

Institutional Eligibility Requirements (IERs)

The Institutional Eligibility Requirements (IERs) are the Standards with which an institution must be in compliance to begin a self-study and be considered by the Accreditation Commission in order to be a candidate for accreditation. and provide a set of basic elements necessary for the successful operation of an institution of higher learning. Basic compliance with the Accreditation Standards means that an institution is in compliance with all of the Standards identified in the IERs and has the ability to be in compliance with all of the Standards within the period of candidacy for accreditation. The Accreditation Commission considers basic compliance as the threshold for considering whether to recognize an institution as a candidate for accreditation and that recognition is not automatic. prerequisites for institutions aspiring to applicant status. In this sense, they may be looked upon as a developmental checklist. The IERs are not intended to provide an institution with a broad basis for evaluating its effectiveness in the accomplishment of its mission as do TRACS' Standards and Criteria. However, they do provide a prescribed set of basic elements necessary for the successful operation of a Christian institution of higher learning.

The Institutional Eligibility Requirements (IERs) are the Standards with which an institution must be in compliance to be considered for candidacy for accreditation by the Accreditation Commission. The initial determination of compliance with the IERs is made by TRACS' President. Following the President's determination that an institution is compliance with the IERs, the institution must prepare a Self-Study addressing all Standards. The institution which will be followed by a team visit. The team will determine the institution's compliance with all standards. If the Accreditation Commission determines that the institution is in compliance with the IERs and the institution can come into compliance with all of the Standards within the period of candidacy, the institution can be granted candidacy for accreditation.

Applicant: an institution which has demonstrated to TRACS' President that it is in compliance with the IERs.

Candidate: an institution which the Accreditation Commission has determined is in compliance with the IERs; has a reasonable belief that the institution can come into compliance with all Standards within the period of candidacy; and has a reasonable belief that the institution has or can secure the resources to fulfill its plan to come into compliance.

Accredited: an institution which the Accreditation Commission has determined is in substantial compliance with all Standards.

The Standards on which the IERs are based are presented in parentheses following the IER summary headings.

NOTE: The referenced Standard numbers will be changed to reflect any changes in the numbering of the Standards which is contemporaneously approved with these changes.

IER#_1 FOUNDATIONAL STATEMENTS. The institution hasA comprehensive, clearly-written, published Biblical foundations statement that is in harmony with TRACS' Biblical Foundations statement

- a. A biblical foundation statement (1.1).
- b. A mission statement (2.1).
- c. Measurable institutional objectives which are consistent with the institution's mission (2.2).
- d. A Christian Philosophy of Education (3.1).

~~IER#_2 LEGAL AUTHORITY TO OPERATE The institution has~~~~A clearly defined, published statement of mission (formally adopted by the governing board) along with published general institutional objectives that demonstrate that the fundamental purposes of the institution are educational, appropriate to a degree-granting institution, and relevant to the needs of the constituencies it seeks to serve.~~

- ~~a. A legally established and functioning board with at least 5 voting members (5.1.a.).~~
- ~~b. Legal authority to operate from the government of the state or country in which it is located, including all teaching sites and branch campuses (5.1.b., 5.1.d., 13.1.1, and 13.2.1).~~
- ~~c. A set of board-approved By-laws within which the board operates (5.6).~~

~~IER#_3 ADMINISTRATION AND STAFF The institution has~~~~—Authority from the appropriate governmental agency to operate and to award degrees and, if applicable, certificates or diplomas. Although this is required from the state or country in which the institution is located, it is also required from all states or territories where the institution enrolls or intends to enroll distance education students.~~

- ~~a. A full-time Chief Executive Officer who is appointed by the Board (5.11).~~
- ~~b. The Chief Executive Officer has the authority to carry out the published board policies and procedures (6.1).~~
- ~~c. A full-time Chief Academic Officer with the appropriate graduate degree(s) from an accredited institution. (6.3.a. and 6.3.c.)~~
- ~~d. Other administrative or leadership team members and staff sufficient in number and competence to give direction to the major operational areas of the institution (6.4).~~
- ~~e. Complete job descriptions for all administrators and staff (6.2.a. and 6.4.a.)~~
- ~~f. An organizational chart that clearly depicts lines of administrative responsibility (6.1.e.)~~

~~IER#_4 PUBLICATIONS AND POLICIES The institution has~~~~A governing board that has the authority to carry out the mission of the institution, that includes representation reflecting the public interest, and whose members do not have contractual, employment, or personal financial interests with the institution.~~

- ~~a. A Board Manual (8.7).~~
- ~~b. A Policies Manual (8.8).~~
- ~~c. A Catalog (or catalogs, if appropriate) (8.9).~~
- ~~d. A Faculty Handbook (8.10).~~
- ~~e. A Student Handbook (8.11).~~

~~IER#_5 EDUCATIONAL PROGRAMS The institution has~~~~A chief executive officer whose full-time or major responsibility is to the institution and who possesses the authority needed to manage the affairs of the institution.~~

- ~~a. A minimum of one post-secondary educational program which meets national norms and supports the mission and institutional objectives (10.1, 10.4, 11.1, and 11.4).~~
- ~~b. Learning outcomes for each academic program (2.5 and 24.2).~~
- ~~c. Appropriate general education requirements for each undergraduate degree (10.14).~~
- ~~d. An adequate number of students enrolled in each program (10.9 and 11.10).~~

~~IER#_6 FACULTY The institution hasAn official printed catalog and other official publications available to students and the public that honestly and accurately sets forth pertinent information that must include at least the following items:~~

- ~~a. At least one full-time, contracted, academically and spiritually qualified faculty for each major/program offered, including general education for undergraduate programs (14.1 and 15.1).~~
- ~~b. A sufficient number of qualified faculty to provide the instruction needed for the programs offered (14.2, 14.3, and 15.1.b.).~~

- ~~a. Mission and objectives~~
- ~~b. Entrance requirements and procedures~~
- ~~c. Rules and regulations for conduct~~
- ~~d. Programs, courses, and objectives~~
- ~~e. Degree completion requirements~~
- ~~f. Full-time and part-time faculty, degrees held, with institution granting the degree~~
- ~~g. Costs~~
- ~~h. Refund policy~~
- ~~i. Other items relative to attending the institution or withdrawing from it.~~

~~IER#_7 FINANCES The institution hasa comprehensive, published policies and procedures manual.~~

- ~~a. Certified external audits which demonstrate adequate finances to support the institutional purpose and programs (18.4).~~
- ~~b. Evidence that finances will continue to support the programs (18.9).~~

~~IER#_8 INSTITUTIONAL EFFECTIVENESS The institution hasmust offer a minimum of one postsecondary academic on-campus educational degree program (Associate, Bachelor's, Master's or Doctorate) consistent with its mission. Clearly defined and published objectives for each of its educational programs/majors must exist that are appropriate for higher education (in level, quality, and the means for achieving them), including a designated course of studies acceptable for meeting degree, diploma, and certificate requirements. Adequate guidance for degree candidates in meeting requirements along with adequate grading or evaluation procedures are evidenced.~~

- ~~a. A comprehensive, board-approved strategic plan which is in use (23.1).~~

~~IER#_9 LEARNING RESOURCES The institutionA program of general education required for all associate and bachelor's degrees.~~

- ~~a. Adequately supports the educational programs offered (25.2 [new: 25.1])~~
- ~~b. Employs an adequate number of professionally qualified library staff (25.4).~~

~~IER#_10 FACILITIES The institution'sAn approved set of admissions policies compatible with the institution's stated mission and objectives.~~

- ~~a. Facilities must be adequate for all learning activities (28.4).~~

~~IER#11 Students enrolled in and pursuing academic program(s) for the past two years.~~

~~IER#12 Faculty sufficient in number to support the educational programs/majors offered:~~

- ~~a. A minimum of one contracted full-time faculty, with appropriate earned credentials from a USDE-recognized accredited institution, to head each educational program~~

- ~~offered—including general education. Full-time faculty is interpreted to mean a faculty member who is contracted annually to teach a minimum of 24-30 semester hours or the equivalent at the undergraduate level and a minimum of 18-24 semester hours or the equivalent at the graduate level.~~
- ~~b. Sufficient full- and part-time faculty with appropriate, earned credentials to teach the courses offered for the number of students served.~~

~~IER#13 Documentation of an adequate financial base of funding and assets that demonstrates the institution's ability to carry out its stated purposes (Submit a copy of prior year's audited financial statement prepared by an independent public accountant who has no other relationship to the institution.)~~

~~IER#14 A comprehensive master/strategic plan and an ongoing assessment process mechanism that demonstrates that the institution is accomplishing its mission (including student learning) effectively~~

~~IER#15 A library, a full-time qualified librarian and other learning resources that adequately support the educational programs offered, plus appropriate learning equipment and materials.~~

ACCREDITATION STANDARDS INTRODUCTION

The accreditation standards by which an institution is measured have been developed for use in evaluating its educational effectiveness. These standards are organized under two headings, as follows: **FOUNDATIONAL STANDARDS** and **OPERATIONAL STANDARDS**. The standards are designed to guide institutions from initial application through the periodic reassessment process required of accredited institutions.

The **Foundational Standards** section and the **Operational Standards** section provide the substantive issues that must be specifically and thoroughly addressed in the institution's Self-Study Report to certify compliance.

It should be noted that BOTH the opening descriptive statements AND the standards and evaluative criteria themselves are to serve as the basis of the institution's self-study process and are to be addressed in the self-study report.

DEFINITIONS

These definitions apply to the Accreditation Standards and Policies.

Accepted practice: a reference to common practices in American higher education.

Accredited Institution: An institution accredited by an accrediting agency approved by the U.S. Department of Education as an institutional accrediting agency or an equivalent foreign institution.

Basic Compliance: A conclusion by the Accreditation Commission that an institution is in full compliance with all Standards related to the Institutional Eligibility Requirements (IERs) and has the ability to be in compliance with all of the Standards within the period of candidacy for accreditation.

Earned degree: a degree earned at an accredited institution or demonstrated competencies which were determined by the institution to be equivalent to the required degree prior to issuing a contract to the faculty member. Faculty members deemed qualified by demonstrated competencies will not be considered to meet the requirements of Standard 14.1 or the required ratios of Standard 14.6.

Full-Time Employee: An employee who has a full-time contract or other legal arrangement which indicates to the employee that the term of employment will only be terminated for cause or financial exigency; whose experience and education or training are related to the scope of employment; whose salary is fixed and not contingent; whose job responsibilities are specifically spelled out in a board approved job description; whose primary professional employment is with the institution; who devotes substantially all working time during the contracted period to the specified job responsibilities; and whose outside professional activities do not detract from the specified job responsibilities. The contract or other legal arrangement must include language that specifies the employee has read the institution's purpose, objectives, and philosophy and agrees with and supports them.

Full-Time Faculty: A faculty member who has a full-time contract with the institution; whose earned degrees from accredited institutions are directly related to courses to be taught; whose salary is fixed and not contingent; whose job responsibilities are specifically spelled out in a board approved job description; whose primary professional employment is with the institution; who devotes substantially all working time during the contracted period to the specified job responsibilities; and whose outside professional activities do not detract from the specified job responsibilities. The contract must include language that specifies the faculty member has read the institution's purpose, objectives, and philosophy and agrees with and supports them.

National norms: a reference to practices, terms, or policies which are common in American higher education.

Part-Time/Adjunct Faculty: A faculty member who has a contract with the institution to teach one or more specifically identified courses for one or more specified academic terms; whose earned degrees from accredited institutions are directly related to courses to be taught; whose salary is fixed and not contingent; and whose job responsibilities are specifically spelled out in a board approved job description. The institution may designate these faculty members as part-time or adjunct; however, only those contracted to teach in the current or most recently completed academic year may be included in any published faculty listing. The contract must include language that specifies the faculty member has read the institution's purpose, objectives, and philosophy and agrees with and supports them.

Professionally Qualified Librarian: An individual who has earned a master's degree in library science, or its equivalent, from an accredited institution and who is capable of leading library development and operations, including reference, collection development, information services, bibliographic control of materials, on-line resources, and administration.

I. FOUNDATIONAL STANDARDS

This section describes the foundational accreditation standards which address the nature and purpose of the institution, namely: (A) Biblical Foundations, (B) Purpose and Objectives, (C) Philosophy of Education, (D) Ethical Values and Standards. Institutions should ensure that

these statements are consistent and that together they clearly define their educational identity. Each begins with a general descriptive statement that will serve as a beginning point in assessment and is followed by the Standards and Evaluative Criteria Statement.

A. Biblical Foundations

The Biblical Foundations Statement of an institution defines its Christian nature by affirming those doctrinal matters to be true which identify it as part of the evangelical tradition in education. It is to be written so as to conform to the historic creeds and statements of Christianity, and thus reflect a careful and precise theological statement, but also accurately state the current position of the institution as set down by the board and administration. In addition, it will be written lucidly in order to inform prospective students, faculty, administrators and board members, as well as external constituencies, regarding the religious identity of the institution.

This statement provides the context from which the other three foundational statements must logically follow. It may be referred to by different titles, depending on the institution's tradition, such as Biblical Foundations Statement, Doctrinal Statement, Theological Position, or Statement of Faith. It may be supplied to the institution by its sponsoring or affiliated denomination or church, or it may be individually and originally composed by the institution.

Biblical Foundations Statements may also differ in length and comprehensiveness. It may be very brief, covering the most essential items and allowing for broad evangelical application, or it may be lengthy and very specific to a particular tradition. In either case, it must be comprehensive enough to include all affirmations, which are, in fact, expected for faculty and others, but also concise enough that it does not include matters, which are actually overlooked, not enforced, or regarded as nonessential.

Standards and Evaluative Criteria

- 1.1 The institution ~~must have a Biblical Foundations Statement that includes affirmations of tenets that include:~~ annually affirms to TRACS its commitment to the Christian biblical foundations, purposes and objectives, philosophy, and ethical and moral values specified in the TRACS Foundational Standards, and agrees to notify TRACS in a timely fashion if that commitment changes in any substantive way.
 - ~~1.1.1 the Trinitarian nature of God;~~
 - ~~1.1.2 the full deity and humanity of Christ;~~
 - ~~1.1.3 the inerrancy and historicity of the Bible;~~
 - ~~1.1.4 the divine work of non-evolutionary creation including persons in God's image;~~
 - ~~1.1.5 the redemptive work of Jesus through his death and resurrection;~~
 - ~~1.1.6 salvation by grace through faith;~~
 - ~~1.1.7 the Second Coming of Christ;~~
 - ~~1.1.8 the reality of heaven and hell;~~
 - ~~1.1.9 the existence of Satan.~~
- 1.2 The institution must have a Biblical Foundations Statement of the institution which is must be readily available and included in appropriate official publications.

- 1.3 Students must be required to read and respect the institution's Biblical Foundations Statement and be provided with the means to understand it.
- 1.4 Board members, administrators, and faculty must be in agreement with the Biblical Foundations Statement of the institution.
- 1.5 The Board must approve the Biblical Foundations Statement, and official documents must include a policy regarding its assessment and measures by which it can be revised.

In the institution's Biblical Foundations Statement, TRACS' Biblical Foundations Statement must be affirmed as a general model, but it is not expected to be used verbatim. TRACS offers the following tenets:

The Bible. The unique divine inspiration of all the canonical books of the Old and New Testaments as originally given, so that they are infallibly and uniquely authoritative and free from error of any sort in all matters with which they deal, scientific, historical, moral, and theological.

The Trinity. The triune, Godhead—one eternal, transcendent, omnipotent, personal God existing in three persons: Father, Son, and Holy Spirit.

The Father. God the Father, the first person of the Divine Trinity, is infinite Spirit—sovereign, eternal, and unchangeable in all His attributes. He is worthy of honor, adoration, and obedience.

The Son. The Perfect, sinless humanity and the absolute, full deity of the Lord Jesus Christ, indissolubly united in one divine-human person since His unique incarnation by miraculous conception and virgin birth.

Holy Spirit. The Holy Spirit is the third person of the Godhead who convicts, regenerates, indwells, seals all believers in Christ, and fills those who yield to Him. The Holy Spirit gives spiritual gifts to all believers; however, the manifestation of any particular gift is not required as evidence of salvation.

Historicity. The full historicity and perspicuity of the biblical record of primeval history, including the literal existence of Adam and Eve as the progenitors of all people, the literal fall and resultant divine curse on the creation, the worldwide cataclysmic deluge, and the origin of nations and languages at the tower of Babel.

Redemption. The substitutionary and redemptive sacrifice of Jesus Christ for the sin of the world, through His literal physical death, burial, and resurrection, followed by His bodily ascension into heaven.

Salvation. Personal salvation from the eternal penalty of sin provided solely by the grace of God on the basis of the atoning death and resurrection of Christ, to be received only through personal faith in His person and work.

Last Things. The future, personal, bodily return of Jesus Christ to the earth to judge and purge sin, to establish His eternal Kingdom, and to consummate and fulfill His purposes in the works of creation and redemption with eternal rewards and punishments.

Biblical Creation. Special creation of the existing space-time universe and all its basic systems and kinds of organisms in the six literal days of the creation week.

Satan. The existence of a personal, malevolent being called Satan who acts as tempter and accuser, for whom the place of eternal punishment was prepared, where all who die outside of Christ shall be confined in conscious torment for eternity.

The institution's Biblical foundations may be included in its mission/philosophy.

B. Purpose and Objectives

The institution is to state clearly and concisely its specific mission and purpose, one which is appropriate for Christian higher education within the general scope of postsecondary education. The statement of purpose evolving from the mission defines the distinctive role and intention of the institution and provides the basis on which students are received and for which they are educated. The purpose statement is to be used as a basic guide in planning, development, evaluation, policy-making, and all other institutional functions.

The mission and purpose sets forth the specific educational role of the institution with regard to its intended target groups. Educational goals are to be formulated which are (1) consistent with and imply the institution's philosophical and ethical stance; (2) consistent with its academic level and the nature of post secondary education, and (3) consistent with and following from its Biblical Foundations Statement. There are certain general objectives that characterize higher education. The following are examples of such general objectives, framed in broad terms:

- To increase the student's interest in intellectual and social values.
- To discover, preserve, advance and transmit knowledge.
- To develop students who exhibit sound character, effective citizenship and professional competence.
- To encourage the pursuit of life-long learning.

There are certain objectives of distinctly Christian education that are to also be addressed in the purpose statement. These include: (1) Worship is central in the life of the institution and its members. (2) Christian education, when prudently achieved, results in the internalization of knowledge and Christian values (beyond rote and mechanistic compliance with set rules)--resulting in a life of prayer, of faith, of sound character and of spiritual values including study of the Word of God, personal piety, and devotion; (3) Christian education will clearly result in dedicated, caring Christian service extended toward other persons, especially those who are socio-economically, physically, and spiritually oppressed or disadvantaged--a loving reach to others. Christian institutions must seek to develop these kinds of dedicated, responsible, and caring persons. (4) Christian institutions will seek to incorporate within their curriculum an integrated body of knowledge that appropriately includes the content of scripture, justifies its inclusion, and places knowledge within a Christian worldview.

The institutional purpose statement serves as a frame of reference for decision-making in determining operational policies. Educational programs and all other operations of an institution are to be clearly related to the purpose of the institution. Specific objectives are adopted to implement the stated purpose of the institution. A program of outcomes assessment is to be developed to allow the institution to measure and demonstrate how effectively the purposes are being accomplished. Purpose and objectives give direction to all the institution's educational

activities and to its admission policies, selection of faculty, allocation of resources, and overall planning. Human, financial, and physical resources are adequate to ensure that the purpose is being achieved.

TRACS requires member institutions to pursue their established educational purpose. An institution is, therefore, evaluated in terms of the achievement of stated purpose and objectives. The integrity of the institution is measured by its demonstrated progress toward fulfilling its purpose. Appropriate publications accurately communicate the purpose and mission. It is important that the institution review its statement of purpose periodically to ensure that it continues to provide an accurate portrayal of the institution and describes goals that are attainable to a reasonable degree. Evaluation and assessment processes are designed to demonstrate that its purpose is being fulfilled.

Traditional institutions that utilize selected non-traditional formats or delivery systems are to carefully describe the distinctives in their non-traditional programs with reference to (1) educational purpose, (2) financial procedures, (3) student body (recruitment, admission, student profile), (4) degree offerings and (5) any adaptive measures in governance, organizational structure, resource allocation, faculty component, or other areas of the institution that may be necessitated by the presence of a non-traditional format. Appropriate publications must accurately describe the purpose and objectives (and the academic requirements, procedures and distinctives) of any non-traditional program offered. The Accreditation Commission will in most cases consider non-traditional programs only as a part of a campus-based program.

Finally, the name of an institution is accurate, descriptive, and appropriate for its stated purpose. The use of "institute," "college," "university," "seminary," "theological school," "graduate school," et al., is to be in keeping with the general and national use of such nomenclature (and appropriate to the programs offered) in order to enable a consumer to correctly understand the scope and nature of the institution.

Standards and Evaluative Criteria

- 2.1 The institution must have a written mission/purpose statement that has been approved by the governing board and that reflects its Biblical Foundations Statement.
- 2.2 The institution must have clearly defined written objectives consistent with the Institutional mission or purpose.
 - a. They are stated in measurable terms.
 - b. They have been approved by the governing board.
 - c. They are being evaluated.
- 2.3 The statement of mission/purpose with the objectives of the institution must be set forth in all relevant official publications.
- 2.4 The faculty, administration, and governing board must be aware of the stated purpose and objectives of the institution and be able to relate to them.
- 2.5 Student learning experiences must clearly relate to the mission/purpose and objectives of the institution and learning outcomes must be assessed.

- 2.6 There must be a regular review of the purpose and objectives and assessment of actual outcomes.
 - a. There is a written review process.
 - b. Governing board and other official minutes indicate appropriate reviews.
- 2.7 The name of the institution must be appropriate.
 - a. The name reflects the purpose of the institution.
 - b. The name, with reference to the programs offered, is consistent with national norms in naming an educational institution.

C. Philosophy of Education

The institution operates within a specifically Christian philosophy of education. Practices and methods emanate from that underlying philosophy of education.

A philosophy of education consists of a set of basic principles regarding God, persons, truth, values, and their relationships, expressed in a way that defines an institution's understanding of the teaching/learning process. A Christian philosophy holds that all truth has God as its source and hence is consistent, and can be known by persons who are in God's image as they properly relate to Him.

Both administrators and faculty are involved in the development, implementation, and continuing assessment of a philosophy of education.

