

COMPARISON OF TRACS STANDARDS TO SACS-COC STANDARDS AS OF 2/22/21

Based on the 2021 TRACS Accreditation Manual and the SACS-COC 2018 Principles of Accreditation

TRACS Standard	SACS-COC Equivalent	Notes:
1.1 The institution has a Faith Statement which is readily available, and included in appropriate official publications. (IER)	NO DIRECT EQUIVALENT	
1.2 The institution's Board approves and periodically reviews the institution's Faith Statement.	NO DIRECT EQUIVALENT	
2.1 The institution has a Mission Statement which is current and comprehensive, an accurate guide for the institution's operations, approved and periodically reviewed by the institution's Board, communicated to the institution's constituencies, and accurately reflective of its Faith Statement. (IER)	2.1 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. (Institutional mission) [CR] 4.2.a The governing board ensures the regular review of the institution's mission. (Mission review)	
2.2 The name of the institution is appropriate to its mission and reflects national norms for programs offered.	NO DIRECT EQUIVALENT	
3.1 The institution has adopted clearly defined written Institutional Objectives which are consistent with the institution's mission, stated in measurable terms, and approved and periodically reviewed by the institution's Board. (IER)	8.2. a, b 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: a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs) b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)	
4.1 The institution operates with integrity and is represented accurately and honestly to students, the public, and to TRACS. (IER)	1.1 The institution operates with integrity in all matters. (Integrity) [CR]	

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	<p>14.1. a, b 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. (Publication of accreditation status)</p>	
<p>5.1 The institution has legal authorization to operate from all appropriate governmental agencies (state, federal, territory, country) in which it is located and has filed copies of such authorizations with TRACS. If a governmental requirement conflicts with a TRACS Standard, the institution will be deemed in compliance with the TRACS Standard as long as it is in compliance with the governmental requirement. (IER)</p> <p>5.2 If the institution offers courses and/or programs via Distance Education, the institution has legal authorization to offer such courses and/or programs in the locations wherever the Distance Education student declares his/her residency. Further, the institution’s Distance Education offerings meet all applicable TRACS Accreditation and Federal Requirements. (IER)</p>	<p>3.1.a An institution seeking to gain or maintain accredited status has degree-granting authority from the appropriate government agency or agencies. (Degree-granting authority) [CR]</p>	
<p>6.1 The institution’s Board, of not less than 5 voting members, is the legally constituted body that holds the institution in trust, has appropriate oversight in matters of policy, operation and evaluation, and exists without conflicts of interest. (IER)</p>	<p>4.1. a, b, c, d, e The institution has a governing board of at least five members that: (a) is the legal body with specific authority over the institution. (b) exercises fiduciary oversight of the institution. (c) ensures that both the presiding officer of the board and a majority of other voting members of the</p>	

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	<p>board are free of any contractual, employment, personal, or familial financial interest in the institution. (d) is not controlled by a minority of board members or by organizations or institutions separate from it. (e) is not presided over by the chief executive officer of the institution. (Governing board characteristics) [CR]</p> <p>4.2.d The governing board defines and addresses potential conflict of interest for its members. (Conflict of interest)</p> <p>6.2. a, b, c For each of its educational programs, the institution a. Justifies and documents the qualifications of its faculty members. (Faculty qualifications) b. Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty) c. Assigns appropriate responsibility for program coordination. (Program coordination)</p>	
<p>6.2 The institution’s Board appoints and periodically evaluates a full-time Chief Executive Officer (CEO) who is not the Chair of the institution’s Board or a Chair of any of its sub-committees, and who is granted the legal authority to fulfill the tasks defined in the written job description for this position as the individual responsible for carrying out published Board policies and procedures. (IER)</p>	<p>4.1. a, b, c, d, e The institution has a governing board of at least five members that: (a) is the legal body with specific authority over the institution. (b) exercises fiduciary oversight of the institution. (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. (d) is not controlled by a minority of board members or by organizations or institutions separate from it. (e) is not presided over by the chief executive officer of the institution. (Governing board characteristics) [CR]</p>	

