

SACSCOC / Quality Matters Alignment Guide

SACSCOC Standards with Reference to Distance Education		Quality Matters Standards
<p>Distance and Correspondence Education (10.6)</p>	<p>An institution that offers distance or correspondence education (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. (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. (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.</p>	<p>6.4- The course provides learners with information on protecting their data and privacy.</p>
<p>Comprehensive Institutional Reviews (14.3)</p>	<p>The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.</p> <p>Annotation: In this standard, the institution should summarize its process for incorporating review and analysis of distance education programs. Programmatic reviews utilizing this rubric could be helpful when providing documentation supporting compliance.</p>	<p>All Quality Matters standards QM-based Quality Assurance Program</p>
<p>Faculty (6.2a, 6.2c, 6.3, 6.5)</p>	<p>Oversight of faculty teaching at extended sites and in programs offered predominantly via distance or correspondence education should be explained. If students can earn 50 percent or more of the credits for a program at an extended site or via distance / correspondence education, there should be explanation of the responsibility for program coordination. It would also be appropriate to explain the role of faculty development activities in preparing faculty to offer and teach courses using different modes of delivery. Faculty teaching at all sites and via all modes of delivery should be included in faculty rosters provided for Standard 6.2.a. Faculty at branch campuses should be included in discussion of other parts of Section 6.</p>	<p>Quality Matters Training Applying the QM Rubric Teaching Online Certificate Peer Review Course Other professional development through QM QM Self-Reviews using the CMRS</p>

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Student Achievement (8.1, 8.2a, 8.2b, 8.2c)	An institution is not required to report separate student achievement data by location of instruction or by mode of instruction. However, it should be clear from narratives how these sites and modes are incorporated into broader institutional statistics and into outcomes assessment measures. Institutions with multiple sites or with a broad array of distance learning programs may find it helpful to consider location or mode of delivery as a key variable in developing ways to use assessment results for program improvement. It should be noted that an institution does have an obligation to establish comparability of instruction across locations and modes.	<p>2.1- The course learning objectives describe outcomes that are measurable.</p> <p>2.2- The module-level learning objectives describe outcomes that are measurable and consistent with course-level objectives.</p> <p>2.3- Learning objectives are clearly stated, written from the learner’s perspective and prominently located in the course.</p> <p>2.4- The relationship between learning objectives and learning activities is clearly stated.</p> <p>2.5- Learning objectives are suited to the level of the course.</p> <p>3.1- Assessments measure the achievement of the learning objectives.</p> <p>4.1- Instructional materials contribute to the achievement of objectives.</p> <p>5.1- Learning Activities promote the achievement of learning objectives.</p> <p>6.1- Tools used in the course support the learning objectives.</p> <p>General Standard 7- Course facilitates learner access to institutional support services essential to learner success.</p>
Educational Policies, Procedures, and Practices (10.1, 10.2, 10.5, 10.8)	If branch campuses [or distance education programs] have academic policies or practices that vary from campus to campus [or across modalities], this should be explained in Standard 10.1. Narratives in Standard 10.2 should make clear how key public information is conveyed to students across sites and across modes of delivery. Annotation: Standard 10.5 should demonstrate that all advertising, recruiting, and admissions information adequately and accurately represents distance education programs. If the evaluation and awarding of academic credit is varied by mode of delivery, this should be explained in Standard 10.8.	<p>1.3- Communication expectations for online discussions, email, and other forms of interaction are clearly stated.</p> <p>1.4- Course and institutional policies with which the learner is expected to comply are clearly stated in the course, or a link to current policies is provided.</p> <p>3.2- Course grading policy is stated clearly at the beginning of the course</p> <p>General Standard 5- Learning activities facilitate and support learner interaction and engagement.</p> <p>7.2- Course instructions articulate or link to the institution’s accessibility policies and services.</p> <p>7.4- Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.</p>
Academic Governance (10.4)	If an institution has extended sites and/or distance/ correspondence education programs, Standard 10.4 should clarify the responsibilities of the faculty for the content, quality, and effectiveness of curricula, including those offered at off-campus sites and via distance or correspondence education.	QM-based Quality Assurance Program
Library and Learning / Information Resources (11.1, 11.2, 11.3)	Institutional narratives and documents should be explicit as to how students at off-campus sites and those enrolled in distance or correspondence education programs have access to adequate and appropriate library or related collections and services. All three parts of Section 11 will generally have supporting narrative related explicitly to location or mode of delivery.	<p>1.5- Minimum technology requirements for the course are clearly stated and information on how to obtain the technologies is provided.</p> <p>General Standard 6- Course technologies support learners’ achievement of course objectives</p> <p>6.1- Tools used in the course support the learning objectives.</p> <p>7.1- Course instructions articulate or link to a clear description of the technical support offered and how to obtain it.</p> <p>7.2- Course instructions articulate or link to the institution’s accessibility policies and services.</p> <p>7.3- Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed</p>

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Academic and Student Support Services (12.1)	It is common to see explicit reference to off-campus sites and to distance education in narratives relating to academic and student support services . The standard does not require identical services regardless of location or mode of delivery, but it should be clear as to the nature of services across locations and modes, and that the services match the needs of students by location and mode .	<p>General Standard 1- The overall design of the course is made clear to the learner at the beginning of the course.</p> <p>1.5- Minimum technology requirements for the course are clearly stated and information on how to obtain the technologies is provided.</p> <p>7.1- Course instructions articulate or link to a clear description of the technical support offered and how to obtain it.</p> <p>7.2- Course instructions articulate or link to the institution’s accessibility policies and services.</p> <p>7.3- Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed.</p> <p>7.4- Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.</p>
Student Rights, Written Complaints and Records (12.3, 12.4, 12.5)	<p>Student Rights should be made accessible for distance education students.</p> <p>Students at off-campus locations or taking courses via distance or correspondence education have rights to file written complaints with the institution. Narratives should make clear how this information is accessed for these students.</p> <p>Policies and procedures governing student records are applicable to distance education students.</p>	<p>1.4- Course and institutional policies with which the learner is expected to comply are clearly stated in the course, or a link to current policies is provided.</p> <p>7.2- Course instructions articulate or link to the institution’s accessibility policies and services.</p>
Physical Resources (13.7)	<p>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.</p> <p>Annotation: Evaluate technological infrastructure supporting distance education programs.</p>	<p>6.1- Tools used in the course support the learning objectives.</p> <p>6.2- Course tools promote learner engagement and active learning.</p>

NOTES:

- All standards included within the rubric either make clear reference to distance education (10.6, 10.7, 14.3), reference the SACSCOC *Distance and Correspondence Education Policy*, or are included within the *Guidelines for Addressing Distance and Correspondence Education (Appendix C)*.
- Additional annotations provided by Samford University’s Office of Online and Professional Studies, not SACSCOC.