The institution consciously develops its courses, curricula, and other education/research /service programs within a framework and from a perspective consistent with God's revealed truth. Such a philosophy results in integration of biblical principles throughout the curriculum.

Standards and Evaluative Criteria

- 3.1 The institution must have a ~~written-board approved~~ Christian philosophy of education statement.
 - ~~a. It is available in the institution's catalog and other appropriate publications.~~
 - ~~b. It is in agreement with and flows from the Biblical Foundations Statement.~~
 - ~~c. It is approved by the governing board.~~
- 3.2 The Christian philosophy must be manifested in the curriculum and operations of the institution.
- 3.3 Faculty and students must indicate understanding of the philosophy.
- 3.4 There must be periodic assessment of the philosophy statement.

D. Ethical Values and Standards

Christian institutions define themselves by a set of values which are central to their purpose, educational philosophy and mission. These values govern every aspect of the operations and

spell out the nature of the character the institution sees itself as instilling in its students and all of its constituencies. These values result in standards of conduct, expectations, or guidelines for board members, administrators, faculty, staff, and students. Their goal is to shape character by personal discipline resulting in a lifestyle that respects other persons equally, provides caring service and outreach, and exemplifies integrity.

Institutions may have a single and comprehensive statement of values and standards. They may have several statements of values and standards for students, faculty, board members and others, but each of these will clearly reflect the same core values.

While Christian institutions values are principally biblically based, they will also reflect and enhance social and professional standards. Christian institutions as well as their graduates should endeavor to be models of virtuous character and exemplary service in their churches, their nation, communities and in their professions.

The Commission expects ethical behavior to govern the operation of institutions and for institutions to make reasonable and responsible decisions consistent with the spirit of ethical behavior in all matters. Therefore, evidence of withholding information either through written communication or by limiting access for normal Accrediting Agency activities, providing inaccurate information to the public or the Accrediting Agency, failing to provide timely and accurate information to the Commission, representing the materials of another institution as their own work, or failing to conduct a candid self-assessment of compliance with the Accreditation Manual and Policies and Procedures Manual and to submit this assessment to the Commission, and other similar practices will be seen as a lack of a full commitment to ethical behavior.

Institutions are to periodically and regularly assess their statements to ensure that they are current, clearly understood, and achieving their purposes.

Standards and Evaluative Criteria

- 4.1 The institution must have a written statement of ethical values and standards that is approved by the governing board ~~and administration.~~
- 4.2 ~~The statement must be published in all appropriate publications.~~ Moved to Standard 8.9
- 4.3 Board members, administration, faculty, staff, and students indicate their intent to adhere to the standards.
- 4.4 The values and standards must be in agreement with Biblical principles and consistent with the purpose statement.
- 4.5 There must be periodic assessment of the statement of values and standards.
- 4.6 The institution must present itself accurately and honestly to the public, and TRACS.
- 4.7 The institution represents ~~the~~ its accreditation status (Applicant, Candidate, Accredited, Warning, Probation, or Show Cause) accurately in all publications and communications including the web-site.

- 4.8 The institution is committed to:
- a. Honest and open communication with the Accrediting Commission,
 - b. Undertaking the accreditation review process with seriousness and candor, and
 - c. Abiding by Commission policies and procedures, including all substantive change policies.

II. OPERATIONAL STANDARDS

This section describes accreditation standards related to the OPERATION and the educational outcomes of the institution. ~~There are twelve areas included under this heading. Each begins with a descriptive statement that will serve as a beginning point in analysis and deliberation related to use of the area in the self-study process. This section (II) includes standards related to the following: (A) Infrastructure: The Organizational Structure, (B) Publications, Policies and Procedures, (C) The Educational Program, (D) The Faculty, (E) Student Development, (F) Financial Resources, (G) Institutional Advancement, (H) Institutional Effectiveness, (I) Instructional Support, (J) Physical Plant, and (K) Health and Security.~~

A. Infrastructure: The Organizational Structure

The organizational structure of an institution includes the following components: the governing board, the administrative staff, and the support staff. The organizational structure will differ among institutions, but there is to be an appropriately organized and functioning board of control; an administrative staff or leadership team adequate in number, function/title and competence to manage the institution effectively and efficiently; an organized and effectively functioning faculty organization and sufficient support staff to provide needed service functions for the administrative and academic functions of the institution.

All components of the organization are to be set forth in a detailed, written organization chart which is readily available. The goal of an effectively functioning infrastructure is to ensure the integrity, stability and effectiveness of the institution. In doing so, the institution at all levels engages in regular, systematic assessment of its strengths and weaknesses and prescribes measures for maintaining quality in its total operation and outcomes.

It should be noted that BOTH the descriptive statements AND the Standards and Evaluative Criteria are to serve as the basis for the institution's self-study process and are to be addressed thoroughly in the institution's self-study document.

~~The three components of the infrastructure are addressed in detail below. The faculty organization is included under Faculty.~~

1. The Governing Board

The governing board is a well defined, legally constituted body responsible for establishing broad policy, appointing and evaluating the chief executive officer, establishing and maintaining financial stability and oversight of the effective pursuit of the stated purpose and objectives of the institution.

The duties, responsibilities, powers, authority, number of members, membership qualifications, method of selection, length of service, organization, frequency of meetings, and procedures of the board must be clearly described in a written constitution and/or bylaws which have been legally approved—and adhered to without exception.

~~Board members are to be free of any conflict of interest in their relationship with the institution and therefore are not involved in any manner with a business or other enterprise that does business with the institution.~~

The board will have a minimum of five voting members, with no more than one of these members being a paid employee of the institution. In addition, no voting member of the board can be a member of the immediate or in-law family of the chair of the board ~~cannot, nor can the or chief executive officer~~ president of the institution, ~~have as voting members on the board any member of their immediate or an in-law family.~~ The president ~~chief executive officer~~ of the institution cannot serve as the chair of the governing board or its executive or nominating committees.

~~A copy of the authorization from the appropriate governmental agency (if required by the state) to operate as an educational institution and grant degrees, certificates, and diplomas, must be filed with TRACS as a part of the institution's initial eligibility requirements.~~

It is important to follow the procedure of governing board approval prior to any substantive change. In addition, the president or CEO ~~chief executive officer~~ is to inform TRACS of any intent to implement a substantive change in the institution (providing documentation of governing board approval) prior to the advertising or implementation of such substantive change—with formal TRACS approval of the substantive change secured prior to the advertising or implementation of such substantive change.

Standards and Evaluative Criteria

- 5.1 The institution must have a legally constituted governing board that holds the institution in trust and has final authority in matters of policy, operation and evaluation.
 - a. The governing board is legally established, has at least three-five members, and is functioning.
 - b. The institution has legal authorization to operate from the government of the state in which it is located and has filed a copy of that authorization with TRACS.
 - c. The institution complies with all requirements of an institution of higher education of the government of the state in which it is located. (If a government requirement conflicts with a TRACS' Operational Standard, the institution will be deemed to be in compliance with the TRACS' Standard as long as it is in compliance with the government requirement.)
 - d. The institution has legal authorization to operate from the government of all states or territories where the institution enrolls or intends to enroll distance education students and has filed copies of the authorizations with TRACS, except if (1) the institution is exempt from the requirement to register in a state, the institution shall provide documentation of that exemption to TRACS or (2) any state in which it enrolls or intends to enroll distance education students does not require any institution to obtain such authorization, the

institution shall provide this information to TRACS. [This part of the standard is based on 34 CFR § 600.9. The U.S. Department of Education has provided guidance to institutions regarding compliance with the regulation. In particular, the guidance indicates that “the Department will not initiate any action to establish repayment liabilities or limit student eligibility for distance education activities undertaken before July 1, 2014, so long as the institution is making good faith efforts to identify and obtain necessary State authorizations before that date.” TRACS will apply this part of the standard in accord with the Department’s guidance to institutions, including any modifications which the Department issues.]

- e. The institution, if not located in the United States or one of its territories, has legal authorization to operate and, if appropriate, grant degrees from the government of the country in which it is located and has filed a copy of that authorization with TRACS.

5.2 The board must formulate and maintain a written long-range plan for the institution.

- a. The board receives input from all relevant sources such as the administration, faculty, staff, students, alumni, and public interests.
- b. The long-range plan addresses every area of the institution and its operation, e.g., facilities, curriculum, degree programs, financial position, library and other support areas, faculty, student population.
- c. The plan includes timetables and enabling objectives to reach each goal in each area of the institution.

5.3 The board must approve the institutional purpose, objectives, and philosophy, and must review these regularly to ensure that they are being pursued faithfully and for decision-making purposes.

5.4 ~~The board must ensure academic freedom within the framework of the institution's biblical foundations, purpose, objectives, and philosophy. Included in Standards 9.13 and 14.11~~

- ~~a. It has approved a general policy regarding academic freedom.~~
- ~~b. It reviews any alleged breach of academic freedom.~~
- ~~c. It demonstrates support and commitment to academic freedom.~~

5.5 The board must approve all substantive changes in the institution's purposes, policies, and programs prior to the implementation of any such changes. (This includes changes in institutional name, degree programs, purpose, organizational structure, and any other initiatives that would by national norms in higher education be considered as substantive.)

- a. Board minutes indicate that all proposed substantive changes (additions, deletions, or modifications) were reviewed prior to their implementation.
- b. The board makes final decisions regarding such proposed substantive changes.
- c. Minutes indicating such changes have been considered and approved by the governing board.

- d. Any proposed substantive change is submitted to TRACS for approval prior to its advertisement and implementation (along with documentation that the governing board has approved the proposed substantive change).
- 5.6 The board must function within the parameters of its established in writing—normally in a constitution or articles of incorporation, bylaws, and governing board manual or handbook ~~which includes:~~
- ~~a. duties and responsibilities.~~
 - ~~b. number of members.~~
 - ~~c. qualifications/representation/method of selection of members.~~
 - ~~d. organizational structure—such as officers and their selection (only the CEO sits on board from the administration and does not function as the chair or officer of the board nor as chair of the executive committee or nominating committee).~~
 - ~~e. length of service of members and officers.~~
 - ~~f. frequency of meetings.~~
 - ~~g. procedures.~~
 - ~~h. board self-evaluation procedures.~~
- 5.7 The board must approve the institution's annual operating budget with documentation recorded in the board minutes.
- 5.8 The board must be responsible for the financial stability of the institution as indicated in board minutes.
- 5.9 The board must be responsible for the quality and integrity of operations as indicated in the board minutes.
- 5.10 The board must establish ~~written~~ and ~~published~~ publish all policies.
- 5.11 The board must appoint and regularly review a full-time chief executive officer.
- a. There is a process for the retention and annual evaluation of the president or CEO.
 - b. Minutes indicate that this process has been implemented.
- 5.12 Eliminated by action of the Accreditation Commission.
- 5.13 ~~The board must have an official board manual or handbook.~~ Moved to Standard 8.7
- ~~a. The written handbook or manual is available.~~
 - ~~b. Board members indicate that they have read the manual or handbook.~~
- 5.14 The board must approve salary schedules and benefit packages as indicated in the board minutes.
- 5.15 The board must regularly evaluate the effectiveness of its own function.
- a. A process for evaluation of the board exists and the results of the evaluation are available in writing.

- b. The process is contained in the board manual or handbook.
- 5.16 ~~The board must arrange for the recording, preservation, and appropriate dissemination of accurate and complete minutes of all board meetings and proceedings. Moved to Standards 8.7 and 9.29~~
- ~~a. A policy statement regarding the process is contained in the board manual.~~
 - ~~b. A comprehensive review of the minutes indicates that the minutes accurately reflect the proceedings of the board.~~
- 5.17 The board must meet a minimum of two times annually in plenary, regular sessions.
- a. Minutes indicate that these regular meetings do occur.
 - b. ~~Board members indicate that these sessions do occur.~~
 - c. Minutes indicate that the board exercises its responsibilities.
- 5.18 The board chair and/or the CEO must prepare a printed agenda and must arrange for the distribution of reports and related documents that are included with the minutes of each meeting.
- 5.19 The board must provide a thorough orientation for new board members, using the board manual or handbook, providing a complete understanding of their role on the board.
- a. There is a process and a responsible person identified for this orientation function.
 - b. These sessions are indicated on the official institutional calendar.
- 5.20 The board executive committee must act on behalf of the board between the regular meetings.
- a. Minutes indicate that the executive committee meets as required.
 - b. Minutes indicate that the actions of the executive committee are reviewed by the board in regular session in the regularly scheduled meeting that immediately follows the meeting(s) of the executive committee.

2. The Administration

An administrative or leadership team is to be in place, adequate in number, appropriate by title, function, appropriately degreed, and competent to administer the institution effectively and efficiently. Administrators possess credentials, experience, and demonstrated competence appropriate to their areas of responsibilities. The administration is to be headed by a full-time chief executive officer who is appointed by the governing board—normally a president. In addition, there is to be a qualified chief academic officer who is responsible for the academic operations of the institution and is granted the authority to pursue quality academic outcomes. ~~The term, "full-time," is interpreted here as one who is not contracted full time by another college or professional institution or does not hold any other full-time position.~~

Further, there must be a clear understanding and cooperative working relationship among administrators—with reference to their respective duties, responsibilities, and authority. There must be a detailed job description for each position which is (a) appropriate to the position, (b)

compatible with the purpose/objectives of the institution and the organizational chart, (c) provided to the employee, and (d) utilized as the basis for setting the performance goals for each position and the regular, systematic evaluation of the performance of each administrator.

The administration or leadership team of the institution has responsibility for identifying and bringing together the various resources and allocating them effectively in order to accomplish institutional goals.

The administrative organization reflects the purpose and philosophy of the institution and establishes a process by which the administrative team convenes regularly for the purpose of planning, deliberating, and communicating—which may take the form of an administrative cabinet.

An organizational chart clearly delineates all administrative positions depicting lines of responsibilities.

A program of periodic evaluation of effectiveness is utilized for all administrators of the institution.

Standards and Evaluative Criteria

- 6.1 The chief executive officer must be responsible for carrying out published board policies and procedures.
 - a. The constitution and bylaws give the CEO the necessary authority.
 - b. Written records, including the CEO's reports to the board, reflect what the CEO has achieved.
 - c. ~~These policies and procedures exist in written form.~~
 - d. Interviews with representative members from within the institution verify that policies and procedures are followed.
 - ed. An organizational chart clearly depicts lines of administrative responsibility.

- 6.2 Each staff position must have a detailed job description.
 - a. The job description is written clearly.
 - b. The staff member has a copy.
 - c. The job description has been reviewed and updated where needed within the past twelve months.
 - d. The job description is used as a basis for the annual evaluation of each staff member.

- 6.3 There must be a chief academic officer chosen by the board who has the credentials, experience, and competence to provide leadership to the institution and to guide the institution toward quality outcomes.
 - a. The chief academic officer holds appropriate graduate degrees from accredited institutions ~~that are accredited by a USDE-approved accrediting agency.~~
 - b. Evaluations indicate that the officer is functioning in a competent and effective manner.

- c. The officer's full-time responsibility is to the institution. The officer is vested with the authority to manage the institutional academic program.
- 6.4 There must be other administrative or leadership team members sufficient in number and competence to give direction to the major operational areas of the institution.
- a. ~~Administrators have appropriate experience. There are job descriptions for each functional area of the institution.~~
 - b. ~~Administrative Administrators have positions have incumbents who have appropriate experience and academic degrees education, and whose evaluations indicate that they are functioning in a competent and effective manner.~~
 - b. Administrators have evaluations which indicate that they are functioning in a competent and effective manner.
- 6.5 ~~A system of evaluation for the administration must exist and be in use. Moved to Standard 6.4~~
- a. ~~The system is described in written form.~~
 - b. ~~There is written evidence that the system is in use (existence of completed evaluation forms, employee response and feedback to the evaluation(s), etc.).~~

3. The Support Staff

The support staff members are an integral part of the institution. They provide important service functions for both the administrative and academic entities of the institution. Policies and procedures are to be developed, codified, and disseminated which will provide the needed guidelines for the support staff, ~~including job descriptions for each position.~~

Standards and Evaluative Criteria

- 7.1 There must be a support staff sufficient in number and competence to adequately support the administrative and academic functions of the institution.
- a. Basic services are provided to students, faculty, and administrators.
 - b. ~~Interviews with members of the institution indicate that a~~ An adequate number of support staff is in place and functioning efficiently.
 - c. Current technology such as computers is provided for staff to support administration service functions of the institution.

B. Publications, and Policies and Procedures

~~The institution has developed publications, policies and procedures that are necessary for its effective operation, consistent with accepted principles and procedures for postsecondary Christian education and with the institution's purpose and objectives, and contain accurate information. The institution is to state the accredited status with TRACS in compliance with the official TRACS guidelines at least in the catalog and on the web site home page.~~

1. Publications

Among the official publications that are required of a postsecondary institution are the following: faculty handbook, student handbook, ~~and catalog.~~ ~~Additional publications include~~ policies manual, ~~library guide,~~ governing board manual, and recruiting or promotional material.

Policies ~~and procedures~~ are developed and implemented to evaluate and revise all publications regularly in order to maintain current and accurate information. The institution will portray its programs, services, and activities in all publications, advertisements, and all other communications ~~in language that is accurately~~ ly and ,supportable, clearly. All statements made are supported by documented evidence, unambiguous, and ~~in a manner which is~~ not misleading. All publications, including those on any web sites, are to be consistent.

The publications are approved-reviewed by appropriate administrative personnel and approved by the governing board. (Also see the section entitled "Principles of Good Practice in Institutional Advertising, Student Recruiting, and Representation of Accredited Status" in the ***Policies and Procedures Manual.***)

~~a. **Student Handbook.** The institution will publish and make available to appropriate institutional personnel and to all students a comprehensive student handbook. This handbook includes the expectations for students with regard to their academic, social and spiritual life, and conduct.~~

~~The handbook includes the institution's purpose statement, with an explanation of the institution's purpose, objectives, values, and philosophy. The general goals and objectives for student development, within the framework of the institution's purpose, are clearly identified.~~

~~The student handbook gives an overview of academic regulations including the following: (1) procedures for dropping/adding courses, policies for grading, withdrawal from the institution; (2) information regarding academic advising, library services and provisions for learning assistance, and coverage of the Educational Rights and Privacy Act of 1994.~~

~~Further, the student handbook includes information regarding student life, including the following: (1) a general purpose statement for the student affairs unit of the institution, (2) policies and regulations regarding student conduct (including the Code of Conduct) — including such issues as sexual harassment, AIDS and other transmittable diseases, campus safety, hazing, immorality and due process, (3) opportunities for religious and social outreach/services by students, (4) the purpose, organization and function of student government and a description of other student clubs and organizations which are available, (5) a section on resident life and commuter life must provide information regarding these dimensions of campus community life (including the use of automobiles), (6) health services and insurance, (7) campus emergency and crisis procedures, (8) a listing of key administration and staff members with their location and office phone number, (9) a listing of cultural, educational and religious opportunities in the geographical area, and (10) any other student services which may be available.~~

~~The student handbook is an essential document for the efficient organization and purposeful function of student life in a collegiate institution.~~

~~**b. Faculty Handbook.** The faculty handbook lists and clearly describes the rights and responsibilities of the faculty. The handbook will include a description of policies regarding (1) the faculty organization, (2) job descriptions, (3) academic advising, (4) office hours, (5) course syllabi, (6) textbook adoption and management, (7) attendance, (8) grading, (9) contractual issues, (10) due process, (11) outside work, (12) copyrights, (13) faculty rank, (14) academic freedom, (15) promotion and tenure, (16) procurement of equipment and supplies, (17) departmental and institutional protocol, (18) provisions for faculty development, (19) remuneration and fringe benefits, (20) an administration job summary which lists each member of the institution's administration with a brief description of the scope and area of the responsibility of each, and (21) all other issues that may relate to faculty rights and responsibilities.~~

~~**c. Catalog.** The institution's catalog is to be readily available. It should accurately reflect the academic program, faculty and facilities provided. The catalog must be current, with a two-year published revision being the normal cycle. The following is a list of information normally addressed in the institutional catalog:~~

- ~~1) Institutional mission/purpose(s) and objectives.~~
- ~~2) President's introductory statement~~
- ~~3) Doctrinal statement~~
- ~~4) Academic calendar.~~
- ~~5) Comprehensive grading policies.~~
- ~~6) Entrance requirements and procedures.~~
- ~~7) Basic information on academic programs and courses, with required scope, sequence and frequency of course offerings explicitly stated. The scope shall include, where appropriate, required general education.~~
- ~~8) Degree and program completion requirements, including length of time required to obtain a degree or certificate of completion and number of credit hours required.~~
- ~~9) Faculty listing (full-time and part-time or adjunct listed separately) with degrees held, the conferring institutions, and the subject area(s) in which they teach.~~
- ~~10) Administration members with their degrees and the conferring institution.~~
- ~~11) Members of the governing board.~~
- ~~12) Institutional facilities readily available for educational use, with a campus map.~~
- ~~13) Rules and regulations for conduct.~~
- ~~14) Tuition, fees, and other program costs.~~
- ~~15) Opportunities and requirements for financial aid.~~
- ~~16) Policies and procedures for refunding fees and charges to students who withdraw from enrollment.~~
- ~~17) Clear statement of accreditation status.~~
- ~~18) Statement on nondiscrimination.~~
- ~~19) Student credit transfer policy.~~
- ~~20) A refund policy for students.~~
- ~~21) Student financial aid available.~~

Standards and Evaluative Criteria

GENERAL STANDARDS

All institutional publications:

- 8.1 Are consistent with the institutional mission and objectives and, as appropriate, are approved by the Board on a regular basis. The institution must develop and publish information regarding faculty, students, and the academic program.
- a. A Faculty Handbook is available. Moved to Standard 8.10
 - b. A Student Handbook is available. Moved to Standard 8.11
 - c. A Catalog is available. Moved to Standard 8.9
- 8.2 Are readily available to its constituents by print and electronic means, as appropriate. The information in all institutional publications must be consistent, clear, factually accurate, current, and consistent with the institutional purpose and objectives. Original Standard 8.2 moved to Standards 8.3 and 9.1
- a. ~~The purpose statement is clearly stated.~~
 - b. ~~The academic program is clearly consistent with the institutional purpose and Christian philosophy.~~
 - c. ~~The policies and procedures are consistent with the institutional purpose and Christian philosophy.~~
 - d. ~~The student is given a clear expectation for behavior and provisions for due process.~~
 - e. ~~The catalog includes the information normally expected and required in a collegiate catalog.~~
 - f. ~~The contents of all publications are consistent with minutes and information found in other documents and are consistent with the institutional purpose.~~
- 8.3 Are current, clear, factually accurate, and consistent with each other, whether in print or electronic form. All publications must clearly reflect the accreditation status as required by TRACS. Original Standard 8.3 moved to Standard 8.4
- a. ~~The catalog includes the appropriate statement of accreditation status with the full TRACS identification (Applicant, Candidate, Accredited, Warning, Probation, or Show Cause).~~
 - b. ~~The web site includes the appropriate statement of accreditation status with the full TRACS identification (Applicant, Candidate, Accredited, Warning, Probation, or Show Cause).~~
 - c. ~~All publications, promotional materials, and communications where accreditation is addressed include the appropriate statement of accreditation status with the full TRACS identification (Applicant, Candidate, Accredited, Warning, Probation, or Show Cause).~~
- 8.4 Accurately reflect the accreditation status as required by TRACS. There must be a written procedure for evaluating, revising, and approving all publications. Original Standard 8.4 moved to Standard 24.12
- a. ~~Policies and procedures are in place to evaluate, revise and approve the publications for factual accuracy, clarity, and integrity.~~
 - b. ~~Minutes of approving body reflect the approval of each of the publications.~~
 - a. The catalog and website includes the appropriate statement of accreditation status with the full TRACS identification (Applicant, Candidate, Accredited, Warning, Probation, or Show Cause).
 - b. All publications, promotional materials, and communications where accreditation is addressed include the appropriate statement of accreditation

- status with the full TRACS identification (Applicant, Candidate, Accredited, Warning, Probation, or Show Cause).
- c. No publication should include a designation of accreditation or recognition by the U.S. Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA) or use their logos.
 - d. No publication should include a designation of accreditation or recognition by any entity that has not formally provided such designation to the public.