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	<p>4.2.b The governing board 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. (Board/administrative distinction)</p> <p>4.2.c The governing board selects and regularly evaluates the institution's chief executive officer. (CEO evaluation/selection)</p> <p>5.1 The institution has a chief executive officer whose primary responsibility is to the institution. (Chief executive officer) [CR]</p> <p>5.2. a, b, c The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following: a. The institution's educational, administrative, and fiscal programs and services. (CEO control) b. The institution's intercollegiate athletics program. (Control of intercollegiate athletics) c. The institution's fund-raising activities. (Control of fund-raising activities)</p>	
<p>6.3 A full-time Chief Academic Officer (CAO) is in place who has the credentials, experience, and competence to lead the institution's educational programs toward quality outcomes and the CAO is periodically evaluated. (IER)</p>	<p>5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (Qualified administrative/academic officers)</p>	
<p>6.4 Organizational structure is maintained which clearly depicts lines of administrative responsibility.</p>	<p>NO DIRECT EQUIVALENT</p>	

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<p>6.5 Administrative Leadership positions have written job descriptions which are used as a basis for performance evaluations.</p>	<p>5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (Qualified administrative/academic officers)</p>	
<p>6.6 Qualified administrative personnel and leadership team members are sufficient in number and competence to provide direction to the major operational areas of the institution and are periodically evaluated.</p>	<p>NO DIRECT EQUIVALENT</p>	
<p>6.7 The institution’s Board has a policy regarding conflicts of interest for Board members.</p>	<p>4.2.d The governing board defines and addresses potential conflict of interest for its members. (Conflict of interest)</p>	
<p>6.8 The institution’s Board has appropriate autonomy.</p>	<p>4.1. a, b, c, d, e The institution has a governing board of at least five members that: (a) is the legal body with specific authority over the institution. (b) exercises fiduciary oversight of the institution. (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. (d) is not controlled by a minority of board members or by organizations or institutions separate from it. (e) is not presided over by the chief executive officer of the institution. (Governing board characteristics) [CR]</p>	
<p>6.9 The institution’s Board is responsible for the financial stability of the institution and approves the annual operating budget.</p>	<p>4.1.a, b, c, d, e The institution has a governing board of at least five members that: (a) is the legal body with specific authority over the institution. (b) exercises fiduciary oversight of the institution. (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,</p>	

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	<p>personal, or familial financial interest in the institution. (d) is not controlled by a minority of board members or by organizations or institutions separate from it. (e) is not presided over by the chief executive officer of the institution. (Governing board characteristics) [CR]</p>	
<p>6.10 The institution’s Board is responsible for establishing and providing appropriate oversight of affiliated corporate entities and auxiliary services.</p>	<p>13.5 The institution maintains financial control over externally funded or sponsored research and programs. (Control of sponsored research/external funds)</p> <p>5.3.a, b, c For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (a) The legal authority and operating control of the institution is clearly defined with respect to that entity. (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. (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. (Institution-related entities)</p>	
<p>6.11 A clear distinction exists between the policy-making functions of the institution’s Board and the role of the institution’s CEO and administration to carry out such policies.</p>	<p>4.2.b The governing board 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. (Board/administrative distinction)</p>	

