	
May 2024		Review results of QEP Pilot Outline model for QEP Annual Report Refine QEP data collection system	Begin closing out AY24 Unit Plans by completing results and documenting evidence of improvement.
June 2024	Preparation for On-site review committee Logistic Team Final Checklist		Finalize AY24 Unit Plans.
July 2024	Continue drafting Focus Report Begin preparations for on-site review Orient OCIS partners to on-site review process	Continue drafting QEP Annual Report	AY24 Unit Plan assessment results due by 7/31

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