8.5 Are given the widest dissemination and made available to all students via appropriate print or electronic means, regardless of mode of instruction or student location. The code of conduct explaining student behavior and responsibilities must be clearly stated in the Student Handbook. Original Standard 8.5 moved to Standard 8.11

8.6 Contain appropriate, Board-approved policies. Emergency and crisis procedures must be clearly outlined and displayed/published. Original Standard 8.6 moved to Standard 29.1

The following are the minimum required publications and will include the appropriate policies:

BOARD MANUAL

- 8.7 The official board manual or handbook which includes, at a minimum: Faculty rights and responsibilities must be clearly stated in the Faculty Handbook. Original Standard 8.7 moved to Standard 8.10
- a. Duties and responsibilities of members
 - b. Number of members.
 - c. Qualifications, representation, and method of selection of members.
 - d. Organizational structure—such as officers and their selection
 - e. Length of service of members and officers.
 - f. Frequency of meetings.
 - g. Procedures.
 - h. Board self-evaluation procedures.

POLICIES MANUAL

- 8.8 The policies manual is comprehensive in scope and will include, at a minimum (See Standards 9.1 – 9.29): Academic policies and procedures that are current, accurate, and clearly stated must be printed in the Faculty Handbook and the Catalog. Original Standard 8.8 moved to Standard 8.10
- a. General policies
 - b. Institution-wide policies
 - c. Academic policies
 - d. Faculty policies
 - e. Student Services policies
 - f. Financial policies
 - g. Facilities and Equipment policies
 - h. Board policies

CATALOG(S)

- 8.9 ~~The institution's catalog includes the following information: There must be written provision for faculty development, academic freedom, remuneration, and fringe benefits. Original Standard 8.9 moved to Standards 5.14, 9.11, 9.13, and 9.14~~
- ~~a. Institutional mission/purpose(s), objectives, philosophy of education, and statement of ethical values and standards.~~
 - ~~b. Doctrinal statement.~~
 - ~~c. Academic calendar.~~
 - ~~d. Institutional grading system, including the definition for good standing.~~
 - ~~e. Entrance requirements and admissions procedures.~~
 - ~~f. Information on academic programs including purpose, objectives, measurable program learning outcomes, and courses, with required scope, sequence and frequency of course offerings explicitly stated. The scope shall include, where appropriate, a general education core.~~
 - ~~g. Degree and program completion requirements, including length of time to obtain a degree or certificate, and number of credit hours required.~~
 - ~~h. Faculty listing (full-time and part-time or adjunct listed separately) with degrees held, the name of conferring institutions, and the teaching discipline; only faculty under contract for the terms of the catalog are to be included.~~
 - ~~i. Administrators with their positions, degrees and name of the conferring institution.~~
 - ~~j. Members of the governing board.~~
 - ~~k. Student complaint procedures, including the person or office responsible for maintaining all records on student complaints.~~
 - ~~l. Student conduct and due process procedures.~~
 - ~~m. Tuition, fees, and other costs.~~
 - ~~n. Student financial aid information.~~
 - ~~o. Procedures for refunding fees and charges to students who withdraw from enrollment.~~
 - ~~p. Clear statement of accreditation status with TRACS contact information.~~
 - ~~q. Statement on nondiscrimination.~~
 - ~~r. Student credit transfer practices.~~
 - ~~s. Instructions on filing a complaint with TRACS and any relevant government agencies.~~
 - ~~t. Definition of a credit hour.~~
- ~~a. Information on each is provided in the faculty handbook.~~
~~b. Faculty development plans are available.~~

FACULTY HANDBOOK

- 8.10 ~~The faculty handbook lists and clearly describes the following: There must be published provisions providing faculty members with sufficient time for adequate class preparation, as well as personal and spiritual development.~~
- ~~a. The workload reports verify that this standard is met.~~
 - ~~b. The faculty is in agreement with this policy.~~
 - ~~a. Rights and responsibilities of the faculty.~~
 - ~~b. The faculty organization~~
 - ~~c. Job descriptions~~

- d. Academic advising procedures
- e. Office hours
- f. Course syllabus template
- g. Textbook adoption and management
- h. Student attendance requirements
- i. Institutional grading system
- j. Faculty due process procedures
- l. Information on how to comply with applicable laws related to intellectual property with an emphasis on copyrights.
- m. Promotion and tenure, if applicable
- n. Procedures for the procurement of equipment and supplies
- o. Provisions for faculty development
- p. Employee benefits
- q. Faculty workload requirements and restrictions
- r. Procedures for faculty evaluation

STUDENT HANDBOOK

- 8.11 ~~The student handbook lists and clearly describes the following: Faculty guidelines for continued employment and promotion must be available and implemented.~~
- a. ~~Policies and procedures are available for faculty employment and retention.~~
 - b. ~~Written records indicate that the guidelines are being followed.~~
 - a. Procedures for dropping/adding courses
 - b. Institutional grading system
 - c. Information on enrolling and withdrawing from the institution.
 - d. Academic advising
 - e. Library services and provisions for learning assistance
 - f. Overview of the Family Educational Rights and Privacy Act (FERPA), including amendments.
 - g. Student life, including the following:
 - 1) a general purpose statement for student affairs
 - 2) regulations regarding student conduct (including the Code of Conduct)
 - 3) campus safety and emergency procedures
 - 4) student due process procedures
 - 5) student complaint procedures
 - 6) opportunities for religious and social outreach/services by students.
 - 7) the purpose, organization and function of student government
 - 8) a description of student clubs and organizations
 - 9) resident student life information
 - 10) use of automobiles on campus
 - 11) health services and student insurance
 - 12) campus emergency and crisis procedures.
 - 13) key administrative services
 - 14) listing of cultural, educational and religious opportunities
 - h. Instructions on filing a complaint with TRACS and any relevant government agencies.
- 8.12 ~~The institution must include a written statement of its policy on nondiscrimination including (but not necessarily limited to) race, sex, and national origin, based on~~

~~biblical standards, that govern the admission of students and the selection, retention, and advancement of personnel. Moved to Standards 8.9 and 9.6~~

- ~~a. The policy is in writing and printed in appropriate publications.~~
- ~~b. The policy is achieved without exception.~~

2. Policies and Procedures

Policies ~~and procedures~~ are to be developed, appropriately approved, codified and disseminated for administrative operations, financial practices, academic procedures, and student development. They must be consistent with the institution's purpose and administratively feasible.

The specific procedures for the development of institutional policies ~~and procedures~~ are to be ~~placed~~ in appropriate ~~handbooks~~ ~~publications~~, such as: personnel manual, faculty handbook, student handbook, catalog, ~~and~~ governing board handbook, ~~and other publications~~. ~~Further, the date each policy is approved of approval~~ by the appropriate body, normally the governing board, ~~is provided in the policy manual and, as appropriate, other publications. These dates correspond with the appropriate minutes of the approving body, must be recorded for each policy and procedure in the minutes of the approving body(ies). Official documents and publications are to be available which contain, but are not limited to, the following information:~~

- ~~• Organizational Structure~~
- ~~• Job Descriptions~~
- ~~• Personnel Policies~~
- ~~• Recruiting Policies~~
- ~~• Enrollment Policies~~
- ~~• Academic Policies~~
- ~~• Graduation Policies~~
- ~~• Financial Policies~~
- ~~• Due Process Provisions~~
- ~~• Standards of Conduct~~
- ~~• Transfer of Credit~~

Standards and Evaluative Criteria

GENERAL POLICIES

9.1 ~~All policies and procedures are comprehensive in scope and consistent with the institutional mission (purpose), biblical foundation, institutional objectives, and Christian philosophy of education. (Consistent with Foundational Standards) The institution must have a policies and procedures manual.~~

- ~~a. Policies and procedures are available in written form.~~
- ~~b. Policies and procedures are comprehensive in scope.~~

9.2 ~~Policies and procedures are to be published in the appropriate publication(s) and on the website to ensure the widest dissemination to the intended users. (Publishing of Policies) The policies must be administratively feasible. Original Standard 9.2 moved to Standard 9.5~~

- ~~a. Each policy is achieved within the institution's structures and resources.~~
- ~~b. Each policy is evaluated.~~

~~9.3 The Board approves the mission (purpose), philosophy of education, institutional objectives, biblical foundation statements, and all institutional policies. (Board Approval) The policies must be approved by the appropriate body and the minutes must indicate the date of approval. Original Standard 9.3 moved to Standard 9.4~~

~~9.4 Board minutes include the date of approval of all policies. (Minutes) The policies and procedures must be in agreement with the institutional purpose. Original Standard 9.4 moved to Standard 9.1~~

~~9.5 All policies are fully implemented. (Implementation)~~

INSTITUTION-WIDE POLICES

~~9.6 The institution has a policy on nondiscrimination, based on biblical standards, including (but not necessarily limited to) race, sex, and national origin, that govern the admission of students and the selection, retention, and advancement of personnel.~~

~~9.7 The institution has appropriate written policies and procedures for each branch campus and teaching site.~~

~~9.8 The institution has written policies on evaluating employees.~~

ACADEMIC POLICES

~~9.9 Admissions policies for all curricula are clearly specified, current, and in keeping with accepted practice.~~

- ~~a. The undergraduate admission policies require applicants to have earned a high school diploma, or GED, or have other relevant experiences that indicate and support the student's ability to complete their academic objective.~~
- ~~b. The admission policies include applicable residency requirements.~~
- ~~c. The admission policies include general and special admission requirements.~~
- ~~d. The admission policies require that all credit awarded by examination, on the basis of certificates, and by assessment of prior learning, which must be done within the guidelines of the Council for Adult and Experiential Learning (CAEL), be documented in student files. Credit for prior learning is not awarded at the graduate level.~~
- ~~e. Graduate admission policies require applicants to have earned an appropriate bachelor's or master's degrees and demonstrate they have the ability to complete their educational objective.~~
- ~~f. Admission policies specify the exceptions to having earned the appropriate diploma or degree, including concurrent enrollment options for high school students in undergraduate programs and undergraduate students in graduate programs.~~
- ~~g. Admission policies specify the process for approving exceptions to the policies.~~

- h. Admission policies specify how students admitted on probation or with any condition are designated and how their probation or condition are monitored.
 - i. Faculty are involved in approving and reviewing admission policies.
- 9.10 Graduation policies include the requirements for all curricula are clearly specified, current, and in keeping with accepted practice.

FACULTY POLICES

- 9.11 The institution's policies address the selection, hiring, remuneration, appointment, retention, advancement, and dismissal of faculty.
- 9.12 The institution's policies delineate faculty responsibilities, including at a minimum, teaching loads, student advising (academic and spiritual), committee involvement and other required assignments.
- 9.13 The institution's policy on academic freedom is within the framework of the institution's biblical foundations, purpose, objectives, and philosophy and includes a process for the review of any alleged breach of academic freedom.
- 9.14 The institution's policies provide adequate opportunities for the spiritual and professional development of faculty.
- 9.15 The institution's policy on faculty due process includes fair and just grievance procedures.
- 9.16 The institution's policy for part-time faculty includes their responsibilities, supervision, and rights as professionals.

STUDENT SERVICES POLICES

- 9.17 The student complaint policy includes, at a minimum, a method for receiving confidential student input, clear, step-by-step procedures for due process, an appropriate office that securely maintains all information and records of complaints, appeals, proceedings, and instructions for filing a complaint with TRACS and any relevant government agencies.
- 9.18 The institution's comprehensive financial aid policy ensures proper oversight and compliance with all federal and state financial regulations. The policies address, at a minimum, the following areas:
- a. A system of checks and balances when handling financial aid within the institution.
 - b. Procedures for the application, approval, disbursement and refunds of financial aid.
 - c. Records accurately demonstrate timely compliance with federal and state financial aid regulations.
- 9.19 The institution's refund policy reflects appropriate pro-rations and pertinent time frames.

9.20 The institution's student conduct policy describes the institution's procedures for academic and disciplinary suspensions and dismissals, including procedures for readmission following a period of suspension or a dismissal, and step by step procedures for due process for all suspensions, dismissals, and grade appeals.

9.21 The institution's transfer of credit policy governs both the consideration and acceptance of transfer credit and:

- a. Is fair, equitable, and equally applied.
- b. Considers the quality of the offering, timeliness of the work, student performance (grade requirements) and the comparability, equivalency, and appropriateness to the courses and programs offered.
- c. Considers the accredited status of the institution as a major factor, but not the sole determinate of the transfer decision.
- d. Informs students of any special situations they may face in transferring credits earned.
- e. Includes reasons for refusal of acceptance of transfer credits, including the appeal process for transfer credit which was refused.
- f. Includes information on student responsibilities.
- g. Provides students with accurate and realistic information, plus guidance concerning the likelihood of transfer of the institution's credits.
- h. References any articulation agreements with other institutions.
- i. Includes counseling and print or electronic assistance for students considering transferring to another institution.
- j. States the minimum grade required for transfer courses.
- k. Requires official transcripts from all institutions attended and does not award transfer credits before receiving the relevant official transcript(s).
- l. Identifies the office(s) responsible for evaluating transfer credit.

9.22 The institution's ability-to-benefit policy includes, at a minimum:

- a. An admission policy related to ability-to-benefit students.
- b. A system to monitor ability-to-benefit admissions.
- c. Services to assist ability-to-benefit students.
- d. Records are kept on all ability-to-benefit students.
- e. Follow-up is evident (e.g., grades or longitudinal studies)
- f. Both qualitative and quantitative requirements aimed at admitting students who demonstrate reasonable ability for success.
- g. Remedial support is provided for specially admitted students who are not prepared for college work.

9.23 The institution's recruiting policies identify the person or office responsible for assuring compliance with the policies and they apply to all employees and agents who do any recruiting activities for the institution.

FINANCIAL POLICES

9.24 Investment policies address conflicts of interest and the proper handling of funds, and are approved by the governing board.

9.25 The institution's default policy takes into consideration:

- a. Admission and recruiting policies
- b. Ability to benefit policies
- c. Exit interviews of students who may leave the institution prior to graduation.
- d. Follow-up processes for graduates including questionnaires, etc.
- e. Retention policies and processes.
- f. Graduation rates.
- g. Career counseling, testing processes, and services.

9.26 The institution's policies that govern fund-raising activities ensure ethical practices in soliciting funds and integrity in the use of the funds.

FACILITIES AND EQUIPMENT POLICES

9.27 The institution's policies provide student and faculty access to institutional equipment and materials.

9.28 Then institution's policies include appropriate provisions for access to and use of facilities and equipment for those with disabilities. The provisions are published, publicly available, and consistent with relevant laws.

BOARD RELATED POLICES

9.29 The Board arranges for the recording, preservation, and appropriate dissemination of accurate and complete minutes that reflect all proceedings of Board and Board committee meetings.

C. Educational Program

NO DEGREE PROGRAM, UNDERGRADUATE, GRADUATE, OR POSTGRADUATE WILL BE ACCEPTED BY TRACS THAT FAILS TO MEET QUALITATIVE STANDARDS COMMONLY HELD AS THE NORM IN THE POSTSECONDARY ACADEMIC COMMUNITY AND AS PUBLISHED IN TRACS' ACCREDITATION MANUAL.

The educational environment of the institution will be conducive and supportive of academic study. Educational support is in evidence including adequate facilities, learning materials, and support services including academic counseling. A sufficient number of qualified full-time faculty is required. The minimum is one full-time faculty for each program/major offered.

An educational calendar is an essential element of college organization. While there are various patterns, a major premise in the calendar and curricula is that there is a direct relationship between in-class time and the teaching/learning process. The national norm is an academic school year composed of thirty weeks of classes excluding registration, holidays, and vacations. While TRACS does not recommend a specific calendar, the Accreditation Commission does recognize institutional calendars that demonstrate the thirty weeks of class meeting time, composed of two semesters or an equivalency.

Recruiting and registration practices are ethical and in keeping with the purpose of the institution.

The institution is able to support the educational programs offered through adequate student enrollment and financial and educational resources.

In summary, every postsecondary institution that becomes affiliated with TRACS exhibits in its educational program certain essential broad characteristics that tend to define the program and further serve as the umbrella for the Standards and Criteria. These are summarized as follows:

- The principal focus of the institution's educational program is the education and academic preparation of students within a distinctly and clearly Christian context that is reflected in its admission policies and academic practice.
- Educational programs offered by the institution are derived from recognized fields of study normally found at the postsecondary level.
- Educational programs offered by the institution are composed of designated courses of study with clearly outlined procedures for completing the programs successfully.
- The institution offers at least one academic program that is of one or more academic years or the equivalent at the postsecondary level.
- All educational offerings and admission practices are clearly set forth in a published, up-to-date catalog. An important index of an institution's caliber is the appropriateness of its admission policy as evidenced in requirements, standards, and procedures. It shows that those who are admitted will, in all likelihood, complete the program chosen. Possible ways to determine if students have the ability to benefit might include pre-admission testing or evaluations. Qualitative and quantitative admission requirements must be stated specifically in the catalog.
- The institution offers a diploma, certificate, or degree upon successful completion of an educational program of study that is clearly and accurately outlined, course-by-course, in appropriate college-published materials.
- The institution provides an educational environment conducive to and supportive of academic study, where student learning is foremost, including essential facilities, educational materials, qualified faculty, and academic support services.
- The institution has legal authority to offer its programs and to confer degrees stipulated within the state that the institution resides.
- The recruiting practices of the institution are ethical and in keeping with the philosophy of the institution.
- A course syllabus is prepared for each course and is distributed to each student at the beginning of the course. This syllabus for each course includes course requirements, the nature of the course contents, its objectives, and the methods of student evaluation.
- There is a clearly defined process of curriculum development (in writing) including how the curriculum is established, reviewed, evaluated, and modified. The curriculum is developed with regular input from the faculty. The curriculum is under constant evaluation by the faculty in order to assure that needed modifications are completed as needed.
- ~~All academic policies are clearly defined and stated—such as academic warning, probation, suspension, dismissal, and re-admission—and are included in appropriate publications.~~
- There is, in writing and in use, an ongoing system for evaluating the total academic program including curriculum, teaching, research, instructional materials and equipment, facilities, and all other matters related to the program.

- **DEGREE NOMENCLATURE.** It is required that institutions name the academic degrees awarded for completion of academic programs. The degrees must be consistent with accepted standards in higher education in the United States—in reference to the propriety of the degree for the content, nature and level of the program offered. In addition, it is required that the institution will not confer an honorary degree upon any individual that is normally considered an earned degree (such as Ph.D., Th.D., or Ed.D.).

1. Undergraduate Education

Undergraduate programs are defined by semesters or quarters and encompass four years or the equivalent for a full-time student (a total of 120 to 128 semester credit hours is normally expected or 180 to 192 quarter hours). Associate degrees encompass two academic years and approximately 60 to 64 semester credit hours or 90-96 quarter hours. The general education core includes a minimum of three semester hours in each of the humanities/fine arts, behavioral/social sciences, communications, and natural sciences/math. A minimum of 44 semester hours or the equivalent quarter hours is required for the bachelor's degree program of the liberal arts college. Thirty-six (36) semester hours or the equivalent quarter hours are required for the bachelor's degree program of the Bible college. Associate degree programs are to meet one-half of the semester/quarter hour requirements of the appropriate bachelor's degree program. One and two year certificate programs are exempt from general education requirements.

Bachelor's degree programs show evidence that the general education requirements have been met by the student upon graduation. This will include the credits in general education, which were transferred into the home institution and those taken on the home campus.

Standards and Evaluative Criteria

- 10.1 The curriculum must clearly relate to the purpose, objectives, and philosophy of the institution.
 - a. The institution has a written document that describes the relationship of the institutional purpose and the academic program.
 - b. Relationship between the curriculum and institutional purpose is annually reviewed as part of the Assessment Program.

- 10.2 There must be in place an established faculty curriculum process for the development and assessment of the educational program.
 - a. Policies and procedures have been established to develop, evaluate, and modify the academic programs.
 - b. Minutes of academic committees and official meetings indicate that members of the faculty are actively involved in curriculum matters.

- 10.3 The curriculum must have as its central focus the education of students.
 - a. Course objectives are written in reference to measurable learning outcomes.
 - b. Course objectives/outcomes are assessed through student achievement and competency.