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<p>6.12 The support staff is sufficient in number and competence to adequately support the administrative, academic, and support functions of the institution. Members of the support staff are periodically evaluated in relation to a written job description.</p>	<p>5.5 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. (Personnel appointment and evaluation)</p>	
<p>7.1 The institution’s publications are Board-approved and include at least the following: Board Manual, Policies Manual, Catalog(s), Faculty Handbook, Student Handbook. (IER)</p>	<p>NO DIRECT EQUIVALENT</p>	
<p>7.2 The institution’s publications are current, clear, factually accurate, and consistent with each other.</p>	<p>NO DIRECT EQUIVALENT</p>	
<p>7.3 Policies and procedures are comprehensive in scope and consistent with TRACS Standards.</p>	<p>10.1 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. (Academic policies)</p>	
<p>7.4 Policies are adopted for the evaluation of Board members and all employees with clear due process procedures. Documentation of proceedings are made available to TRACS upon request.</p>	<p>NO DIRECT EQUIVALENT</p>	
<p>8.1 The institution has at least one academic program at the diploma, certificate, associate, bachelor, masters, and/or doctoral level (based on at least 60 semester credit hours or equivalent at the associate level; at least 120 semester credit hours or the equivalent at the bachelor level, or at least 30 semester credit hours or the equivalent at the graduate or professional level). (IER)</p>	<p>3.1.b An institution seeking to gain or maintain accredited status 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.) (Coursework for degrees) [CR]</p> <p>9.1.a, b, c 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. (Program content) [CR]</p>	

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	<p>9.2 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. (Program length) [CR]</p>	
<p>8.2 The curriculum clearly relates to the mission and objectives of the institution. (IER)</p>	<p>9.1.b Educational are compatible with the stated mission and goals of the institution</p>	
<p>8.3 Academic programs have adequate enrollment to facilitate student interaction appropriate to quality instruction and to financially sustain the program. (IER)</p>	<p>3.1.c An institution seeking to gain or maintain accredited status is in operation and has students enrolled in degree programs. (Continuous operation) [CR]</p>	
<p>8.4 Undergraduate academic degree programs offered include an appropriate general education core. General education courses are not narrowly focused nor are they directed toward a specific occupation or profession. Undergraduate bachelor degree programs include a minimum of 30 semester hours in general education, with at least 3 semester hours, in each of the humanities/fine arts, behavioral/ social sciences, and natural science/math. Associate degree programs include a minimum of 15 semester hours in general education. (IER)</p>	<p>9.3. a, b, c The institution requires the successful completion of a general education component at the undergraduate level that: (a) is based on a coherent rationale, (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. (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/ fine arts,</p>	

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	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. (General education requirements) [CR]	
8.5 Clearly defined student learning outcomes are established at the course, program and institutional levels, written in measurable terms and reflected in all aspects of academic and support services.	8.2. a, b 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: a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs) b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)	
8.6 The institution's Branch Campuses are operated in compliance with TRACS requirements (see definition of a Branch Campus), all relevant laws, and provide comprehensive services to students according to the programs offered.	14.3 The institution applies all appropriate standards and policies to its distance learning programs, <u>branch campuses</u> , and off-campus instructional sites. (Comprehensive institutional reviews)	
8.7 The institution's Teaching Sites are operated in compliance with TRACS requirements (see definition of a Teaching Site), all relevant laws, and provide appropriate services.	14.3 The institution applies all appropriate standards and policies to its distance learning programs, <u>branch campuses</u> , and <u>off-campus instructional sites</u> . (Comprehensive institutional reviews)	
8.8 A process is established for faculty-led curriculum development, review, modification, and assessment of the educational program.	6.2.c For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (Program coordination)	
8.9 The academic programs offered by the institution impart a common core of knowledge, which enhances students educationally and/or vocationally. The programs are consistent with	8.2. a, b 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: a. Student learning outcomes for each	

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<p>commonly-accepted standards and are appropriate for their educational level.</p>	<p>of its educational programs. (Student outcomes: educational programs) b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)</p>	
<p>8.10 A process is in place for the systematic and regular evaluation of all academic programs which includes an analysis of the accomplishments of program outcomes, retention rates, completion / graduation rates, job placement rates, the results of licensing or certification examinations (when appropriate), or other measures of evidence.</p>	<p>8.2.a, b, c 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: a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs) b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education) c. Academic and student services that support student success. (Student outcomes: academic and student services)</p>	
<p>8.11 The institution uses information resources and technology as an integral part of student education, enabling levels of proficiency appropriate to their degree and program or professional field of study.</p>	<p>NO DIRECT EQUIVALENT</p>	
<p>8.12 Students earn at least 25% of the credit hours required for a degree through the institution awarding the degree.</p>	<p>9.4 At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. (Institutional credits for an undergraduate degree)</p> <p>9.5 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. (Institutional credits for a graduate/professional degree)</p>	