- c. The grading system for rewarding and evaluating academic progress is published and designed to provide incentive, reward achievement, and assist in identifying student problems.
 - d. The grading system is the same throughout the institution and grades are reported numerically (4.0, 3.0, 2.0, 1.0, etc.), by letter (A, B, C, D, etc.), or possibly in some instances for specific courses as P-F.
- 10.4 The curriculum must be appropriate for the educational level and must be consistent with national norms.
- a. The academic program is comparable with similar institutions.
 - b. The educational experiences are appropriate for educational level.
- 10.5 The curriculum must have a logical and appropriate scope sequence.
- a. Programs and courses are designed by competent professionals (faculty).
 - b. Courses are arranged numerically to order learning experiences and levels.
- 10.6 The curriculum must progressively lead to student competency and learning.
- 10.7 The curriculum must be systematically and regularly evaluated, using established processes.
- a. Policies and procedures indicate a systematic process for curriculum evaluation.
 - b. Minutes of appropriate academic committees reflect regular and systematic curriculum review.
- 10.8 Degrees, majors, and minors must be specifically defined according to minimum and maximum credit hour requirements in all institutional materials such as catalogs and brochures.
- 10.9 The curriculum must be adequately supported by the institution.
- a. An adequate number of faculty with appropriate credentials are employed.
 - b. The budget reflects adequate funding, and actual expenditures must reflect adequate financial support.
 - c. The facilities and equipment are adequate to support the curriculum.
 - d. There are policies and procedures for evaluating the educational programs.
 - e. An adequate number of students enrolled in each program offered.
- 10.10 Curriculum and program proliferation/duplication must be controlled.
- a. The minutes show evidence of the monitoring of course-program duplication and proliferation.
 - b. A review of the catalog reflects no strong duplication.
- 10.11 ~~Academic policies, including entrance and exit requirements and student transfer of credits, must be published and disseminated.~~ Moved to Standards 8.9, 9.9, 9.10, and 9.21

- ~~a. The institutional catalogs, brochures, status sheets, and other printed materials are periodically reviewed and revised in order to provide valid and reliable student information regarding current policies and program requirements.~~
 - ~~b. These publications contain all pertinent academic policies written in a clear manner.~~
- 10.12 ~~Appropriate a~~Academic records must be regularly maintained and retained by the appropriate ~~academic~~ office.
 - a. The institution maintains an office of the registrar/admissions or other such office within the academic area that keeps the official student records in a ~~fireproof, secured area~~ with a duplicate set at another location ~~(perhaps on microfiche).~~
 - b. The office of the registrar/admissions serves to maintain the privacy and accuracy of all student records.
 - c. The institution makes student records available in a timely manner in accordance with state and federal laws and regulations.
- 10.13 Innovative curricular activities must be supported by clear and explicit objectives and must be consistent with the institutional purpose, objectives, and philosophy.
 - a. Experimental and pilot programs and courses such as those offered by telelearning, distance learning, and other methods, are processed through the regular curriculum procedures, must be campus based, and must be congruent with institutional purpose, objectives, and philosophy.
 - b. Innovative and experimental learning activities are in concert with the total academic process, policies, and requirements.
- 10.14 All undergraduate degree programs offered must include an appropriate general education core.
 - a. The liberal arts college's bachelor's degree programs include a minimum of 44 semester hours/quarter hours equivalent, with a minimum of 3 semester hours/quarter hours equivalent, in each of the humanities/fine arts, behavioral/ social sciences, communications, and natural sciences/math. The general education curriculum may be separate subjects or integrated.
 - b. The Bible college's bachelor's degree programs include a minimum of 36 semester hours/quarter hours equivalent, with a minimum of 3 semester hours/quarter hours equivalent, in each of the humanities/fine arts, behavioral/ social sciences, communications, and natural science/math.
 - c. Associate degree programs meet one-half of the minimum semester hours requirements/quarter hours equivalent, of the appropriate bachelors degree programs.
- 10.15 ~~Admissions requirements must be clearly specified for all curricula and are current and in keeping with accepted practice.~~Moved to Standard 9.9
 - a. ~~An office or unit for administering admission policies is identified.~~Moved to Standard 17.1

- b. ~~Institutional catalogs and other such printed materials clearly state admission policies and are made available to students and the public. Moved to Standard 8.9~~
- c. ~~A process for the evaluation of all admission policies is in place. Included in Standards 8.1 and 24.11~~
- d. ~~The educational purpose of the institution is congruent with the admission policies. Included in Standard 8.1~~
- e. ~~The admission policies of the institution set forth both qualitative and quantitative requirements aimed at admitting students who demonstrate reasonable ability for success. Moved to Standards 9.9 and 9.22~~
- f. ~~The admission policies provide remedial support for specially admitted students who may lack adequate readiness for college work. Moved to Standard 9.22~~
- g. ~~The admission policies require the high school diploma, GED or other relevant experiences that may indicate and support their ability to succeed in college work toward the degree. Moved to Standard 9.9~~
- h. ~~Admission policies contain a policy on accepting transfer credit, which includes work earned from accredited institutions, equivalency of course content, and an established minimum grade level achieved. Transfer records include transcripts (official) of all previous higher education credits, student standing, and admission status of the student. Moved to Standard 9.21~~
- i. ~~The admission policies include residency requirements for transfer students. Moved to Standard 9.9~~
- j. ~~The admission policies include published information on student dismissal, suspension, and readmission. Moved to Standard 9.20~~
- k. ~~The admission policies include general and special admission requirements. Moved to Standard 9.9~~
- l. ~~The admission policies demonstrate that students are admitted whose interests and abilities are congruent with the current admission policies. Moved to Standard 9.9~~
- m. ~~Moved to Standard 9.9The admission policies require that all advance placement, certificate, and non-collegiate credit be documented in student files.~~
- n. ~~Admissions policies are reviewed and approved by the governing board. Included in Standards 9.3 and 9.4~~
- o. ~~Admissions policies reflect the purpose and objectives of the institution. Included in Standard 9.1~~
- p. ~~Admissions policies govern the recruitment of students and assure integrity in presenting the institution to all prospective students, parents, and other interested publics. Included in Standard 8.3~~
- q. ~~Moved to Standard 9.21The admission policy includes a student transfer of credit policy that is fair and equitable.~~
- r. ~~The institutional catalog, as an official institutional marketing, recruitment, admissions and academic instrument, sets forth clearly and specifically: program and institutional objectives/purposes, rules for student conduct, financial information, faculty rosters and degrees held for full and part-time instructors, degree completion requirements and withdrawal procedures, and general education requirements. (See also the "Publications, Policies, and Procedures" section of the standards.) Moved to Standard 8.9~~

10.16 The institution must have in place a uniform and standard student evaluation and reporting procedure that provides students with detailed and specific periodic reports as to academic progress.

- a. The institutional student evaluative-progress report provides grades indicative of academic achievement for all classes for which students enrolled.
- b. The institutional student evaluative-progress report provides a semester cumulative average for all students plus an overall cumulative average for all coursework.
- c. ~~The institution provides for faculty advising-counseling of all students.~~ Moved to Standard 17.9

~~10.17 Ability to-benefit criteria must exist and be in use.~~ Moved to Standard 9.22

- ~~a. An admission policy is in place related to ability-to-benefit students.~~
- ~~b. A system to monitor ability-to-benefit admissions is established and must be followed.~~
- ~~c. Services are provided to assist ability-to-benefit students.~~
- ~~d. Records are kept on all ability-to-benefit students.~~
- ~~e. Follow-up is evident (e.g., grades, longitudinal studies, etc.).~~

~~10.18 The granting of credit for prior experience and learning must be done in compliance with national norms and within the guidelines of the Council on Adult and Experiential Learning (CAEL). This must include such elements as follows:~~ Moved to Standard 9.9

- ~~a. A documented portfolio~~
- ~~b. A maximum number of credit hours accepted~~
- ~~c. A requirement that the granting of such credit hours is predicated upon the matriculation and full enrollment of the student at the granting institution and the completion of residence requirements~~

10.19 The institution's definition of a credit hour follows TRACS' definition unless it is able to document that its definition is equivalent.

- ~~a. The definition is published in the catalog and other relevant documents.~~
- b. The manner in which credit hours are assigned to courses is determined by qualified faculty.
- ~~eb.~~ The definition includes all formats in which students earn credits, e.g., laboratory work, practica, studio work, or asynchronous distance education.

10.20 The institution demonstrates that undergraduate students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study.

10.21 The institution ensures that throughout their program of study undergraduate students acquire increasingly sophisticated skills in evaluating the quality of information sources appropriate to their field of study and the level of the degree program.

2. Graduate Education

Graduate programs have a curriculum and resources substantially beyond those provided for an undergraduate program. Graduate study provides for advanced levels of scholarship and competence in an area of specialization. This, in turn, requires a significant level of individual mentoring of students by faculty, and a sufficient number of students to provide for an interactive learning community. It is important that the institution demonstrate that it maintains a substantial difference in appropriate library and learning resources, faculty, and other resources between undergraduate and graduate instruction. Graduate programs are expected to require appropriate graduate hours, higher-level requirements such as research, writing (synthesis and evaluation), and organization, comparable to national norms.

The graduate calendar, while somewhat more flexible in terms of research courses, individual projects, reading courses, etc., is still normally based upon two semesters or thirty weeks of in-class meeting time or its equivalent. In lieu of in-class lecture or discussion at the graduate level, out-of-class assignments, research, and readings are usually equated to the required in-class time. In fact, some out-of-class assignments are usually, at this high level, in excess of the thirty-hour norm, which may be considered a minimum benchmark. In terms of starting and ending academic year dates, the graduate calendar should parallel the overall school calendar.

Planning Graduate Programs. Serious institutional consideration should be given to offering graduate programs. The questions to be studied may be summarized as follows:

- a. In what fields should the institution offer graduate work?
- b. Does the institution have the financial and physical resources to conduct graduate programs without impairing the quality of undergraduate programs?
- c. Has long-range projection of the institution's future been developed to determine future financial obligations resulting from the offering of graduate programs including extra costs for faculty, having lighter teaching loads, recruitment of research-oriented faculty members, fellowships, and added facilities, such as an expanded library?
- d. What faculty or committees will approve the graduate programs and recommend the degrees to be offered?
- e. What changes in the academic organization are essential if graduate programs are to be offered, and can the institution make these changes?
- f. Is there competition with other institutions in the local, state, or regional area?
- g. How will the requirements of accreditation be met?
- h. Has the institution determined genuine need for a graduate program?
- i. Has a long-range program budget been developed?

The institution offering graduate programs will clearly distinguish in its curricula a clear and specific difference in the coursework for master and doctoral degrees.

- a. **Doctoral degrees** are normally based upon three years (or the equivalent) of full-time graduate study. Full-time study may be defined in the residency requirements of the institutions, which is normally one full year or the equivalent. However, the doctoral program that is offered off-campus must demonstrate that it meets the normal minimum residency requirement. The off-campus work must clearly be shown by the institution to be the equivalent of on-campus work in such areas as time-on-task, reading, research, writing, and interaction with both faculty and students. It should be noted, however, that research-based doctoral programs, Ph.D., Ed.D., etc., consist of the following:

With the advent of on-line adult education, graduate education has become more flexible and tailored to student extra-educational responsibilities such as family, work, etc.

- 1) Stringent admission prerequisites which require at least a “B” average in prior academic work, a satisfactory score on their graduate record exam, and letters of recommendation are usually required.
 - 2) A qualifying examination taken early to determine the capacity of the student to do doctoral-level work, especially research.
 - 3) A list of prescribed and cognate courses, which must be completed.
 - 4) A specified residency requirement of normally one academic year or its equivalency.
 - 5) A specific requirement such as foreign language, computer, statistical, or other skill in which the student must demonstrate competency in order to do research in the field.
 - 6) A comprehensive exam in which the student must demonstrate competency in knowledge and skills in a given area or field of concentration(s).
 - 7) A dissertation and defense in which the student must demonstrate his/her ability to pursue independent research and to interpret the results of the research orally and in writing before at least three graduate faculty members (graduate committee) usually one from another area of study and two from the major field of concentration.
- b. **Master’s Degrees.** The M.S. and M.A. normally consist of a minimum of one year (30-36 semester hours or the equivalent), of full-time graduate study. Many professional master's degrees, such as the M.B.A, M.F.A., and M.S.W., are two-year (45-48 hour) programs. Those master’s degrees offered in part off campus must demonstrate that the normal minimum of thirty in-class yearly hours have been met in equivalent fashion through the equating of off-campus work in research, reading, writing, interaction, etc., to on-campus courses or work. All off-campus work must be documented in such a manner that the equivalency may be clearly seen and verified. The elements of the master’s degree normally consist of prescribed coursework, written/oral proficiency, and a thesis that may or may not be required as well as a final screening exam.

Because of the wide range of master's degrees, it is difficult to define the specific requirements. However, the normal master’s program consists of the following:

- 1) Stringent admission prerequisites, much as in the doctoral program, but with some exceptions as to the “B” grade requirements and interview.
 - 2) A list of prescribed and cognate courses that must be completed.
 - 3) An identification in the course list of those key courses in which the student must demonstrate proficiency and competency as indicated by a specific grade requirement or other special skill, or general written/oral exam.
 - 4) A thesis or equivalent summative learning experience must be completed. In some cases, this occurs through one or more courses.
- c. **Seminary Degrees.** Seminaries are professional graduate schools with narrowly defined missions related to church ministry and typically serving a particular ecclesiastical or theological constituency. Some are freestanding while others are part of larger institutions such as universities. These factors will have a bearing on the structure, content, and range of degrees offered.
- 1) The Master of Divinity (M.Div.) is the standard seminary degree for training pastors. It has the following characteristics.

- a) A focus in admission requirements on pastoral aptitude and less on academic requirements.
 - b) It presumes a bachelor's degree (not more than 10% of the total enrollment may be exceptions).
 - c) A minimum of three years of full-time course work is required (normally 90 hours). It may culminate in an internship and/or comprehensives.
- 2) Other Master's degrees in specialized ministry areas may also be offered.
- a) They should have similar admission requirements as the M.Div.
 - b) They will consist of two years of full-time course work.
 - c) Institutions should follow established patterns of nomenclature.
- 3) The Doctor of Ministry (D.Min.) is an advanced and culminating degree in preparation for ministry.
- a) Admission requires the M.Div., subsequent pastoral experience and usually a present ministry involvement that provides the context for advanced preparation and application.
 - b) A minimum of 36 credit hours of coursework is required.
 - c) A dissertation or summative project applicable to ministry involvement is required.
- 4) Seminaries may offer other professional master's level and doctoral degrees. Institutions should follow accepted nomenclature and requirements.
- 5) General considerations:
- a) Programs often overlap. When they do, at least 50% of the coursework will be unique to each degree and not transferable to another degree.
 - b) Each degree must include sufficient students to provide a learning community.
 - c) Professional degrees provide an ample experiential component, e.g., internships, practicums that include administrative skills.
 - d) Programs include growth in spiritual maturity and leadership.
 - e) Schools should always follow accepted practices in admissions, distinctive resources, content, duration, and graduation requirements.

Standards and Evaluative Criteria

- 11.1 The graduate curriculum must relate to the purpose and objectives of the institution.
- a. Course content and learning experiences are congruent with institutional purpose, objectives, and philosophy.
 - b. Course content and learning experiences are clearly equal to institutional, national, and state norms.
- 11.2 There must be an established curriculum process for curriculum development, modification, and assessment in place.
- a. Faculty are actively involved in the development, approval, and modification of the curriculum in a procedural process.

- b. The curricular process involves the administration, board and others as needed.
 - c. Faculty meeting minutes indicate appropriate faculty involvement.
- 11.3 Each graduate program offered by the institution must have as its central focus the imparting of a common core of knowledge, predicated on undergraduate studies, that will enhance the individual educationally and/or vocationally—and that is compatible with such programs in accredited postsecondary institutions.
- a. Course objectives are written in reference to student performance.
 - b. Learning experiences are relevant to graduate student needs.
 - c. Course objectives/outcomes combine theory and practice, as appropriate to the norm.
 - d. Course objectives/outcomes can be assessed through measurable student achievement and competency.
 - e. A distinction exists between the academic and professional degrees.
- 11.4 The programs (curriculum) of the institution must be at a post-baccalaureate level that reflects and extends the intellectual maturity of the students. There must be a clear distinction between graduate entry-level master's degrees and advanced and doctoral degrees.
- a. Learning levels include knowledge, understanding, skills, application, syntheses, and evaluation in the cognitive area. Attitudes and values in the affective area are normally geared to the graduate level.
 - b. Practical application of theory is evident.
- 11.5 The graduate program(s) must include a common core of introductory courses appropriate to the discipline or field of study, such as foundations, theory, or research methods and reflect course organization that allows for diversity in student learning, yet generally and logically leads to the internalization and application of information.
- 11.6 The graduate program(s) must include courses to provide specific skills in areas such as technology and new methodology.
- 11.7 The graduate program(s) must include integrative experiences to translate theory into practice such as application, syntheses, and evaluations.
- 11.8 The graduate program(s) must include summative experience to measure student achievement, competency or cognitive growth such as final projects, papers, tests or practicums of a comprehensive nature.
- 11.9 Eliminated by action of the Accreditation Commission.
- 11.10 Graduate programs must be adequately supported by the institution in the key areas of finances, physical facilities, materials, students enrolled, and faculty.
- 11.11 Individual courses, seminars, etc., within graduate programs must evidence a process for the evaluation of stated objectives and/or student outcomes and

competencies through objectives which can be assessed and evaluated through student performances/learning experiences at critical periods.

- 11.12 ~~Graduate academic policies must be clearly and specifically published in handbooks, catalogs, and other college publications. Moved to Standard 8.9~~
- 11.13 Graduate academic and personal records must be regularly maintained and retained by the appropriate academic office.
- a. The institution has an office of the registrar/admissions or other office in the academic area which keeps official graduate student records securely.
 - b. The graduate registrar/admissions office serves to maintain the privacy and accuracy of all records.
 - c. The graduate office of the registrar/admissions is headed by a duly authorized person under the supervision of the academic dean, academic vice-president or other such administrative head.
- 11.14 ~~The graduate degree(s) offered must clearly specify the requirements in terms of specific course credits, competencies, etc. Moved to Standards 8.9 and 9.9~~
- a. ~~The graduate degrees offered are identified specifically.~~
 - b. ~~The minimum time of full-time graduate study or its equivalent part-time work, minimum semester or credit hours required, personal pre-requisites and/or learning experiences, GPA, as well as test score requirements are clearly stated.~~
- 11.15 ~~A procedure for the transfer of credit for graduate programs must be in place. Moved to Standard 9.21~~
- a. ~~The transfer of graduate student credits is processed through an appropriate academic office.~~
 - b. ~~The procedure includes appropriate staff, faculty, and offices of departments, schools, colleges and committees.~~
- 11.16 ~~Graduate admission requirements for all degree programs must be clearly specified in writing. Moved to Standard 9.9~~
- a. ~~Institutional graduate catalogs, brochures and other printed materials clearly state entrance requirements for each degree offered. Moved to Standard 8.9~~
 - b. ~~The admission requirements give evidence that only students who demonstrate educational preparation and personal potential for success at the graduate level are admitted. Moved to Standard 9.9~~
 - c. ~~The graduate admission requirements document all exceptions for regular admission deviations. An approved and official process is followed for these students. Moved to Standard 9.9~~
 - d. ~~All transfer work is officially documented prior to admission. Moved to Standard 9.21~~
 - e. ~~The admission requirements are established through faculty who are teaching in particular graduate programs. Moved to Standard 9.9~~
 - f. ~~admission, probation and special status of graduate students are clearly defined in writing. Moved to Standards 8.9 and 9.9~~

- 11.17 The Graduate Calendar must be in line with the regularly published school calendar and reflect the equivalency of the thirty weeks of in-class meeting time normally required.
- a. Institutional graduate catalogs, brochures, and other printed materials clearly lay out the starting and ending academic year dates.
 - b. Class meeting times are clearly shown.
- 11.18 The institution must have in place a uniform and standard student evaluation and reporting procedure that provides students with detailed and specific periodic reports as to academic progress.
- 11.19 The institution's definition of a credit hour follows TRACS' definition unless it is able to document that its definition is equivalent.
- a. ~~The definition is published in the catalog and other relevant documents.~~
 - b. The manner in which credit hours are assigned to courses is determined by qualified faculty.
 - eb. The definition includes all formats in which students earn credits, e.g., laboratory work, practica, studio work, or asynchronous distance education.

11.20 The institution demonstrates that graduate students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study.

11.21 The institution ensures that throughout their program of study graduate students acquire increasingly sophisticated skills in evaluating the quality of information sources appropriate to their field of study and the level of the degree program.

~~**Experiential Learning.** No experience credit may be granted at the graduate level. The granting of undergraduate credit only for prior experience and learning is to be done in compliance with the guidelines of the Council on Adult and Experiential Learning (CAEL). This must include such elements as follows:~~

- ~~• A documented portfolio.~~
- ~~• A maximum number of credit hours accepted.~~
- ~~• A requirement that the granting of such credit hours is predicated upon the matriculation and full enrollment of the student at the granting institution and the completion of residence requirements.~~
- ~~• A policy that credit must be awarded in lieu of specific courses within a specific degree program.~~
- ~~• The faculty establishes internal and external evaluation systems to measure the effectiveness of the program.~~
- ~~• The administrator maintains accurate records for evaluation and audit purposes.~~

3. Distance Education

Special attention is given by TRACS to distance education offerings. The undertaking of these types of programs requires purpose, methods, and resources that significantly differ from on-campus offerings and should be undertaken only when the faculty, administration, and governing board have considered the unique requirements for successful programming and evaluation in these delivery methods.

Historically, distance (non-residential) learning has been, and continues to be, a popular and growing viable system to provide educational opportunities for individuals who are unable to participate in an on-campus program. In the late 1960's and 70's, and continuing today, the off-campus program expanded in several ways: a) the territory of many institutions greatly expanded; b) total programs have been transported so that residency requirements are not required for graduation; and c) a variety of innovative delivery systems have been employed to assist students in receiving the knowledge and skills required. However, the vast majority evolved from institutions having quality on-campus programs. Today there are many free-standing on-line institutions; TRACS does not accredit institutions that offer online programs only.

In an effort to serve new populations of students as well as the traditional student population, many of today's institutions have introduced new teacher-student relationships that differ from relationships that have been employed traditionally. In some instances these relationships differ according to the ratio of students to teachers (independent study), and the frequency, length, or mode of contact (external degree on-line programs), while in other instances differences pertain to the mode in which the student interacts with the subject matter (experiential learning). In contemporary postsecondary education, many institutions have developed external degree and learning programs with varying types of innovations.

Institutions that make extensive use of distance learning modes of education will present evidence that these are appropriate to higher education, consistent with institutional objectives, and effective (though alternative) means for achieving the intent of TRACS' standards. The institution will demonstrate that students completing these programs have the opportunity to acquire the same levels of knowledge and competencies as those students completing its regular on-campus programs. Therefore, it is essential that there be regular, systematic evaluation of all distance learning education to assess the appropriateness to the purpose of the institution. It is expected that these programs maintain the academic integrity of the institution.

a. Descriptions

1) Home Campus Based Multi-Modal Delivery [Residential]

Definition: Home campus based, multi-modal delivery methods are considered to be forms of instruction which emanate from the main/central campus and where the students and professors are not geographically separated but meet at a location that is not on the home campus.

Examples of delivery methods include off campus intensives at multiple locations, study abroad, travel abroad, and/or field experience. Combinations (hybrid/blended instruction) of these delivery methods are permitted. Internships, practicum, local field trips, etc. that are part of the programs offered at the home campus are excluded. Coursework using these delivery methods is considered residential in that control emanates from the home campus.

State and/or country authorization and TRACS approval are required for home campus based multi-modal delivery methods that are geographically located away from the home campus.

Note: Once instruction reaches 50% of a program at one location, a Substantive Change Petition must be submitted for a Branch Campus. For instruction that is less than 50% of a program at one location, a Substantive Change Petition must be submitted for a Teaching Site.

2) Distance Education [Residential]

Definition: Distance education is education that uses one or more of the following technologies to deliver instruction to students who are geographically separated from the instructor and where there is regular and substantive interaction between them.

Coursework using these delivery methods is considered residential in that control emanates from the home campus. Combinations (hybrid/blended instruction) of these delivery methods are permitted. Only educational programs/courses offered at the home campus may be offered via alternative delivery methods at geographical locations off campus.

Examples of Distance Education delivery methods include online learning via the Internet using a CMS such as Blackboard, Moodle, etc., satellite, digital transmissions, synchronous/ asynchronous, audio / video conferencing. The use of DVDs and CD-ROMs is permitted but only in combination with online and satellite delivery.

Delivery modes may be enhanced by including other modes such as intensives, study abroad, travel abroad, field work experience, and internships normally held away from the home campus.

3) Correspondence Education [non-residential]

Definition: Correspondence Education is a program and/or course that is provided by the institution using instructional materials via mail or electronic transmission to students who are separated from their instructor and where interaction between the instructor and the student is limited. Courses are typically self-paced and students typically start at any time during an academic year and are not part of a formalized class or cohort.

Coursework using this delivery method is considered non-residential and does not usually include other delivery methods.

Examples of correspondence education include workbooks, typically self-paced, that are sent out via regular mail or electronically, and may include instruction on DVDs and/or CD-ROMs.

b. Addition of Distance Education Programs

Institutions that have an Accredited status with TRACS, and who desire to initiate Distance Education programs will be required to submit the Proposed Substantive

Change (found on TRACS' website) and address the required applicable items on the Prospectus Checklist as well as the Standards and Evaluative Criteria (Standard 12), below.

An institution must be able to demonstrate that there is a need for program, has the capacity to offer the program and supports the purpose and mission of the institution. Coursework must be transferable between home campus and any courses taken off campus. If applicable, state and/or national authorization may be required. The institution is responsible for ensuring that they are in compliance.

Standards and Evaluative Criteria

Institutions must ensure that their distance education courses and programs comply with the appropriate Standards and Criteria found in other sections of this Accreditation Manual. The referencing of the particular standards listed in this policy does not imply that they are the only requirements that apply to distance education. In all cases, curriculum, faculty qualifications, student services, assessment, and learning resources are to be equivalent, regardless of location and mode of delivery.

1) Curriculum

- 12.1 Programs and courses have the appropriate state and/or national approvals, as appropriate, and are the same as those offered at the home campus.
- 12.2 Course content, credit value, course descriptions, course codes, course requirements and learning outcomes are presented clearly in each syllabus.
- 12.3 The actual extent and quality of academic work to complete a course for distance education programs is equivalent to that which would be expected for an on-campus course, although the actual format and assessment methods may vary.
- 12.4 Additional curriculum review procedures are adopted to maintain acceptable content in all courses offered via distance education.
- 12.5 Learning experiences required within each course are equal in scope and rigor to similar courses at that level in American higher education. This is especially the case with graduate courses, which require an appropriate rigorous academic and scholarly level of student learning.

2) Faculty

- 12.6 There is sufficient qualified faculty employed by the institution to support TRACS approved distance education programs.
- 12.7 Faculty who teach in distance education programs and courses receive appropriate training and are routinely evaluated to ensure effectiveness.
- 12.8 The faculty is actively involved in the evaluation and oversight of distance education, ensuring both the rigor of the programs and the quality of instruction

3) Program Administration

- 12.9 The institution has appropriate and competent administrative personnel that are directly responsible for all extended or distance education programs.
- 12.10 The administrator periodically evaluates the entire program to determine if it is still within the institution's purpose and capability to provide--in concert with members of the faculty.

4) Student Services

- 12.11 ~~Appropriate academic advising services are available to all students, regardless of location or type of program.~~ Moved to Standard 17.9
- 12.12 The institution must verify the identity of students enrolled in any form of distance or correspondence education.
 - a. The institution may use any method of verifying the identity of these students which reasonably assures that the person participating in distance or correspondence education is the person admitted or allowed to do so. (Among the most common methods are a secure login and password for electronic access and proctored examinations.)
 - b. The institution must provide students with a written rationale for the method or methods it employs.
 - c. If there will be a charge related to the method of verification, students must be notified of the charge at the time of registration or enrollment.
- 12.13 The institution must provide a written statement of how it will protect the privacy of students enrolled in any form of distance or correspondence education.
- 12.14 Information is provided to all distance education students regarding academic policies, admission procedures, financial aid, graduation requirements, personal conduct, and special requirements unique to the institution.
- 12.15 Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the required technology.

5) Assessment and Planning

- 12.16 All distance education programs, regardless of location or type, are included in the institution's curricular and co-curricular assessment and strategic plan, and are routinely evaluated.
- 12.17 Comparability of distance education programs to home campus based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

6) Learning Resources

- 12.18 Learning Resources are available for all students adequate for the level of distance education offered.
- 12.19 Course requirements ensure that students make appropriate use of learning resources.
- 12.20 Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs, regardless of location.

4.1 Branch Campuses

Definition: ~~A Branch-branch Campus-campus is defined as~~ an additional location geographically apart from ~~the-an institution's~~ main campus at which the institution offers at least 50% ~~or more~~ of an educational program.

~~Those institutions that operate Branch Campuses are expected to maintain the same quality as on-campus, without exception. The institution must establish clear, written policies regarding the purpose of programs, and operation of such branch campus programs that have been approved by the academic officer, including the faculty, administration, and governing board.~~

~~TRACS extends accreditation to the Branch Campus only after evaluating the business and institutional assessment plan and taking other necessary actions to determine that the Branch Campus has sufficient educational, financial, management, and physical resources to satisfy the accrediting agency's standards for accreditation and quality assurance.~~

~~TRACS undertakes a site visit of the Branch Campus during an institutional on-site visit, but no later than six months after the establishment of a Branch Campus.~~

~~The following factors are used by the Accreditation Commission in determining if the entity is, in fact, a separate Branch Campus of the home institution:~~

- ~~• The entity is geographically and physically located away from the home campus and maintains a separate facility.~~
- ~~• Control of the entity, including its educational program policies, administrative and business policies, etc., is largely vested in the home entity.~~
- ~~• Students enrolled at the facility may complete at least 50% or more of their program requirements at the entity location.~~
- ~~• The entity provides all the necessary academic support services and systems.~~

~~Note concerning Branch Campuses offered in foreign countries or in a foreign language.~~

~~Branch Campuses that are located in foreign countries or where the mode of education is in a language other than English, appropriate documents such as board manuals, catalog, various handbooks, policies and procedures, course syllabi, library collections, websites, must be provided in that language for their staff, faculty and students. All documents that are submitted to TRACS' Office for review or for visiting team members must be in the English language.~~

~~Guidelines for TRACS Member Institutions who desire to open a Branch Campus.~~ ~~In cases where an institution that is already accredited by TRACS aspires to open a Branch Campus, such location would be deemed as an integral part of the institution and must meet TRACS' Standards and Criteria as a separate entity. The institution must submit a Substantive~~

~~Change Petition in order to add a Branch Campus. (See the Proposed Substantive Change form available on TRACS' website: www.tracs.org) for more details and timelines.)~~

~~The institution must submit a written business plan and assessment plan for the facility six (6) months prior to the official opening of a new or proposed branch campus.~~

~~The institution must schedule a TRACS Staff visit within six (6) months of the official opening of a new branch campus.~~

~~Once initial approval is given by the Commission, a self-study will be completed and a focus team visit conducted followed by another consideration by the Commission to grant final approval.~~

~~Accredited institutions participating in Title IV, HEA programs must file a substantive change for approval of an additional location (branch campus) where at least 50% of an educational program(s) is/are offered. In addition, TRACS will conduct a visit within six months to each additional location (branch campus) established by the institution if the institution:~~

- ~~• Has a total of three or fewer additional locations;~~
- ~~• Has not demonstrated that it has a proven record of effective educational oversight of additional locations;~~
- ~~• Has been placed on warning, probation, or show cause or is subject to some limitation on its accreditation or pre-accreditation status.~~

Standards and Evaluative Criteria

~~13.1.1 The branch campus must meet any applicable state or national (international institutions) guidelines. The branch campus is operated in compliance with all relevant laws.~~

- ~~a. The institution has legal authorization from the government of the state or foreign nation in which the branch campus is located to operate the branch campus.~~
- ~~b. If students can earn degrees from the branch campus, it has authority to grant those degrees from the appropriate governmental entity.~~
- ~~c. The institution has provided TRACS with copies of all governmental authorizations.~~

~~13.1.2 The branch campus must be approved by the home campus governing board that demonstrates that the branch campus is under the authority and control of institution. All major decisions are subject to home campus approval. The branch campus is under the authority of the institution's governing board.~~

~~13.1.3 The branch campus has its own catalog and is reflected in the catalog for the institution's main campus.~~

~~13.1.4 All employees of the branch campus are employees of the institution with the same rights and responsibilities they would have if working on the institution's main campus.~~

- 13.1.5 All employee records are maintained in the designated offices of the branch campus with institutionally-certified counterparts in the designated offices of the main campus.
- 13.1.6 All student records are maintained in the designated offices of the branch campus with institutionally-certified counterparts in the designated offices of the main campus.
- 13.1.7 A branch campus has its own board-approved budget, is financially secure, and is included in the institution's annual external financial audit.
- 13.1.8 A branch campus does not have an adverse impact on the institution's ability to comply with the Standards.
- 13.1.9 A branch campus is fully integrated into the administration of the institution.
- 13.1.10 All policies of the institution apply to a branch campus and any policies specific to a branch campus are approved by the institution's board and included in the institution's policy manual.
- 13.1.11 The branch campus has a full-time director who reports to the institution's chief executive officer or chief academic officer. Original Standard 13.1.4 included in Standard 9.7
- 13.1.12 The branch campus employs an appropriate number of faculty, including the number of full-time faculty required by Standard 14.6.
- 13.1.13 Each educational program offered at a branch campus is offered at the main campus and the courses supporting each program are the same as those offered at the main campus.
- 13.1.14 Appropriate student services are provided at a branch campus.
- 13.1.15 A branch campus is included in the institutional strategic and assessment plans.
- 13.1.16 A branch campus makes available, through ownership or formal arrangements or agreements, library and information resources necessary to fulfill the institution's mission and objectives which support the academic and research programs and the intellectual development of students, faculty, and staff at that branch campus.
- 13.1.17 A branch campus employs an adequate number of professionally qualified staff who administer the branch campus's library, information resources/services, and instructional and information technology support functions.
- 13.1.18 A branch campus located outside of the U.S. or its territories must comply with U.S. standards and norms, unless there is a legal requirement for a variation.
- 13.1.19 A branch campus which offers instruction in a language other than English demonstrates compliance with the parts of the Policy on Branch Campuses addressing such instruction.

- 13.1.20 A branch campus has facilities which are sufficient to support all educational activities of that branch campus. If the facilities are leased, the lease is for a period of time that is at least one year beyond the institution's next scheduled review for reaffirmation of accreditation.
- ~~13.1.3 Original Standard 13.1.3 moved to Standards 13.1.4, 13.1.10, and 13.1.11The branch campus has an administrative team in which each individual is employed by the home campus. The administrative team must consist of at least a director or administrative head, academic officer, and financial officer. These can be full or part-time. The administrative team members have job descriptions and are part of the home campus organizational chart.~~
- ~~13.1.4 Original Standard 13.1.4 moved to Standard 13.1.10The home institution must have appropriate written policies and procedures for each branch campus.~~
- ~~13.1.5 Original Standard 13.1.5 moved to Standard 13.1.3The branch campus must have a catalog and be reflected in the home campus catalog.~~
- ~~13.1.6 Original Standard 13.1.6 moved to Standards 13.1.13 and 13.1.15Each degree program must be consistent with a degree program that is offered at the home campus. No levels can be offered that are not already offered on the home campus. Certain contextual adjustments in course offerings may be made, but are subject to home campus approval. The degree program(s) must be included in the program review process of the home campus. Student learning must be assessed.~~
- ~~13.1.7 Original Standard 13.1.7 moved to Standards 13.1.4, 13.1.5, 13.1.10, and 13.1.12Faculty who teach at the branch campus must meet the same academic qualifications as the faculty at the home campus. The faculty must be employed by the home campus, approved by the home campus academic leadership and must be reviewed using the same faculty evaluation process.~~
- ~~13.1.8 Original Standard 13.1.8 moved to Standard 13.1.14Appropriate student services must be provided and evaluated regularly.~~
- ~~13.1.9 Original Standard 13.1.9 moved to Standards 13.1.2 and 13.1.7The home campus must take the financial responsibility for the branch campus and must be reflected in the budget. The governing board of the home campus must approve the budget. The finances of the branch campus must be included in the annual external financial audit. A business plan must be prepared for the branch campus.~~
- ~~13.1.10 Original Standard 13.1.10 moved to Standard 13.1.15The branch campus must be included in the institutional strategic plan and assessment plan.~~
- ~~13.1.11 Original Standard 13.1.11 moved to Standards 13.1.16 and 13.1.17The branch must have a library that supports the curriculum offered at the branch campus and must employ a qualified librarian, full or part-time. The library should be under the control of the home campus.~~
- ~~13.1.12 Original Standard 13.1.12 moved to Standards 13.1.5 and 13.1.6Official (original) records of staff, faculty and students must be kept at the home campus.~~

4.2 Teaching Sites

Definition: A Teaching Site is an additional location geographically apart from the main campus at which the institution offers less than 50% of any educational program. ~~Only educational programs offered at the home campus may be offered at a Teaching Site.~~

~~Operating a Teaching Site requires less on-site support and organization. Teaching site locations are typically a rented space that is used several times per week and provides limited student services. However, the space used must be conducive to student learning. The institution must have a written agreement if the facility is rented or donated for use.~~

~~Limited, but appropriate, student services are offered at the site and all student records are kept at the home campus. The entity is geographically and physically located away from the home campus but the institution does not need to maintain a separate facility to the extent that would be required at a Branch Campus where a continual operation is needed. The institution must exercise control over the educational programs and faculty who teach at the site.~~

~~The institution must notify students that they will not be able to complete their degree at the Teaching Site. The institution must provide other means and methods for students to complete their degree such as on campus, online, distance education, or a mixture of these.~~

~~Those institutions that operate Teaching Sites are expected to maintain the same academic quality as on-campus, without exception. The institution must obtain legal (state and/or national) approval to establish a teaching site after the approval of the governing board. Guidelines regarding Branch Campuses conducted in a language other than English and/or in a foreign country are the same for teaching sites (see Branch Campuses, above).~~

~~TRACS extends accreditation to Teaching Sites only after the institution submits a substantive change to TRACS. Only the President's approval is needed; however, an on-site visit may be required by TRACS staff.~~

Information Regarding the 50% Rule: ~~If an institution offers less than fifty percent of the degree requirements at a remote site and the degree must be completed at the main campus or via a main campus based multi-modal delivery method. Department of Education approval is not needed to offer Title IV aid at that site. Pell Grants may be paid.~~

Standards and Evaluative Criteria

~~13.2.1 The teaching site must meet any applicable state or national (international institutions) guidelines and must be approved by the home campus governing board. The teaching site is operated in compliance with all relevant laws.~~

- ~~a. The institution has legal authorization from the government of the state or foreign nation in which the teaching site is located to operate the teaching site.~~
- ~~b. The institution has provided TRACS with copies of all governmental authorizations.~~

~~13.1.2 The teaching site is under the authority of the institution's governing board.~~

- 13.1.3 If the teaching site does not have its own catalog, the institution's catalog for its main campus must be provided to all students at the teaching site.
- 13.1.4 All employees of the teaching site are employees of the institution with the same rights and responsibilities they would have if working on the institution's main campus.
- 13.1.5 All employee records are maintained in the designated offices of the main campus.
- 13.1.6 All student records are maintained in the designated offices of the main campus.
- 13.1.7 A teaching site has its own board-approved budget, is financially secure, and is included in the institution's annual external financial audit.
- 13.1.8 A teaching site does not have an adverse impact on the institution's ability to comply with the Standards.
- 13.1.9 A teaching site is fully integrated into the administration of the institution.
- 13.1.10 All policies of the institution apply to a teaching site and any policies specific to a teaching site are approved by the institution's board and included in the institution's policy manual.
- 13.1.11 The teaching site has a director who reports to the institution's chief executive officer or chief academic officer.
- 13.1.12 The teaching site employs an appropriate number of faculty, including the number of full-time faculty required by Standard 14.6.
- 13.1.13 Each educational program offered at a teaching site is offered at the main campus and the courses supporting each program are the same as those offered at the main campus.
- 13.1.14 Appropriate student services are provided at a teaching site.
- 13.1.15 A teaching site is included in the institutional strategic and assessment plans.
- 13.1.16 A teaching site makes available, through ownership or formal arrangements or agreements, library and information resources necessary to fulfill the institution's mission and objectives which support the academic and research programs and the intellectual development of students, faculty, and staff at that teaching site.
- 13.1.17 A teaching site employs an adequate number of professionally qualified staff who administer the teaching site's library, information resources/services, and instructional and information technology support functions.
- 13.1.18 A teaching site located outside of the U.S. or its territories must comply with U.S. standards and norms, unless there is a legal requirement for a variation.

- 13.1.19 A teaching site which offers instruction in a language other than English demonstrates compliance with the parts of the Policy on Branch Campuses addressing such instruction.
- 13.1.20 No student is able to earn 50% or more of any educational program at a teaching site.
- 13.1.21 A teaching site has facilities which are sufficient to support all educational activities of that teaching site. If the facilities are leased, the lease is for a period of time that is at least one year beyond the institution's next scheduled review for reaffirmation of accreditation or for the full period of time for which the institution seeks approval.
- 13.1.22 No later than when a student is admitted to take courses at a teaching site, that student is provided with a written notice of the maximum amount of academic credit that can be earned at that teaching site and how the credit needed for the rest of the educational program can be earned.
- ~~13.2.2 Original Standard 13.2.2 moved to Standard 13.2.21 There must be a legal written agreement with the landlord, whether rented or donated, that demonstrates that the institution has appropriate access to satisfactory facilities, conducive to student learning, for a specific timeframe.~~
- ~~13.2.3 Original Standard 13.2.3 moved to Standard 13.2.20 The teaching site offers less than 50% of any program offered by the institution.~~
- ~~13.2.4 Original Standard 13.2.4 moved to Standard 13.2.22 The institution provides other means and methods for students to complete their degree.~~
- ~~13.2.5 Original Standard 13.2.5 moved to Standard 13.2.13 Courses offered at the teaching site must be consistent with courses offered at the home campus. Student learning must be assessed.~~
- ~~13.2.6 Original Standard 13.2.6 moved to Standards 13.2.4 and 13.2.12 Faculty employed at the teaching site must meet the same qualifications, in all respects, as the faculty at the home campus. The faculty must be employed by the home campus, approved by its academic leadership and be reviewed using the same faculty evaluation process.~~
- ~~13.2.7 Original Standard 13.2.7 moved to Standards 13.2.14 and 13.2.21 Appropriate teaching facilities and student services must be provided and evaluated regularly.~~
- ~~13.2.8 Original Standard 13.2.8 moved to Standard 13.2.16 Students must have access to learning resources that support the programs offered at the teaching site.~~
- ~~13.2.9 Original Standard 13.2.9 moved to Standard 13.2.15 Appropriate aspects of the teaching site must be included in the institutional strategic plan and assessment plan.~~

5. Non-Degree Granting Programs

While accreditation standards for non-degree granting programs may differ somewhat from those designed for degree granting, the program objectives and learning outcomes are to be equivalent. Courses and programs must be transferable to accredited institutions.

D. Faculty

Postsecondary institutions that become affiliated with TRACS will employ a dedicated and qualified faculty who ~~not only~~ possess high academic and professional qualities, ~~but who~~ are spiritually mature, and ~~who provide~~ serve as personal and professional Christian role models.

~~The faculty is integral to the educational quality of the institution. Therefore, the institution will employ, develop and support a faculty that is:~~

- ~~• Sufficient in number to provide for the curricular and student needs of the institution.~~
- ~~• In agreement with purpose, objectives, and philosophy of the institution.~~
- ~~• Cognizant of its role and responsibility in total institutional success.~~
- ~~• Academically qualified for the institution's educational level and goals.~~

Specifically, the fundamental contribution of the faculty is to provide effective instruction and advisement advice and to do so in a manner that makes the curriculum vital, with reference to the purpose, objectives and philosophy of the institution. The institution must ~~therefore~~ employ faculty with academic credentials commensurate with appropriate to their teaching and research ~~tasks~~ and ~~with the Christian commitment to advance~~ who support the purpose of the institution in their ~~beliefs and their activities. It is imperative that faculty members have an adequate academic background in their respective teaching field.~~

The institution ~~is to~~ must have a written rationale for the number of faculty and academic support staff it employs. ~~The rationale must~~ retains with reference ~~to~~ the size and levels of its approved educational programs, ~~and for its full-time and part-time faculty ratio. Sixty percent of all instruction should ideally be done by full-time qualified faculty. Degrees from non-accredited institutions must be justified through professional activities such as extended experience, serious publishing, and professional service.~~

A major function of the faculty is to advise the administration and board in the formulation of educational and academic policies involving such matters as curriculum, admissions, academic standards, advising, graduation, student life, and faculty growth and welfare.