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<p>8.13 Graduate programs reflect post-baccalaureate level requirements and rigor and extend the intellectual maturity of the students and demonstrate a clear distinction between Bachelor-level, Master-level and Doctoral-level work.</p>	<p>9.6 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. (Post-baccalaureate rigor and curriculum)</p>	
<p>9.1 The institution employs a sufficient number of full-time, academically, and spiritually qualified faculty for the programs it offers to teach and perform related duties, such as advising, and the curricular oversight needed for the institution to fulfill its mission. (IER)</p>	<p>6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (Full-time faculty) [CR]</p> <p>6.2.a For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (Faculty qualifications)</p>	
<p>9.2 The faculty the institution employs support the mission and objectives of the institution, perform all required faculty responsibilities (including the development and review of curriculum), ensure the quality and integrity of its academic programs, and fulfill their role in governance.</p>	<p>6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (Full-time faculty) [CR]</p> <p>6.2.a For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (Faculty qualifications)</p> <p>6.2.b For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)</p>	
<p>9.3 At least 25% of courses in each major at the undergraduate level are taught by faculty having a terminal degree.</p>	<p>NO DIRECT EQUIVALENT</p>	

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<p>9.4 The institution provides its faculty with on-going opportunities for professional and spiritual development for the growth of faculty as teachers, scholars, and practitioners.</p>	<p>6.5 The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. (Faculty development)</p>	
<p>9.5 The institution maintains a functioning faculty organization which is guided by a set of regulations, led by elected officers, meets regularly, and is involved in the formulation of curricular and academic matters, including faculty policies.</p>	<p>10.4.a, b, c 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. (Academic governance)</p>	
<p>9.6 The institution regularly evaluates the effectiveness of each faculty member in accordance with published criteria.</p>	<p>6.3 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. (Faculty appointment and evaluation)</p>	
<p>9.7 The institution ensures academic freedom for faculty.</p>	<p>6.4 The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. (Academic freedom)</p>	
<p>10.1 The institution offers an array of student services that are appropriate to its mission and objectives and which address the needs of its students regardless of location or the mode of delivery of educational programs. (IER)</p>	<p>8.2.c The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of academic and student services that support student success. (Student outcomes: academic and student services)</p> <p>12.1 The institution provides appropriate academic and student support programs, services, and</p>	

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	activities consistent with its mission. (Student support services) [CR]	
10.2 The institution maintains student records permanently, securely, and confidentially with provision for a secure backup of all records.	12.5 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. (Student records)	
10.3 The institution maintains a sufficient number of qualified staff, with appropriate education and experience in the student services area, to accomplish the institution's mission.	12.2 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. (Student support services staff)	
10.4 The institution offers student academic advising and career counseling appropriate to its educational programs.	12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services) [CR]	
10.5 The institution provides appropriate student financial aid services directed by a qualified individual.	12.6 The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. (Student debt)	
10.6 The institution's CEO exercises appropriate academic, administrative, fiscal, and health and safety controls over the institution's intercollegiate athletics program.	5.2.b The chief executive officer has ultimate responsibility for, and exercises appropriate control over the institution's intercollegiate athletics program. (Control of intercollegiate athletics)	
11.1 The institution's finances are adequate to support the staffing, facilities, equipment, materials, and support services for the approved programs. (IER)	13.1 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. (Financial resources) [CR]	
11.2 A certified external audit of the institution's financial statements is conducted each year under the standards applicable to financial audits contained in the Government Auditing Standards and in accordance with auditing standards	13.2. a, b The member institution provides the following financial statements: (a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the	