~~An institution's educational level and objectives determine the kind of faculty it needs—their educational background, religious commitment, professional experience, diversity, personal qualities and commitments. Academic requirements for employment will be determined by the kind and level of academic programs offered. Minimal academic qualifications are as follows:~~

- ~~• **Associate degree programs.** A faculty member teaching in an associate program must hold at minimum a master's degree from an accredited institution and have earned at least 18 graduate hours in his/her teaching field. Any exceptions must be justified.~~
- ~~• **Non-degree diploma or certificate courses.** If intended to be transferred for college credit, must be taught by faculty with at least a bachelor's degree and competence gained through work experience in the teaching field. Work experience and degree must become part of the faculty file.~~

- **Bachelor's programs.** A faculty member teaching in a bachelor's program must hold a master's degree from an accredited institution including at least 18 graduate hours in his/her teaching field. At least thirty per cent (30%) of a teaching faculty must possess earned doctorates from an accredited institution in their teaching fields. For each undergraduate major, at least twenty-five (25%) of the faculty must hold terminal degrees from accredited institutions in their teaching fields. Faculty members who teach in physical education activities or in remedial programs **must** hold a bachelor's degree in a discipline related to their teaching assignment and have either experience in a discipline related to their teaching assignment or specialized training.
- **Graduate programs.** It is understood that there must be a high level of faculty competence that is confirmed by all faculty holding the terminal degrees in their disciplines.

Complete faculty files will be maintained in a designated office (usually the academic dean's office) that contain official transcripts for all academic work and degrees earned. The file must also include agreements on employment, renewal of contracts, evidence of regular evaluation, and other pertinent information.

Policies and procedures related to faculty are to be set forth in a faculty handbook. It is recognized that faculty security is important for the optimal performance of any faculty member; therefore, the institution needs to include in its faculty handbook the provisions faculty need including remuneration and benefits such as medical, hospitalization, and retirement.

The faculty organization will be delineated. No duty of the faculty outside of instruction ranks higher than intelligent participation in the formation of educational policies and programs. The effectiveness of such activities as committee involvement and the frequency and purpose of faculty meetings are important.

It is expected that an institution be aware of its opportunities to enhance the total educational experience by faculty development programs. For example, in-service sessions can be arranged featuring relevant topics such as evaluation, test construction, college teaching, and other topics.

Periodic evaluation of faculty performance is necessary in each institution using a procedure—and must be described in the self-study report.

Self-study provides an opportunity for thoughtful analysis of the faculty. Useful data for this analysis must include distribution by rank (if ranking is used), by earned degrees (including sources), by length of service and by listing of relevant professional activities and achievements. All such data, and any other items that the institution wishes to enumerate to show the strength of the faculty, must be presented in the self-study report along with any implications the study indicates. Faculty exceptions are to be justified.

1. Undergraduate Faculty

The undergraduate faculty composes the largest body of professionals because most institutions of higher learning offer more undergraduate than graduate programs. Therefore, a quality full-time undergraduate faculty, sufficient in number and who are academically and spiritually qualified, is essential.

Standards and Evaluative Criteria

- 14.1 ~~There must be~~Employs at least one full-time, contracted, academically and spiritually qualified faculty for each major/program offered, including general education (for undergraduates only), to teach and provide ~~teaching-~~related duties, such as advising and curricular oversight needed for the institution to fulfill its purpose. ~~The term, "full-time contracted," as applied here is interpreted as being a faculty member who is not contracted full-time by another college or institution, and whose job responsibilities are specifically spelled out in the contract and a job description.~~
- 14.2 Faculty members support the mission of the institution, perform all required faculty responsibilities, including the development and review of curriculum, and ensure the quality and integrity of its academic programs, and fulfill their role in governance. (Role in Development of Curriculum and Governance)~~There must be a faculty of sufficient size to exercise the duties expected of a faculty and to provide the instruction needed for the institution to fulfill its purpose.~~
- a. Places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.
- 14.3 Assures that ~~F~~faculty members ~~must~~ know, understand, and respect the purpose, objectives and philosophy of the institution. [2.4, 3.3, 4.3]
- a. ~~The purpose, objectives, and philosophy of the institution are clearly set forth in written form for all faculty members in a published handbook. Included in Standards 2.3 and 8.9~~
- b. ~~Faculty hired by the institution sign a standard contract that is on file and that reflects or sets forth the institutional purpose, objectives, and philosophy. Moved to Standard 14.7~~
- c. ~~Faculty sign a written doctrinal statement. Included in Standard 3.3~~
- 14.4 Evidences that ~~The~~faculty members are qualified by training, earned degrees, scholarship, experience, and classroom performance and ~~must~~ possess the appropriate academic credentials, requisite knowledge, skills, and experiences for ~~their~~ teaching assignments. (Faculty Competence)
- a. Faculty members teaching at the associate or bachelor's level must have earned a~~hold at least the~~ master's degree or its equivalent in their teaching field from an accredited institution ~~in order to teach at the associate or bachelor's level~~, including 18 graduate hours in the field of his or her teaching assignment.*
- b. Faculty members teaching certificate or associate degree courses not designed for transfer to any bachelor's degree must have earned a bachelor's degree in the teaching discipline or an associate degree and have demonstrated competencies in the teaching discipline.
- c. Faculty members teaching graduate courses must have earned a terminal degree from an accredited institution in their teaching discipline.
- d. Employ faculty members without the required degrees only when those faculty have demonstrated competencies which the institution has determined through a formally documented process to be equivalent to the required degree. The institution must make a written determination of equivalence

prior to issuing a contract to any of these faculty members. Faculty members deemed qualified by demonstrated competencies will not be considered when determining compliance with Standard 14.1 or the required ratios of Standard 14.6. (In Lieu of Educational Credentials)

NOTE: An institution should give primary consideration to a terminal degree in the discipline. Additional considerations would include competence, eminence, and as appropriate, undergraduate and graduate degrees, related work experience in the field, professional licensure and certifications, honors and awards, continuous documented proficiency in teaching or research, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

*All references to "from an accredited institution" specifically refer to an institution that is accredited by an accrediting agency approved by the U. S. Department of Education as a nationally recognized accrediting body.

14.5 Utilizes teaching assistants only on a limited basis. (Teaching Assistants)

- a. Undergraduate teaching assistants who are enrolled in a graduate degree program in the teaching discipline may teach undergraduate courses.
- b. Graduate teaching assistants who hold a master's degree in the teaching discipline or 18 graduate hours in the teaching discipline may teach graduate courses.
- c. All teaching assistants will be under the direct supervision of an academically qualified, full-time faculty member in the teaching discipline, receive regular in-service training, and be evaluated on a regular cycle.

14.56 ~~The required~~Employs an appropriate percentage of full-time faculty ~~must possess an earned accredited degree from an accredited institution.~~ (Core Ratios)

- a. ~~At least 50% of courses in each term are taught by full-time faculty.~~
- ab. ~~At least thirty percent (30%) of all full-time undergraduate faculty possess the doctorate~~have earned a terminal degree in their teaching field~~area—from an accredited institution.~~
- bc. ~~At least twenty-five percent (25%) of all full-time undergraduate faculty for eac major offered have earned a terminal degree~~ hold the doctorate in their teaching field ~~for each major offered.~~

14.6 ~~The full-time faculty must represent a good mix of maturity and teaching experience.~~

- a. ~~A goal should be to develop a faculty with academic and experiential stability.~~
- b. ~~Teaching experience should average to approximately ten years in postsecondary institutions.~~

14.7 ~~Full and part-time faculty employed by the institution must have, on file, official personal and professional information in the appropriate institutional office such as contracts, evaluations, transcripts, and other pertinent data. Maintains appropriate faculty documentation.~~ (Faculty Documentation)

- a. Includes official transcripts, contracts, evaluations, professional development data, and other pertinent materials in all faculty files.
 - b. Archives files of all faculty who cease to be employed for at least five years from the last date of employment.
 - c. Documents that faculty contracts are clearly written and clearly specify assignments, compensation, and period of assignment.
- 14.8 Provides its faculty with continuing opportunities for professional and spiritual development for the growth of faculty as teachers, scholars, and practioners. (Faculty Development)
- 14.9 Evidences a functioning faculty organization, guided by a set of regulations, led by elected officers, meeting regularly, and involved in the formulation of curricular and academic matters, including faculty policies. (Faculty Organization)
- 14.10 Regularly evaluates the effectiveness of each faculty member in accord with published criteria. (Faculty Evaluation)
- 14.11 Ensures academic freedom for faculty. (Academic Freedom)
- 14.8 Original Standard 14.8 moved to Standard 9.11~~The institution must have policies regarding faculty appointment, retention, advancement, and dismissal.~~
- a. ~~These policies are in writing and are made available to all faculty.~~
 - b. ~~The policies have been approved by appropriate bodies including the governing board and indicated in official minutes.~~
- 14.9 Original Standard 14.9 ~~E~~liminated by action of the Accreditation Commission.
- 14.10 Original Standard 14.10 moved to Standard 9.12~~Policies must be established and published concerning teaching loads, advising, committee assignments and other required assignments.~~
- a. ~~General faculty responsibilities are approved by the appropriate bodies and published in an appropriate publication.~~
 - b. ~~Specific responsibilities are listed in the individual's contract or in personal interviews with the department supervisor.~~
- 14.11 Original Standard 14.11 moved to Standards 8.10 and 9.13~~A policy for faculty academic freedom and responsibility must be set forth in published form by the institution.~~
- a. ~~The faculty handbook or other such publication of the institution contains the policy on faculty academic freedom and responsibility. It is clear and specific.~~
- 14.12 Original Standard 14.12 moved to Standards 9.11, 14.10, and 24.4~~Policy and procedures must be in evidence and practiced evaluating faculty performance.~~
- a. ~~The faculty handbook or other such publication of the institution sets forth policies and procedures for faculty evaluation.~~

- b. ~~— The faculty evaluation process is geared toward development of the faculty member as a professional— and includes the use of a standard form used in evaluation of faculty.~~
- 14.13 ~~Original Standard 14.13 moved to Standards 9.14, 14.8, and 24.10 Policies and procedures must provide opportunities for the professional and spiritual growth of the faculty.~~
- a. ~~— The faculty handbook or other such publication of the institution sets forth faculty development policy and opportunities clearly and specifically and is available for faculty.~~
- b. ~~— The policy is in practice.~~
- c. ~~— Faculty indicates that policy and its program for faculty development are satisfactory.~~
- 14.14 ~~Original Standard 14.14 moved to Standard 9.16 A policy regarding the duties and supervision of part-time faculty must be published and followed by the institution.~~
- a. ~~— The faculty handbook or other such institutional publication clearly sets forth all of the duties and responsibilities of part-time faculty and explain their rights as professionals.~~
- 14.15 ~~Original Standard 14.15 moved to Standard 9.11 The institution must have a formal, written procedure for the hiring of faculty.~~
- a. ~~— The faculty handbook or other such institutional publication outlines the regular procedure followed in the hiring of all faculty.~~
- b. ~~— The procedure is approved by the governing board.~~
- 14.16 ~~Original Standard 14.16 moved to Standard 14.6 The institution must have adopted a policy regarding a ratio of full to part-time faculty to be employed. Normally, at least 60% of the instruction should be by full-time faculty.~~
- a. ~~— The full to part-time/adjunct faculty ratio is written and published by the institution and allows for equitable distribution of faculty duties, provides for on-campus advising, committee work, and the usual day-to-day business and academic duties of the institution which are normally assumed by full-time faculty.~~
- b. ~~— The policy is approved by the governing board.~~
- 14.17 ~~Original Standard 14.17 moved to Standard 9.15 A grievance policy must be published and followed by the institution for all faculty that guarantees due process.~~
- a. ~~— The faculty handbook or other such institutional publication clearly and specifically outlines the fair and just policy including reasonable and appropriate procedures for faculty.~~
- b. ~~— The policy is approved by the governing board.~~
- c. ~~— The policy is practiced by the institution.~~
- 14.18 ~~Original Standard 14.18 moved to Standard 14.7 Faculty contracts must be clearly written and specific as to assignment, compensation, and time frame.~~

- a. ~~The institution has adopted a standard contract that is signed by all faculty hired and contains the specific assignment(s), the compensation, time frame, and other relevant information required by the institution.~~
- b. ~~The contracts are approved by the governing board.~~

14.19 Original Standard 14.19 moved to Standard 8.10 ~~Faculty rights and responsibilities must be clearly spelled out in a faculty handbook or other such publication by the institution.~~

- a. ~~The faculty handbook or other such institutional publication sets forth in a comprehensive manner a listing or narrative concerning all faculty rights and responsibilities.~~
- b. ~~Faculty are given an exit interview that becomes part of the personnel file when dismissed or leaving the institution.~~

2. Graduate Faculty

~~Membership in the graduate faculty should be based upon such criteria as possession of the earned doctorate degree in the appropriate field, considerable teaching and research experience, publishing, and/or other academic endeavors and participation in relevant professional societies.~~

~~The teaching load, due to thesis and dissertation advising, research, and other graduate-related responsibilities, should be considerably lighter for full-time graduate faculty. When a faculty member teaches both graduate and undergraduate courses, the teaching load will be adjusted to allow adequate time for instructional preparation, advising, and research. Faculty development policies are to allow for the increased need of graduate faculty to be active in professional societies. There is to be at least one full-time contracted, academically qualified faculty for each major offered.~~

Standards and Evaluative Criteria

15.1 Original Standard 15.1 moved to Standard 14.4 ~~Faculty involved in teaching and curricular advising assignments at the master's and doctoral levels must be academically and professionally qualified.~~

- a. ~~The institution employs only faculty for graduate assignments who possess the earned terminal degree in their teaching assignment from institutions accredited by an agency recognized by the USDE.~~
- b. ~~An appropriate number of full-time faculty are contracted to teach and oversee each program, degree and concentration.~~
- c. ~~The institution employs only graduate faculty who have expertise in teaching.~~
- d. ~~The institution employs only graduate faculty who demonstrate research ability.~~
- e. ~~The institution employs only graduate faculty who demonstrate skills in advising, writing, and supervision of thesis and dissertation projects.~~

15.2 Original Standard 15.2 moved to Standards 9.11, 14.10, and 24.4 ~~Faculty involved in graduate teaching must regularly be evaluated by the institution through an established process.~~

- a. ~~— The evaluation process is approved by faculty and administration.~~
 - b. ~~— The evaluation policy is published in the faculty handbook.~~
 - c. ~~— The evaluation process is developmental for all faculty.~~
- 15.3 ~~Original Standard 15.3 moved to Standard 9.11~~The institution must have established policies and procedures for graduate faculty recruitment and selection.
- 15.4 ~~Original Standard 15.4. moved to Standard 14.7~~The institution must maintain in the appropriate academic office up-to-date graduate faculty files containing official transcripts, contracts, evaluations, development data, and other such materials.
- 15.5 ~~Original Standard 15.5 moved to Standards 8.10 and 17.19~~The institution must provide a clear, written, graduate-level faculty advising process.
- 15.6 ~~Original Standard 15.6 included in Standards 2.4, 3.3, 4.3, and 14.3~~The graduate faculty must know, understand, and support the purpose, objectives, and philosophy of the institution.
- a. ~~— The purpose and philosophy of the institution is clearly set forth in a published handbook.~~
 - b. ~~— Contracted faculty sign a standard contract that is on file and that sets forth the institutional purpose, objectives, and philosophy.~~
- 15.7 ~~Original Standard 15.7 moved to Standard 9.11~~The institution must have written policies regarding graduate faculty appointment, retention, advancement, and dismissal.
- a. ~~— Written policies are made available in the faculty handbook.~~
 - b. ~~— All policies are approved by the board, as revealed in official minutes.~~
- 15.8 ~~Original Standard 15.8~~ ~~E~~eliminated by action of the Accreditation Commission.
- 15.9 ~~Original Standard 15.9 moved to Standards 9.13, 14.11, and 15.9~~A policy for academic freedom and responsibility must be published and practiced.
- a. ~~— The faculty handbook or other publication contains this policy.~~
 - b. ~~— The policy is board approved.~~
- 15.10 ~~Original Standard 15.10 moved to Standards 9.14, 14.8, and 24.10~~Policies and procedures must provide adequate opportunities for the spiritual and professional growth of the graduate faculty and be in practice.
- a. ~~— The policy is set forth in the faculty handbook.~~
 - b. ~~— The policy is satisfactory to all faculty.~~
- 15.11 ~~Original Standard 15.11 moved to Standards 9.12 and 9.16~~A policy regarding the duties of full-time and part-time faculty must be published in the handbook.
- 15.12 ~~Original Standard 15.12 moved to opening narrative for Faculty~~A graduate faculty must provide a personal and professional role model.

3. ~~The Faculty Organization~~ Faculty organization moved to Standard 14.9

~~The faculty will be organized into a functioning body of the institution, guided by a set of regulations, led by elected officers, and meeting regularly.~~

~~The primary function of the faculty is to participate with the administration and board in the formulation of educational and academic policies involving such matters as curriculum, admissions, academic standards, advising, graduation, student life, and faculty growth and welfare.~~

~~Standards and Evaluative Criteria~~

16.1 ~~Moved to Standard 14.9The institution must have an organized, functioning faculty organization.~~

~~a. — There is a written document such as a handbook that describes the faculty organization, its duties, responsibilities, and privileges.~~

~~b. — There are regular meetings of the faculty organization.~~

~~c. — There are functioning faculty committees identified.~~

~~d. — There are written minutes of the faculty committee meetings on file.~~

16.2 ~~Moved to Standard 14.9The Faculty Organization must be chaired by elected officers or the Dean of Faculty.~~

16.3 ~~Moved to Standard 14.9There must be evidence that the faculty is appropriately involved in the formulation of curricular and academic matters, including faculty policies.~~

E. Student Development Services

Each institution will provide a variety of appropriate student services that will effectively support the educational purpose—services that enhance the educational, social, spiritual, moral, and physical development of the student. In order to achieve this program of development of the whole person, the institution must have a working plan for this purpose.

The Student Development plan is to be based on the studied needs of its student body—based on a plenary profile of entering and current students. The profile is to include the academic, moral, physical, and social development of entering and current students, along with other factors such as demographics, religious affiliation, age, race, sex, handicapped status, national origin, and personal preferences regarding development activities within each dimension of the total person.

Although institutions vary, a TRACS accredited institution is to provide support services adequate for the prudent development of the student in his or her physical, social, moral, spiritual, and intellectual development. Such student services may include: security and health, housing, food, bookstore, mailroom, computing, intramurals, intercollegiate athletics, student government sponsorship, orientation, financial aid services, academic and other records, code of conduct, counseling (personal, academic, vocational placement, spiritual/moral), and opportunities for spiritual ministry and community service.

An administrator is to function as the director and coordinator of student development services and function in an office that has this function chiefly as its purpose.

~~TRACS accredited institutions or candidates are to keep written and filed records of student complaints. Each TRACS institution is to make available to students TRACS' mailing address and telephone number.~~

~~Institutions are to develop and publish a clear statement of their policies and practices regarding transfer of credit. The policy usually includes information helpful to students transferring both from another institution and to another institution. The policy is to be available to students and to the public.~~

Standards and Evaluative Criteria

1. Student Life

- 17.1 There must be an organized and functioning program of student development services.
- These services are headed by a qualified person who supervises them from an office established for this purpose.
 - Services are appropriate in number and kind in reference to the student body profile.
 - Services are appropriate in number and kind with regard to the purpose and objectives of the institution.
 - The office(s) or unit(s) which administer admissions policies are identified.
- 17.2 There must be a written code of conduct.
- Students receive a copy prior to their enrollment.
 - Students sign the code of conduct agreement.
 - There is a system of due process for appealing academic status.
- 17.3 There must be a thorough orientation program before classes begin for all incoming students that covers major student issues ~~needed by students during registration~~.
- 17.4 There must be a program providing students with opportunities for spiritual development and the opportunity for ministry and community service.
- Students are provided opportunities for spiritual development through chapel services, Bible studies, prayer groups, special seminars, and other programs.
 - Students are provided information regarding the opportunities available for ministry and community service.
- 17.5 There must be an organized and functioning student government and other appropriate co curricular and extra-curricular activities.
- A student government plan is available.
 - The student government program operates according to the plan.

2. Student Services

- 17.6 Programs must be beneficial and well received by the student body.
- Students are aware of the services available and participate at a beneficial level.
 - Students approve of the scope and effectiveness of the services available.
 - There is evidence of efficacy in the program.
- 17.7 There must be a student financial assistance service headed by a qualified person skilled in student loans, grants, and other assistance.
- There is a clearly worded agreement, signed and dated, disclosing any obligation for repayment, including the date (and amount) that payments will begin.
 - The institution abides by all state and federal laws and regulations.
 - Records are kept.
- 17.8 There must be a program for student health and safety.
- 17.9 ~~There must be an~~ Provides a clearly written and implemented process for experienced and competent person(s) to ~~provide perform advising and~~ academic, career, personal, and spiritual counseling to all students.
- Students are advised by an academic counselor or professor regarding course and other curriculum decisions upon enrolling and throughout their academic program as needed.
 - Students are able to seek spiritual guidance and counseling through their professor(s), the campus pastor or other qualified individuals.
 - Professional counseling or referrals are available to the students.
- 17.10 Student services functions must be approved by the governing board.
- The governing board minutes indicate approval of the services provided to students.
 - Services are administered in accordance to the stated plan.
- 17.11 There must be career counseling services available for students.
- Students are provided career guidance.
 - Students may be provided career testing to assist in selecting professional goals.
 - Assistance in job placement is available.
- 17.12 Student services personnel must have adequate training and the experience necessary to be effective.
- Required personnel qualities are written into the job description(s).
 - Requirements are used in the selection and promotion of personnel.

- 17.13 ~~Facilities must be adequate for student services support functions.~~Moved to Standard 28.1
- 17.14 ~~Equipment must be available and in working order.~~Moved to Standard 28.5
- a. ~~Equipment adequate to support student service functions and activities is provided.~~
- b. ~~This equipment is maintained or replaced as needed.~~
- 17.15 There must be a food service, a mailroom and a bookstore appropriate to the nature of the institution.
- a. Resident students are provided food service.
- b. A bookstore is available to provide textbooks and supplies needed.
- c. A post office for students' incoming mail and services is available.
- 17.16 There must be computer labs or other arrangements for computing services of a scope appropriate to support the curriculum and meet student needs.
- a. The labs are available to students.
- b. The labs are equipped and maintained for efficient use.
- 17.17 ~~The institution must have a legally approved, clearly stated, and published student complaint policy.~~Standard 17.15 moved to Standard 8.9
- a. ~~The policy is approved by the governing board.~~
- b. ~~The policy is clearly stated.~~
- c. ~~The plan provides for equitable student input and includes:~~
- 1) ~~the address and phone number of TRACS.~~
- 2) ~~a process which allows for confidential student input.~~
- 3) ~~an appropriate office for collecting and filing of all student complaints.~~
- 17.18 ~~Student records must be carefully maintained by the institution.~~
- a. ~~In a fireproof, secured area with a duplicate set at another location.~~
- b. The institution makes student records available in a timely manner in accordance with state and federal laws and regulations.
- 17.19 ~~The institution must have and make publicly available clearly stated policies and procedures governing both the consideration and acceptance of transfer credit, as well as transferring credits.~~Standard 17.19 moved to Standard 9.21
- a. ~~The policy is equally applied.~~
- b. ~~The policy considers the quality of the offering, timeliness of the work, student performance (grade requirements) and the comparability and appropriateness to the courses and programs offered.~~
- c. ~~The policy considers the accredited status of the institution as a major factor, but not the sole determinate of the transfer decision.~~
- d. ~~The policy informs students of any special situations they may face in transferring credits earned.~~
- e. ~~The policy includes reasons for refusal of acceptance of transfer credits.~~

- ~~f. The policy includes information on student responsibilities.~~
- ~~g. The policy provides students with accurate and realistic information, plus guidance concerning the likelihood of transfer of the institution's credits.~~
 - ~~1) Agreements with other institutions, accreditation status, etc.~~
- ~~h. The policy includes counseling and print or electronic assistance for students considering transferring to another institution.~~

3. Intercollegiate Sports (Omit if this section does not apply to the institution.)

Institutions that engage in intercollegiate athletics must have guidelines, an annual budget, and appropriate arrangements for the health and academic welfare of the student athlete.

The institution must describe its affiliation with the National Association of Intercollegiate Athletics (NAIA), the National Christian College Athletic Association (NCCAA), the National Collegiate Athletic Association (NCAA) or other athletic association, if applicable.

In addition, a list and description of all the sports sponsored and the availability of scholarships for each sponsored sport must be provided in the Self-Study Report.

Standards and Evaluative Criteria

- 17.20 There must be a written board-approved plan and rationale for the intercollegiate athletic program, with specific attention given to the purpose of the program with reference to the institution's stated purpose, objectives, and philosophy.
- 17.21 There must be evidence of medical clearance for student athletes whom the institution certifies to participate in intercollegiate athletics.
- 17.22 Eligibility records must be kept for student athletes whom the institution certifies to participate in intercollegiate athletics.
- 17.23 The institution must provide documentation of its status with the appropriate athletic association.
- 17.24 Each sport sponsored must have a description, list of participants, scholarships and financial aid awarded provided in the self-study report.

F. Financial Operations

Financial stability and integrity are major factors in determining the viability of any institution of higher education. Its financial resources will be adequate to carry out its purpose and support its programs and activities for the foreseeable future.

An institution of higher learning is to give evidence of financial stability and integrity with enough monetary support to assure the continuity of the essential operations beyond the date when current students, who maintaining continuous enrollment, would complete their degree programs. The leadership will maintain a justified reputation for honesty and efficiency in the community at large.

The institution has a moral and ethical responsibility to establish a tuition and fee structure that is consistent with the length of the program, services provided, instructional system employed, and the degree granted. The institution will develop budget policy to address these issues to demonstrate that the tuition and fee structure are not inconsistent with provisions provided by tuition and the positions the graduates are prepared to fill. The strategy should include comparative data from other accredited institutions with similar support services and delivery systems.

Institutions which depend on support from an external body, such as a church or other private entity, should determine with the external body the amount to be budgeted, indicating the categories and amount for which the support is provided. The external body will not, through line-item control, determine in detail how the support monies are to be spent. This is the function of the institution's governing board and administration.

1. Basic Areas

- a. **Organization.** The chief financial officer will report to the CEO/president. The chief financial officer must be recommended by the president and approved by the governing board. The size of the financial/accounting administration will depend on the number and complexity of transactions performed which will depend in part on the size of the student body. The chief financial officer must establish and supervise an adequate system of accounting. He will regularly provide current financial reports adequate for decision-making to the president, governing board, and other personnel designated by the president.
- b. **Audit.** All accredited and candidate institutions will obtain and provide a certified external audit of the financial statements annually. The audit must be in conformance with generally accepted accounting principles (GAAP) and federal guidelines. Those professionals providing the audit will not be inappropriately involved with the institution (e.g., not be members of the governing board, not on the staff, not be involved in the decision-making activity, etc.).

Institutions are to explain and interpret their financial information so that all audiences will be provided with a clear understanding of their fiscal affairs. Budgets for the past, present, and future should be displayed to present a valid perspective of the institution's financial stability.

A deficit for three of the most recent five years or a significant deficit in any one year that results in a reduction in programs or services or increases in operating debt, will require a special review by the Accreditation Commission. Note that even though the "Total Changes in Net Assets" at the bottom of the Statement of Activities is positive, if the positive position was achieved as a result of borrowed funds or pledges for future funds which are included in current income, the "Total Changes in Net Assets" will still be considered a deficit. The institution will be required to file a special report with TRACS' President as directed by the Accreditation Commission. This will result in a special review by the Accreditation Commission at its regularly scheduled meeting.

- c. **Accounting System.** An institution will adopt an accounting system that is in conformance with generally accepted accounting principles (GAAP). GAAP is found in the American Institute of Certified Public Accountants (AICPA) document, Audit and Accounting Guide; Not-for-Profit Organizations, June 1, 1996, or later edition.

While “fund accounting” is encouraged for internal and special reporting purposes, the “Net Asset” model, as found in the AICPA material denoted in the paragraph above, is required for formal financial statements and for external reporting (i.e., for certified audits).

Restricted or designated funds will be kept separate and used only for the purpose(s) for which they have been received. Restricted or designated funds may not be used even temporarily for goals other than for their restricted or designated intentions. A record of each restricted or designated fund cash balance must be maintained to assure that none of the funds are used for other than their intended purpose. No amounts may be borrowed from the funds for any reason.

Reference should also be made to the publications of the National Association of College and University Business Officers (NACUBO).

- d. Management of Funds.** Policies and procedures are to be employed to ensure that all funds, which belong to the institution, are recorded and deposited. This includes funds taken in from athletic events, plays, fund-raising efforts by student groups, etc. All funds should be brought into the institution’s accounts and then disbursed as authorized and requested by the internal organizations. Cash monies should not be used for the payment of bills or expenses before they have been taken into the accounting books of the institution. All monies received should be taken into the institution and then disbursed by the cashier through the normal request and authorization procedures. No group should have its own cash cache, except for small amounts of petty cash that are recorded in the general ledger, but all cash should be dispensed through the bursar or equivalent. An accounting record should be maintained in the general ledger by way of subsidiary accounts.

~~All persons handling funds are to be bonded to provide adequate safeguards against financial loss.~~

- e. Institutional Insurance.** An institution should provide insurance policies and procedures that would protect the institution against any loss that seriously impairs the institutional program. The protection will include replacement costs for buildings and equipment, liabilities to the institution, and whatever is necessary to enable the institution to continue operations at a viable level.
- f. Investment Management.** Investment policies and procedures are to be prepared in writing and approved by the governing board. The policies must indicate who is responsible for making and managing the investments. The policies are to make clear the manager’s role and duties in assuring that investments are secure (e.g., investments must be insured accounts, government guaranteed instruments, or in the highest rated industrial instruments). There should be no undisclosed conflicts of interest.
- g. Refund Policy.** The institution is to develop and publish a refund policy and the procedures for any program changes or withdrawal from the institution. The refund policy must provide for a clear, fair, and equitable refund of at least the larger of the following guidelines:

- 1) The requirements of applicable state and federal law;

- 2) The specific refund standards established by any other accrediting agency with which the institution may be accredited;
- 3) A prorated refund amount for those whose withdrawal date is on or before the forty percent (40%) point in the period of enrollment.

h. Purchasing and Inventory Control. Purchasing should be centrally controlled in order to achieve the benefits of efficiency. A system of inventory control should be maintained and be coordinated with the purchasing activity. The purchasing officer will avoid any conflicts of interest among himself, the suppliers, and the institution.

Standards and Evaluative Criteria

- 18.1 The chief financial officer must report to the president as shown in the job description and organizational chart.
- 18.2 Accurate and timely financial reports must be provided to the president, governing board, and other designated persons.
 - a. The reports are consistent with the audit reports.
 - b. The reports are consistent with the educational system accounting policies.
- 18.3 Income must be reported as less than, equal to, or greater than expenditures as shown in the record keeping process.
- 18.4 Finances must adequately support the institutional purpose and programs.
 - a. Programs must be adequately staffed.
 - b. Facilities, equipment, and materials must be available in accordance with normal operating practices.
- 18.5 There must be consistent and continuous records for debt retirement, capital acquisitions, and cash flow, as shown in budget projections, which indicate consistent debt retirement and sufficient cash flow for operating expenses.
- 18.6 A credit line with a financial institution or a segregated contingency reserve must be in place and must equal at least 10% of the operational budget.
- 18.7 The institution must provide an insurance plan that is adequate for its size and purpose, and must ensure continued operations.
- 18.8 ~~Investment policies must be in place to protect the institution against conflicts of interest or the mishandling of funds, and must be approved by the governing board and the experienced personnel supervising the investments.~~ Moved to Standard 9.24
- 18.9 The institution must give evidence that the finances will continue to support the programs for the current students and provide the resources for them to complete their degree programs.
 - a. Long-range plans and contingency plans must reflect positive cash flows and positive budget outcomes.
 - b. The long-range plan must be realistic.

- 18.10 ~~A written refund policy must be developed and followed that reflects appropriate prorations and pertinent time frames.~~ Moved to Standard 9.19
- 18.11 Eliminated by action of the Accreditation Commission.
- 18.12 The financial staff must be sufficiently large to handle the necessary transactions.
- a. Records are current.
 - b. Reports are provided to each cost center and to designated persons in a timely fashion.
- 18.13 A certified external audit of the financial statements must be provided for each fiscal year.
- a. The audit is available.
 - b. Management reports (i.e., reports that recommend actions for improvement of the operations) provided by the auditors must be available.
- 18.14 The institution must use 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: June 1, 1996*, or any later enacted version.
- a. The “net asset” model must be in place and evidenced on the financial statements.
 - b. The three financial statements, 1) the Statement of Financial Position, 2) the Statement of Activities, and 3) the Statement of Cash Flow, must be present in the audited financial statements.

2. Budget

An annual budget prepared in appropriate detail is essential to the proper operation of a college. A budget is a statement of estimated income and expenditures for a fixed period of time (fiscal year).

The preparation and execution of a budget is expected to be preceded by sound educational planning. There needs to be a budget process in place that allows input from grassroots personnel, including the faculty. The budget is to be approved by the governing board prior to its effective date.

Standards and Evaluative Criteria

- 19.1 A budget process must exist and must be in use.
- a. A written description exists that includes timetables, personnel, and procedures.
 - b. It is approved by the board.
 - c. It is in operation.
- 19.2 The budget process must involve grassroots personnel.

- a. The description contains provision for input from grassroots personnel.
 - b. The description contains explicit statements about the nature of their input and the channel the input follows.
 - c. Grassroots personnel report that their input was so solicited.
- 19.3 The process must involve the governing board as the final authority.
- a. The description contains provision for the board to review, revise, and/or reject the budget.
 - b. There is verbal agreement that the board possesses and exercises this authority.
 - c. There is actual written evidence that the board has exercised its authority.
- 19.4 The budget must give priority to learning experiences needs.
- a. A written statement to this effect appears in this description.
 - b. There is verbal agreement that this priority is honored.
 - c. There is actual evidence that this priority has been honored.
- 19.5 The budget must follow a generally accepted format, which conforms to the guidelines expressed.
- 19.6 The budget must be reflected in the long-range plan.
- a. The institution has a written plan.
 - b. The plan is reviewed and updated each year.

3. Financial Aid Programs

An institution is to maintain and provide accurate records of institutional, state, and federal financial aid programs. Institutional financial aid is any assistance given by the institution itself, church, para-church organization, denomination, endowment, or personal scholarship. State financial aid is in the form of subsidiary programs of Tuition Aid Grants (TAG). Federal financial aid is in the form of Pell Grants, Federal College Work Study, FEOG, or Federal Student Loan programs.

The institution is to manage its financial aid program in an efficient manner that is in compliance with all federal, state, and any other regulations.

Each institution participating in federal financial assistance programs will have adequate staff dedicated to the process. The number of staff shall depend upon the institution's enrollment and number of Title IV participants. In addition, if the institution elects to manage the Title IV programs without the assistance of a third party service, the financial aid staff member must be full time. If the institution uses a third party service to assist in managing its federal programs, there must be an institutional employee dedicated to working with students and communicating with the third party service.

Persons working with the federal programs, regardless of the third party usage, will attend eight hours of student financial assistance in-service education training each year. The in-service

education may be provided by a state, regional, or national financial aid organization, the U.S. Department of Education or a third party service.

Each institution is to provide evidence that there is a clear separation between the financial aid staff and the business office. The same person may not both award aid and receive and handle the funds received. Therefore, each institution's business office will maintain a student account record indicating students' charges and the receipt and source of funds received.

Standards and Evaluative Criteria

- 20.1 The CEO must have final responsibility for all affairs related to the financial aid office and must have delegated this function to appropriately trained and competent personnel.
- 20.2 Letters of authorization must be on file from relevant agencies indicating certification of eligibility.
- 20.3 Records of institutional, state, and federal aid must be available.
- 20.4 Audits must be available.
- 20.5 ~~Policies and procedures must have been developed and implemented for networking among the Financial Aid office, the Business office, the Academic office, and the Registrar's office. Moved to Standard 9.18~~
 - ~~a. — There is a system of checks and balances in place. For example, Authorizer is not the same office as Disburser.~~
 - ~~b. — Policies and procedures are stated and are strictly adhered to regarding the priority of scheduled disbursements for items such as tuition, fees, room, board, and books.~~
 - ~~c. — Records indicate that federal financial aid guidelines are being followed.~~
 - ~~d. — Policies and procedures are clearly stated and are adhered to for making application and receiving assistance.~~
 - ~~e. — Records indicate that refunds are executed accurately and in a timely manner.~~

4. Notification Related to Eligibility for Title IV Participation

An accredited or candidate institution is to notify Transnational Association of Christian Colleges and Schools when eligibility is granted by the U.S. Department of Education to participate in any Title IV program by forwarding a copy of the approval letter to TRACS within thirty (30) days of the notification by the U.S. Department of Education. In a cover letter, an institution that is accredited by another nationally recognized accrediting agency must inform TRACS which of the accrediting agencies is designated as the primary accrediting agency for monitoring the Title IV programs. Adverse actions taken against the institution by either the State education office or the U.S. Department of Education must be reported to TRACS within thirty (30) days of the official notification.

TRACS will officially notify the U.S. Secretary of Education and appropriate state and accrediting agencies of any adverse action taken by TRACS' Accreditation Commission due to

non-compliance, including fraud. This will be done at the same time TRACS' President notifies the president of the institution under consideration.

Institutions must report the Title IV programs that are in place for that academic year.

5. Title IV Compliance

Each institution participating in Title IV programs is to be in compliance with the program responsibilities of the Higher Education Amendments. Failure to comply with the Title IV responsibilities will be considered when an institution is evaluated for initial recognition or renewal of recognition. In evaluating an institution's compliance with Title IV program responsibilities, the Accreditation Commission will rely on documentation forwarded to it by the U.S. Secretary of Education.

Institutions approved for Title IV programs are to submit a compliance audit to TRACS' office. If the audit indicates that the institution is not in compliance, the institution must submit a plan of action it has taken to correct the non-compliance issues within 30 days of officially receiving notification.

- a. **Specific items related to Title IV compliance.** Although the following areas are included generally in the standards and evaluative criteria, specific expectations are cited here for emphasis.
 - **Calendar, clock hours, credit hours.** An institution must demonstrate that program length, course length—clock hours or credit hours—are appropriate for the degrees (associate, bachelor, master, doctorate) it offers.
 - **Charges.** An institution must demonstrate that fees charged are appropriate for the degrees (associate, bachelor, master, doctorate) it offers.
 - **Evaluation.** The institution must evaluate its success with respect to student achievement in relation to purpose, including—as appropriate consideration of course completion, state licensing examinations, and job placement rates.
 - **Grading policies.** An institution must publish its grading policies, and its grading practice must be consistent with the policies.

6. Institutional Default Rate

TRACS addresses the institutional default rate in relation to the institution's overall ability to continue to meet TRACS standards and criteria. If the institutional default rate equals or exceeds 25% or has increased significantly within one year, this calls for a TRACS review of the institution to ascertain if the institution is meeting TRACS standards. Follow-up action as appropriate is in order. A 25% default rate for the reporting year will result in institutional probation for one year. The institution will submit a report listing the action taken to reduce the default rate. TRACS will review the academic program during the probationary period and submit a comprehensive report to the Accreditation Commission. The Accreditation Commission will take appropriate action and notify the U. S. Secretary of Education.

A 20% default rate for the reporting year will result in the accredited institution being placed on Warning for one year, and Show Cause for the candidate institution.

A 15% default rate for the reporting year will require a TRACS staff visit and an institutional plan to reduce the default rate.

Standards and Evaluative Criteria

- 21.1 ~~The institution maintains accurate and precise default rate files on students and gathers data for regular reporting and institutional effectiveness purposes. The institution must have a legally approved and published default policy which is in effect. Original Standard 21.1 moved to Standard 9.25~~
- ~~a. The policy is approved by the governing board.~~
 - ~~b. The policy is clearly and precisely stated.~~
 - ~~c. The policy, which is in practice at the institution, takes into consideration:
 - ~~1) admission and recruiting policies and procedures that are congruent with institutional goals, purposes, and philosophy.~~
 - ~~2) ability to benefit policy and process.~~
 - ~~3) exit interview of students who may leave the institution prior to graduation.~~
 - ~~4) follow-up processes for graduates including questionnaires, etc.~~
 - ~~5) retention policies and processes.~~
 - ~~6) graduation rates.~~
 - ~~7) career counseling, testing processes, and services.~~~~
 - ~~d. The institution maintains accurate and precise default rate files on students and gathers data for regular reporting and institutional effectiveness purposes.~~

G. Institutional Advancement

The development of effective relations with its publics and expanded financial resources are major issues in a viable collegiate institution. It is therefore important that an institution demonstrate a sound program that provides integrity, good public relations, active fund-raising initiatives, and sound business practices to ensure institutional stability and advancement.

1. Financial Development

The institution is to develop policies and procedures that govern fund-raising activities in order to ensure ethical practices in soliciting funds and integrity in the use of the funds. Although TRACS does not require a specific financial development program for accreditation, it strongly recommends that the institution include in the planning document a development plan that is both consistent with the purpose and the program needs of the institution, is consistent with biblical principles, and provides for institutional continuity.

2. Marketing and Public Relations

Marketing and public relations materials (including student recruitment materials) are to accurately reflect the institution's programs, facilities, and resources. All promotional claims must clearly specify educational and licensing requirements. The institution's accredited status is to be stated in accordance with TRACS' Standards.

3. Alumni Relations

The quality of an institution is measured by its alumni. The institution's growth and development is to some degree related to the alumni's interest in assisting the institution financially, in recruitment of students, and in evaluation of its programs. The institution must maintain a positive relationship with the alumni through publications and programs that generate support and draw the alumni to the campus. Periodic surveys of the alumni are to be completed for the planning and assessment process. An effort is to be made to keep up-to-date records of all the alumni listing address, phone number, employment, and family information.

4. Investment Management

Investment policies and procedures are to be prepared in writing and approved by the governing board. The policies will indicate who is responsible for making and managing the investments. The policies are to make clear the manager's role and duties in assuring that investments are secure (e.g., investments must be insured accounts, government guaranteed instruments, or be in the highest rated industrial instruments). There should be no undisclosed conflicts of interest.

5. Student Recruitment

Recruitment policies and practices have become more aggressive. It is essential, therefore, that policies and procedures be developed and approved by the faculty and governing board regarding student recruiting and admissions.

Students recruited are to be fully informed of the institution's programs and requirements. All promotional material must be accurate. Students must be able to benefit from the educational program. Students accepted that do not meet admission standards must be fully informed of the conditions of their acceptance. A fair and reasonable written and published credit transfer policy is essential for students and the institution in the admissions/recruitment process.

Standards and Evaluative Criteria

- 22.1 ~~The policies and practices employed in fund-raising must be ethical, consistent with Biblical principles and with the institutional purpose. Moved to Standard 9.26~~
 - ~~a. Board minutes verify the approval of the policies.~~
 - ~~b. Policies are followed in practice.~~
- 22.2 The advertising and marketing material must accurately reflect the institution's program, facilities, and resources.
 - a. Publications contain only materials which accurately reflect the program, facilities, and resources.
- 22.3 The institution must maintain correspondence with the alumni and must request feedback on the value of the educational program received to meet professional goals.
 - a. Survey instruments and information received are present.
 - b. Alumni files indicate that meaningful contact is maintained.

- 22.4 Investment management must follow established guidelines approved by the governing board.
- a. Records indicate that this is the case.
 - b. Governing board minutes indicate the review, compliance, and approval have been an ongoing process.
- 22.5 Student recruitment must be consistent with established institutional admission standards.
- a. Applications and other documents so indicate.
 - b. Promotional materials so indicate.
- 22.6 Recruitment materials must provide potential students with a clear and accurate description of programs and include the admission transfer policies.

H. Institutional Effectiveness

1. Research and Planning

A key element in the success of any postsecondary educational institution is research planning and assessment. It is normally expected that an institution will research the current practices of other institutions to ensure comparable educational outcomes. This practice of benchmarking may be done by researching on the Internet and by using nationally normed achievement tests and satisfaction surveys. An institution must develop by institutional design, not merely in response to external or internal variables.