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<p>generally accepted in the United States of America or comparable auditing standards for institutions located in foreign jurisdictions. Final audit reports along with all management letters are submitted to the TRACS office annually within 5 months of the close of the institution's fiscal year. (See definition of Certified External Audit.) Audits demonstrate a recent history of financial stability. (See Definition of Financial Stability.) Institutions organized as non-profit or not-for-profit entities must have their audits prepared using the "net asset" model of accounting consistent with the policies and procedures provided by the American Institute of Certified Public Accountants (AICPA) in its document, Audit and Accounting Guide: Not-for-Profit Organizations: 2017, or any later enacted version, or comparable international guidance for such audits. (IER)</p>	<p>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. (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.</p>	
<p>11.3 The institution demonstrates credit lines or other liquid reserves adequate to ensure operations at all times. (IER)</p>	<p>NO DIRECT EQUIVALENT</p>	
<p>11.4 The institution exercises complete control over all its financial resources.</p>	<p>13.4 The institution exercises appropriate control over all its financial resources. (Control of finances)</p> <p>13.5 The institution maintains financial control over externally funded or sponsored research and programs. (Control of sponsored research/external funds)</p>	
<p>11.5 The institution has sufficient competent finance staff, led by a professionally qualified Chief Financial Officer (CFO).</p>	<p>NO DIRECT EQUIVALENT</p>	

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<p>11.6 Planning and budgeting support the institution's mission and objectives and are clearly connected.</p>	<p>13.2. c The member institution provides an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.</p>	
<p>11.7 The institution, at both the administrative and Board levels, regularly and systematically evaluates its fiscal condition and management of its financial operations including its use of appropriate internal and external mechanisms which ensure financial stability including enrollment management, diversification of revenue resources, and realistic budgeting.</p>	<p>13.3 The institution manages its financial resources in a responsible manner. (Financial responsibility)</p>	
<p>12.1 The institution has developed and implemented a comprehensive Assessment Plan which includes all aspects of the institution. (IER)</p>	<p>7.1 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. (Institutional Planning) [CR]</p> <p>7.2 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. (Quality Enhancement Plan)</p> <p>7.3 The institution identifies expected outcomes of its administrative support services and</p>	

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	demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness)	
12.2 The institution provides a systematic assessment of whether or not student learning outcomes at the institution, program and course levels are appropriate to its educational mission. (IER)	7.1 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. (Institutional Planning) [CR]	
12.3 The institution utilizes multiple approaches (qualitative and quantitative methods and direct and indirect measures) for assessing student learning, including information both internal and external to the institution.	8.1 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. (Student achievement) [CR] 8.2. a, b 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: a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs) b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)	
13.1 The institution has developed and implemented a comprehensive Board-approved Strategic Plan which is based on both internal and external factors. (IER)	7.1.a, b 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	

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	goals and outcomes consistent with its mission. (Institutional Planning) [CR]	
13.2 The Strategic Plan aligns human and physical resources with the institution's mission, objectives and budget.	NO DIRECT EQUIVALENT	
14.1 The institution furnishes library and learning resources and related services appropriate to support the institution's mission, academic programs, and administrative functions. These resources and services are made available to all students regardless of location or mode of course delivery. (IER)	11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. (Library and learning/information resources) [CR] 11.3. a, b 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. (Library and learning/information access)	
14.2 The institution employs an adequate number of professionally qualified staff who oversee the institution's library and learning resources and related services. (IER)	11.2 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. (Library and learning/information staff)	
14.3 The institution provides sufficient and consistent financial support to ensure the adequacy of its library and learning resources.	11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. (Library and learning/information resources) [CR]	
15.1 The institution provides, maintains, and controls adequate facilities and equipment, (both on and off-campus) that appropriately serve the needs of the educational programs, support services, and other mission related activities. (IER)	13.7 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. (Physical resources)	