It is important, first, to identify a planning process and assign planning responsibilities. Planning/assessment needs to be all-inclusive in nature: Programs, enrollment, staffing projections (administrators, faculty, support staff), finances (including budget summaries and estimated income and expenditures for each year in the strategic plan), facilities, revenue equipment, policies and procedures for operation, and evaluation. Sources of revenue will be included, along with enrollment projections. Future projections must be developed on a sound historical base and any changes must be adequately justified by appropriate data.

The strategic planning/assessment process is to include short range (1-2 years) and long-range (3-5 years) projections and goal setting. It is commonly accepted that a minimal long-range projection covering five years is needed to provide adequate direction for an institution. It is understood, also, that the plan is to be updated annually. The plan should list goals in all aspects of the institution: administrative, academic, facilities, financial, student affairs, and staff.

The process will identify priorities, set time limits with target dates for action, and components of ongoing evaluation and assessment. Such planning is simply an exercise in responsible stewardship.

All segments of the institution need to be included in the development of the plan that is to be finally approved by the governing board. A description of the planning/assessment function within the institution is an integral part of the self-study process.

A facilities master plan will include projections related to the development, maintenance, and care of the physical campus. The plan will be consistent with the stated purpose of the institution as well as the institution's financial capabilities.

Strategic planning and assessment is a highly effective procedure for any institution because it helps planners to identify external and internal factors, which may have an impact on the future of the institution. Further, it helps planners make contingency plans, which will soften the blow of adverse factors and assist the institution to make maximum advantage of congenial factors. Lack of knowledge of potential influential factors and responses to them will reduce the institution's effectiveness in responding to these factors.

Standards and Evaluative Criteria

- 23.1 An approved strategic planning process must exist and must be in use.
 - a. A written description exists that includes timetables, personnel and procedures.
 - b. The strategic plan is approved by the governing board. (In many cases a member(s) of the governing board may participate in the formulation of the long-range plans.)
 - c. It has been implemented.
- 23.2 The strategic plan must list goals in priority order for each area of the institution, such as academic, financial, and administrative, ~~etc.~~
- 23.3 The planning process must take into account both income and expenditure categories beyond the current year.
 - a. The description contains provisions for these categories.
 - b. The description indicates explicit statements about these categories for at least five years
 - c. The latest strategic plan contains these categories for at least five years.
- 23.4 The planning process must take into account both internal and external factors.
 - a. The description specifies the internal and external factors that will be taken into account.
 - b. The latest strategic plan contains these factors.
- 23.5 The latest strategic plan must have been widely distributed.
 - a. A description of how the plan will be used in decision-making.
 - b. It is made available to all appropriate parties within the institution.
- 23.6 The planning document must have been developed on sound research data by the faculty, staff, and administration.
 - a. Historical data is collected and separated.
 - b. An analysis of the data is reflected in the plan.
 - c. Minutes of departmental and committee meetings are maintained.

2. Evaluation and Outcomes Assessment

One of the most crucial responsibilities of any institution is to determine how well its mission is being accomplished and to ensure that each phase of its operation is optimally effective and efficient. While there are many partial, imprecise ways of assessing performance levels, by far the most productive is a comprehensive, systematic, continuous evaluation of the entire institution—resources, administration, financial management, student development, faculty, academic programs and student learning. This is an assigned responsibility.

- a. **Administration.** Administrative personnel are to have job descriptions and performance criteria that are consistent with the position and the institutional purpose and objectives. The individual administrative performance may be evaluated against normal performance criteria and additional criteria developed between the individual and his/her superior. In addition to the individual performance assessment, the operation must be assessed to determine if services are being provided and required quality controls are being maintained.

The evaluation of the physical plant and fiscal resources are to be completed on a regular basis.

- b. **Student Development.** Student development personnel will establish and publish a set of goals and objectives for the development of students socially, morally, and physically. The objectives are to be written in terms so that the outcome can actually be evaluated. The institution will demonstrate that the system employed provides data for assessing the student development program and supports any changes made to improve the program.
- c. **Academic.** Evaluation of educational quality and effectiveness requires an assessment process or model for evaluating learning development. Although there are many evaluation systems, it is important that the institution regularly assess the fulfillment of its purpose and objectives by systematic studies of the institution's impact on students and graduates. Normally the assessment will cover curriculum, faculty, students, learning experiences, educational equipment, and materials.

The curriculum is to be evaluated on a regular rotating schedule so that each course and major is assessed every three or five years depending on the changes required to remain current. Such things as program viability and need will be incorporated in the study. The outcome of the assessment is to answer questions on the curriculum quality such as:

- Is the curriculum content sequenced to enable students to move from the basic to the complex?
- Is the content appropriate for the degree level?
- Is the curriculum designed to provide the students needed skills required for the profession for advances in educational preparation?
- Are the resources adequate to support the curriculum effectively?

The faculty is to be part of the evaluation process. This may include educational qualifications, experiences, and teaching skills. An institution must keep on record the faculty member's educational and experience qualifications. A system for measuring

teaching proficiency will be developed and evaluated annually. The goals of the assessment must be to improve instruction. The assessment may be accomplished through peer review, student survey, administration evaluation, or a combination of these and other systems that will enable the faculty to develop and improve professional skills. The student academic advising process is another aspect of the academic community that must be evaluated. This may include a review of the advising/registration process, student satisfaction, faculty training, etc.

- d. **Student Learning.** Evaluation of student learning traditionally has been derived from an accumulation of test scores for each course and the grade point average for all the courses completed. In addition, students might be evaluated through essays, projects, student portfolios, or achievement tests. Although these kinds of evaluation can be useful and effective in the evaluation of student learning, the determination of how well the learning outcomes of the major or program are met will usually require some additional assessment. Institutions are responsible for developing and implementing criteria for necessary student learning outcomes.

Measurable learning outcomes for each major/program set the stage for the assessment of student learning and measuring institutional effectiveness. This means that an ongoing, comprehensive assessment plan is to be developed and implemented.

The type of program used to assess learning outcomes will be determined by each institution based on the programs and goals of instruction. Possible approaches in assessing learning outcomes are:

- Course Embedded Assessment
- Student Portfolios
- Standardized Achievement Tests
- Peer Evaluation
- Observation
- Pre-Post Testing

In the assessment of student learning outcomes and development, there are relevant data that should be collected and analyzed. These include graduation rates, job placement, retention rates and further study in graduate education. A high percentage dropout or low job placement rate will require institutions to take appropriate action. Follow-up studies will indicate how well an institution is achieving its objectives. Graduates are an especially strategic group in outcomes studies. There could be follow-up studies that determine the success of graduates in advanced studies or employment. It is also important to obtain the views of graduates about the strengths and weaknesses of their preparation over time. Follow-up studies require careful preparation and are to embrace the institution's entire constituency.

Possible approaches to assessing this kind of data include:

- Structured interviews with students and graduates
- Surveys of recent graduates
- Surveys of employers of graduates
- Performance of graduates in graduate schools

- Performance of graduates of professional programs on licensure examinations

To the fullest extent possible, academic assessment should focus on learning outcomes of the educational programs and their implications for the programs and the institution. The analyzed data can be used to set new goals and foster improvement of the institution's programs. The institution should use the results of assessments in a broad-based continuous planning and evaluation process, and should also incorporate them into the strategic planning process to improve institutional effectiveness and student achievement and development.

During the self-study process, an institution should examine the process and procedures it uses for year-by-year development of its educational effectiveness. Institutions will engage in continuing study, analysis and appraisal of their purposes, policies, procedures and programs. It is necessary to assign responsibilities and allocate adequate resources to make evaluation possible.

Standards and Evaluative Criteria

- 24.1 The institution must have developed and implemented a comprehensive assessment plan which includes all aspects of the institution.
 - a. The assessment plan is in writing.
 - b. Minutes of meetings indicate that the institution is using the assessment data for revising the strategic planning document.
- 24.2 The assessment plan must provide a systematic evaluation of student learning outcomes/development and program outcomes.
 - a. The process is described in writing.
 - b. The process includes graduation rates, job placement rates, student success rates on state and other licensing exams, and overall institutional and program retention rates.
 - c. The process includes the assessment of student learning outcomes at the major/program level.
 - d. The process includes the assessment of the academic advising process.
 - e. The process indicates how the analysis of the data will be linked to strategic planning and budget planning.
 - f. The results of the evaluation of student learning must be provided to the public in an easy to understand format.
- 24.3 The assessment plan must provide for a systematic evaluation of the curriculum.
 - a. The process is described in writing.
 - b. The process indicates how the analysis of the data will be linked to strategic planning and budget planning.
- 24.4 The assessment plan must provide an established process for the systematic evaluation of all graduate and undergraduate faculty on a regular basis.
 - a. The process is described in writing.

- b. The process makes provision for evaluating performance in all phases of faculty responsibility.
 - c. The process indicates how the analysis of the data will be linked to strategic planning and budget planning.
 - d. The process should be developmental in nature (leads to faculty improvement).
 - e. The process makes use of a standard form for evaluation.
- 24.5 The assessment plan must provide a systematic evaluation of the management and financial operation.
- 24.6 The assessment results and subsequent new goals must be used to implement changes.
- a. Revision of the curriculum is based on assessment results.
 - b. Changes in the strategic planning document are based on assessment data.
 - c. Changes that have resulted from assessment have been assessed for effectiveness.
- 24.7 Institutional effectiveness must be an assigned responsibility to a person or an office.
- 24.8 The institution regularly and systematically evaluates the adequacy, utilization, and impact of its library, information resources and services, and instructional and information technology and uses the findings to improve and increase the effectiveness of these services.
- 24.9 The assessment plan provides for a systematic evaluation of the adequacy of materials and equipment including student and faculty satisfaction.
- 24.10 The assessment plan provides for an evaluation of the adequacy of faculty development programs.
- 24.11 The assessment plan contains a process for the evaluation of all policies on a regular basis.
- 24.12 The assessment plan provides a procedure for evaluating, revising and approving all publications.

I. Instructional Support Library and Learning Resources

1. Library/Learning Resource Center

Libraries/LRGs and leaning resources are central to the educational process in institutions of higher learning. Convenience to users is a primary concern ~~in its physical location.~~ Facilities, equipment, supplies and services adequately support the mission of the institution, the academic programs, and ~~Materials and services are to be such as to~~ encourage faculty members and students to develop spiritually, intellectually, and culturally.

~~It is the responsibility of the institution to see that adequate library and learning resources are accessible to undergird the academic programs.~~

~~It is recognized that TRACS member schools will vary in the number of students, programs and degree levels—which will have a direct effect on library/LRC needs and these variations are directly reflected in the needs of the library and learning resources for each member institution. It is also recognized that the latest technology will have a major effect on the need to store many of the volumes in one place; however, there are eight basic guidelines by which all libraries will be evaluated. Member institutions are to include appropriate technology as a part of their libraries and learning resources.~~

~~In addition to assistance provided students concerning the use of on-site library and research resources, all students must be instructed to use current innovative research tools and give evidence of required usage of these resources.~~

~~Adequate resources for accreditation purposes are those owned by the institution and supplemented by those available to faculty and students by contracts with third parties. Institutions document that the resources are utilized.~~

- ~~**a. Purpose.** The library/LRC will have a manual that details its purpose and policies, including staff responsibilities, services to the academic community it serves, design of its facilities, financial and budgetary obligations, collection development and cataloging. The purpose statement will be in concert with the overall purpose, objectives and philosophy of the institution.~~
- ~~**b. Holdings.** A committee representing the total campus community is to develop policies that will ensure that the educational and services needs are met. The institution will be able to show evidence of the development of the library shelf and on-line collection (both by addition and removal of resources) to support the curricular needs of the institution in order to maintain a quality library or resource learning center.~~
- ~~**c. Systematizing of Materials.** Materials are to be systematically and comprehensively organized so that they can be speedily accessed. A catalog of all the holdings of the library (LRC) without regard to location must be created. It is to show author, title and subject of each item according to international cataloging regulations. Continued editing will be necessary to keep the catalog up-to-date. An adequate number of catalogs or terminals are to be available to meet the needs of the patrons.~~
- ~~**d. Personnel.** Library (LRC) professional staff will have the responsibility of leadership in library development and operations—such as reference, collection development, information services, bibliographic control of materials, and administration. Librarians are to have a minimum of a master's degree from a library school accredited by the American Library Association. One professional librarian will be appointed for every 500 FTE students. Adequate support staff should be provided and will have written job descriptions.~~
- ~~**e. Services.** The library staff will provide efficient services to patrons. They are to also serve on curriculum committees and work with the faculty to strengthen the collection. The staff is to assist the patrons to become familiar with material, usage, and functions of the library. This would include traditional references, bibliographic instruction, computerized systems of access and retrieval of information when available, plus non-book holdings. Orientation either in classroom settings or by tailored programs is to be provided.~~

~~f. **Buildings.** The buildings are to be secure and specifically designed or adapted for library use. The library/LRC is to be commodious, having an environment and atmosphere conducive to study.~~

~~The facility should have built into its structure the potential for any needed future expansion. There must be adaptations provided for the handicapped. The capacity for two hundred pounds a square foot is essential for stack and heavy equipment areas.~~

~~The size of the building will be determined by the size of the student body, the housing of staff members, the number of volumes in the collection, and the location of non-print materials. Where appropriate, rooms need to be built for bibliographic instruction groups, the arrangement of computers and terminals for networks, seminar rooms, language laboratories, and storing of microforms. A residential campus must require the optimum of one seat for four FTE students. Where possible, the total collection and all the functions of the library must be housed in one adequate and functional building.~~

~~g. **Management.** The library (LRC) director will report to the chief academic officer and is responsible for personnel, material, functions, and services of the library. The librarian is responsible to assess the library staff, the holdings, and the services provided. The head librarian, as all library staff members, will have a detailed job descriptions.~~

~~h. **Finances.** The library (LRC) director will be responsible for developing a budget that will provide sufficient funds for services and adequate holdings. It is suggested that the library be funded at approximately six percent (6%) of the educational and general budget of the institution. Where the library (LRC) is deficient, the institution may need to allocate additional funds. Elements that determine the requirements for financial support include curriculum needs, improvement in collection, student enrollment, services offered, the extent of networking, and audiovisual requirements. Normally, approximately forty percent (40%) of the library (LRC) budget is allocated to materials and sixty percent (60%) to personnel.~~

Standards and Evaluative Criteria

The institution provides sufficient and appropriate library and information resources. The institution provides adequate access to these resources and demonstrates their effectiveness in fulfilling its mission. The institution provides instructional and information technology sufficient to support its teaching and learning environment.

25.1 Furnishes information resources and services and instructional and information technology appropriate to support the institution's mission, academic programs, and administrative functions, through strategic, operational, and financial planning.The library (LRC) must have a printed manual that is available and outlines its purpose, policies, and staff responsibilities.

25.2 Provides sufficient and consistent financial support for the library/LRC and the effective maintenance and improvement of the institution's information resources and instructional and information technology. (Sufficient Physical Resources)Library (LRC) holdings and acquisition must be adequate to support the curriculum, faculty, and number of students served, *regardless of delivery mode or student location.*

- 25.3 ~~Utilizes instructional technology appropriate to its academic mission and the modes of delivery of its academic programs. The library (LRC) materials must be standardized and systematically organized for speedy access for both on-campus and distance education.~~
- 25.4 ~~Employs an adequate number of professionally qualified staff who administer the institution's library, information resources/services, and instructional and information technology support functions. Library (LRC) staff must be professionally qualified and led by a full-time head librarian with at least an MLS degree or equivalent.~~
- 25.5 ~~Makes available, through ownership or formal arrangements or agreements, library and information resources necessary to fulfill the institution's mission and objectives which support the academic and research programs and the intellectual development of students, faculty, and staff. The building must be adequate, providing space for holdings and servicing of students including study space.~~
- 25.6 ~~Provides appropriate training and support to allow faculty, staff, and students to make effective use of library and information resources, and instructional and information technology. The librarian must report to the chief academic officer and must have access to the chief financial officer.~~
- 25.7 ~~Ensures appropriate access and availability to library and information resources and services for all students, regardless of program location or mode of delivery to support and enrich student academic work. Finances for library (LRC) must be equal to or exceed the percentage of the average expenditures for such services for three accredited institutions with similar FTE and educational programs.~~
- 25.8 ~~The library (LRC) must give evidence that students can and have used library resources through evaluation of student circulation statistics and database searches.~~

~~2. Laboratories~~

~~An institution will provide appropriate lab facilities required by course content and objectives. The labs must be designed and maintained to ensure a safe and efficient learning facility. Safety rules are to be displayed and followed. Proper handling of hazardous materials or dangerous equipment must be required. Lab equipment must be current technology. If lab fees are charged, the institution must demonstrate that all materials and services covered by the lab fees are provided.~~

~~Standards and Evaluative Criteria~~

- 26.1 ~~All required labs must be provided as needed to support the curriculum. Moved to Standard 28.1~~
- 26.2 ~~Moved to Standard 28.9 The labs must be well designed and safety precautions must be provided for use of equipment and materials.~~
- 26.3 ~~Moved to Standard 28.1 The labs must be adequately equipped for this purpose.~~

~~3. Learning Materials and Equipment~~

~~Of particular importance to the accomplishment of instructional objectives is the availability of adequate materials, which support and enhance learning experiences. These materials may be books, professional journals, audio and/or videotapes, and other forms of information. In addition, basic supplies are needed (such as pens, pencils, paper clips, rubber bands). Budgeting for materials must be considered for acquisition, upkeep and replacement.~~

~~In today's environment, it is increasingly important that educational institutions provide students access to current equipment. Especially in those programs that require students to be skilled in the use of specific equipment, the institution must provide the equipment or make provision for the students to have access. Budgeting for equipment must be considered for acquisition, upkeep, and replacement. Learning resource centers are common.~~

~~It is recommended that provisions be made to incorporate use of the computer into the curriculum where it is appropriate. The faculty is to be encouraged to use the computer and computer-related equipment where appropriate for instruction. Students are to be provided computer access in courses normally requiring computer use. It is also recommended that computer literacy be part of the general education requirements. Students should be notified prior to enrollment if they will be required to own or rent a computer.~~

~~Equally important is the use of the computer systems for financial and student records. Normally these records must be filed with state and federal education offices and accrediting agencies. The volume of information and the accuracy requires specialized computer capability designed for use in an educational institution. In addition, the marketing, recruiting, and institutional records are normally computer based. Budgeting for computers should be considered for acquisition, maintenance and replacement.~~

Standards and Evaluative Criteria

- ~~27.1 The institution must have developed policies and procedures to provide student and faculty access to institutional equipment and materials. Moved to Standards 9.27 and 24.9~~
- ~~a. — The policy and procedures are in writing.~~
 - ~~b. — Student and faculty satisfaction is indicated.~~
- ~~27.2 The institution must have given appropriate consideration in the budget preparation for the acquisition, maintenance and replacement of equipment to support educational programs offered. Moved to Standards 8.8, 8.10, and 28.5~~
- ~~27.3 The institution must provide current materials and equipment as required for programs offered. Moved to Standard 24.9~~
- ~~a. — Adequate materials and equipment are present, available, and sufficiently used by teachers and students.~~
 - ~~b. — Student and faculty satisfaction is indicated.~~
- ~~27.4 The institution must use computers in the learning process. Moved to Standards 25.1 and 25.3~~
- ~~a. — Students and faculty are encouraged to become computer literate.~~
 - ~~b. — Computers are available for instructional purpose.~~

J. Physical Plant Facilities and Equipment

Physical facilities will be adequate to serve the institutional purpose and programs, must meet all state and local requirements, and provide an atmosphere for safe and effective learning.

The institution's master plan will include projections related to the development, maintenance and care of the physical campus. A comprehensive record should be logged in all maintenance work.

The physical plant and the academic plan is to be coordinated with any long-range master plan. It will be consistent with the stated institutional purpose and financial capabilities.

Standards and Evaluative Criteria

- 28.1 The institution provides adequate facilities, equipment, laboratories, performance spaces, clinical practice sites and learning/information resources that are appropriate to support its teaching, research, student services, and mission. The facilities must be approved in writing by the appropriate state and local agencies. Old 28.1 moved to 28.4
- 28.2 The scheduling and use of the facilities must be controlled by the institution.
- 28.3 The facilities must be designed to be appropriate for effective educational experiences.
- 28.4 The facilities must have certificates of occupancy or use from the appropriate state or local agencies. The facilities must be adequate for all learning activities.
- 28.5 The budgeting process gives appropriate consideration for the acquisition, maintenance and replacement of facilities, equipment and supplies to support educational programs offered. The facilities must be efficiently used.
 - a. ~~— The facilities are in use between fifty and eighty percent (50 and 80%) of the normal schedule.~~
 - b. ~~— Published facilities schedules guide the actual usage.~~
- 28.6 The facilities must be maintained satisfactorily.
- 28.7 The facilities plan to upgrade and maintain facilities must be included in the strategic plan of the institution. The facilities plan must be included (along with the academic plan and others) in the master plan of the institution.
- 28.8 There must be provisions for appropriate handicap access and use. Moved to Standard 9.28
 - a. ~~— There is a written policy/plan for this.~~
 - b. ~~— The policy/plan is implemented.~~
- 28.9 The labs are designed for safety and precautions are taken for use of equipment and materials.

28.10 Provides technical infrastructure that is adequate to ensure timely delivery of distance education and support services, and to accommodate current student numbers and expected near-term growth in enrollment.

K. Health and Security

The institution will provide a system of campus security that affords a safe environment for students, faculty, staff, and others who are present on the campus. This includes security personnel/services, a system of safe and controlled entrances, and a system to monitor buildings (especially residence halls), open spaces such as parking lots, adequate lighting, and related safety measures—as appropriate to the institutional setting. All records of crimes are to be kept on file and reported to government authorities as necessary or appropriate.

In addition, a campus clinic or health monitoring and referral system must be in place to ensure that students receive appropriate healthcare.

Provisions are to be made for responding to emergency situations that might arise on the campus.

Standards and Evaluative Criteria

29.1 ~~Provisions~~ ~~The must be made for~~ emergency ~~ies~~ plan is posted where appropriate and published in relevant documents.

~~a. There is a published emergency plan.~~

~~b. The plan is posted in strategic locations.~~

29.2 Appropriate security personnel must be provided for the residence halls and for all other campus facilities and activities.

29.3 Provision ~~must be~~ made for the care of or referral regarding the medical needs of ~~the~~ students.

29.4 Procedures for handling hazardous materials or dangerous equipment conform to state and federal laws.