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<p>15.2 Information technology is sufficient to provide appropriate support for administrative, management, staff, and student functions across the full scope of the institution's operations.</p>	<p>12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services) [CR]</p>	
<p>16.1 Appropriate health and security measures, including an Emergency Plan, are in place for all institutional facilities and activities. (IER)</p>	<p>13.8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)</p>	
<p>17.1 Credit Hours: The institution's award of credit hours and length must meet national norms and federal requirements. (ETC.)</p>	<p>10.7 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. (Policies for awarding credit)</p>	
<p>17.2 Program Length and Cost: The institution's programs must be appropriate to the institution's mission and objectives and must demonstrate that program lengths are comparable to accredited institutions of higher education. (ETC.)</p>	<p>9.7 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. (Program requirements)</p> <p>10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public information)</p>	
<p>17.3 Student Complaints: Institutions must record student complaints. (ETC.)</p>	<p>12.4.a, b, c The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and</p>	

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	(c) maintains a record of student complaints that can be accessed upon request by SACSCOC. (Student complaints)	
<p>17.4 Transfer of Credit Policies: The institution has published policies and procedures for accepting transfer of credits. Published policies include criteria for evaluating, awarding, and accepting credit transfer, credit by examination, experiential learning, prior learning assessment, advanced placement, and professional certificates. Policies and practices must ensure that course work is at the collegiate level. The institution is responsible for the quality of course work and credit given on the transcript.</p> <p>The policies and procedures must be published and communicated to those who administer the policies. Articulation agreements must be disclosed and the institution listed with which the agreement is made. (IER) - §602.24(e)</p>	<p>10.8. a, b, c 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. (Evaluating and awarding academic credit)</p> <p>10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts 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. (Cooperative academic arrangements)</p>	
<p>17.5 Distance Education and Correspondence Education: The institution demonstrates that programs and courses offered via Distance Education and Correspondence Education are in compliance with the Federal definition of Distance Education and Correspondence Education. (ETC.)</p>	<p>10.6. a, b, c 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</p>	

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	<p>time of registration or enrollment, of any projected additional student charges associated with verification of student identity. (Distance and correspondence education)</p> <p>14.3 The institution applies all appropriate standards and policies to its <u>distance learning</u> programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews)</p>	
<p>17.6 Verification of Student Identity: An institution offering Distance Education as stated in Federal definitions must have a process to verify that the student who registers for a Distance Education program or course is the same student who participates in, completes, and receives credit. (ETC.)</p>	<p>10.6.a An institution that offers distance or correspondence education 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.</p>	
<p>17.7 Student Privacy: The institution has a written procedure for protecting the privacy of students enrolled in Distance Education programs or courses.</p>	<p>10.6.b An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.</p>	
<p>17.8 Public Information: The institution makes the following information available to students and the public through the institution’s Catalog(s), website and/or other methods: academic calendar, grading policies, refund policies, admission policies, program requirements, and information regarding tuition and fees.</p>	<p>10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public information)</p>	
<p>17.9 Advertising and Recruitment Materials: The institution’s advertising and recruitment materials must accurately represent the institution’s practices and policies.</p>	<p>10.5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the</p>	

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	<p>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. (Admissions policies and practices)</p> <p>14.4. a, b 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. (Representation to other agencies)</p>	
<p>17.10 Fraud and Abuse: The institution must not engage in fraud or abuse and practices or procedures that are designed to deceive students or falsify information to students.</p>	<p>1.1 The institution operates with integrity in all matters. (Integrity) [CR]</p>	
<p>17.11 Student Achievement: The institution’s assessment of student achievement includes retention rates, course completion rates, graduation rates, job placement rates, and state or other licensing examinations.</p>	<p>8.2. a, b 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: a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs) b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)</p>	
<p>17.12 Title IV Participation: The institution maintains and demonstrates compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.</p>	<p>13.6. a, b 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</p>	

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	institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education. (Federal and state responsibilities)	
NO DIRECT EQUIVALENT	4.3.a, b, c 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. (Multi-level governance)	
NO DIRECT EQUIVALENT	10.3 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. (Archived information)	
NO DIRECT EQUIVALENT	12.3 The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community. (Student rights)	
NO DIRECT EQUIVALENT	14.2 The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy. (Substantive change)	
NO DIRECT EQUIVALENT	14.5 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. (Policy compliance)	