

- Description of the process of awarding experiential credit and prior learning assessment credit, including how the institution ensures that course work and learning outcomes are at the collegiate level and are comparable to the institution’s own courses and degree programs.

## Reference to SACSCOC Documents, If Applicable

SACSCOC policies: [Credit Hours](#)  
[Direct Assessment Competency-Based Educational Programs](#)  
[Distance and Correspondence Education](#)  
[Quality and Integrity of Undergraduate Degrees](#)

SACSCOC Position Statement:

[Transfer of Academic Credit](#)

This standard requires a policy or procedure; see Appendix A of this document for implications. See also:

SACSCOC Good Practices:

[Developing Policy and Procedures Documents](#)

## Cross-References to Other Related Standards/Requirements, If Applicable

Standard 10.9 (*Cooperative academic arrangements*)

**10.9** The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (*Cooperative academic arrangements*)

### Rationale and Notes

It is common for institutions of higher education to enter into cooperative academic arrangements (including consortial agreements or contractual agreements with other entities) to broaden the options for courses or programs offered at the institution. When institutions choose to treat such work in its transcripts as coursework offered by the institution itself, the institution has an obligation to its students and to SACSCOC to ensure the quality and integrity of that coursework that is similar to its obligations for its own courses.

While the institution is responsible for any credit placed on the transcript, including transfer of credit, the institution’s obligation when transcribing credit as its own, even when it has not had

full control over all aspects of the delivery of the coursework, is clearly higher. A signed written agreement that delineates the responsibility and role of all parties to the agreement is basic to the institution's ability to ensure the quality of the educational programs and courses covered by these agreements. Regular evaluation to validate comparability and approve program and course curricula, faculty qualifications, and the level of student learning against institutional expectations and mission is essential in maintaining educational quality. It is the institution's responsibility to provide documentation that it exercises appropriate oversight to ensure the quality and integrity of all credit transcribed.

### NOTES

*If an agreement entails courses that are transcribed as transfer of credit, then see Standard 10.8 (Evaluating and awarding academic credit). However, if the agreement entails courses offered or traditional faculty functions offered by another institution of higher education, vendor, or other third party, then this standard (Standard 10.9) applies. Examples of agreements covered by this standard typically include:*

- *Geographic or denominational consortia*
- *Agreements involving joint and dual academic awards*
- *Statewide distance education agreements*
- *Agreements with international institutions*
- *Contractual instruction*

*These types of cooperative academic arrangements are considered substantive changes, and require submission of the signed contract or agreement prior to initiation. If more than one SACSCOC institution is involved in the agreement, then each should submit the information (or one submission with a coversheet signed by an appropriate representative of each affected SACSCOC institution). A major revision of the contract or agreement should also be submitted. See SACSCOC policy [Substantive Change for SACSCOC Accredited Institutions](#).*

### Questions to Consider

- What types of cooperative academic arrangements does the institution have where it transcribes courses as its own work?
- Does the institution have a signed contract or memorandum of agreement for each such situation?
- Does the contract or consortial agreement provide for the following?
  - Clear indication of the responsibilities of all parties to the agreement?
  - Provision for ensuring the quality of the programs and courses offered through the agreement?

- Provision for evaluating the agreement in relation to the mission of the institution?
- What is the institution’s process for ensuring the quality of programs and courses offered through cooperative academic arrangements?
- How does the process involve all parties to the arrangement?
- How does credit earned through these agreements appear on the institution’s transcript?

### Sample Documentation

- Copies of signed contracts and consortial agreements.
- Evidence that the institution regularly evaluates the cooperative academic arrangement against the purpose of the institution.
- Documents that clearly stipulate the responsibility of each party to ensure course quality.
- Documents that clearly stipulate the responsibility of the SACSCOC institution to ensure ongoing compliance with the standards/requirements as applicable to the cooperative academic arrangement.
- Redacted transcripts that demonstrate how the credits earned under these agreements appear on the institution’s transcript.

### Reference to SACSCOC Documents, If Applicable

- SACSCOC policies:     [Agreements Involving Joint and Dual Academic Awards](#)  
                                   [Direct Assessment Competency-Based Educational Programs](#)  
                                   [Distance and Correspondence Education](#)  
                                   [Dual Enrollment](#)  
                                   [Quality and Integrity of Educational Credentials](#)  
                                   [Substantive Change for SACSCOC Accredited Institutions](#)

### Cross-References to Other Related Standards/Requirements, If Applicable

- Standard 6.2.a    *(Faculty qualifications)*  
 Standard 6.2.b    *(Program faculty)*  
 CR 9.1            *(Program content)*  
 Standard 9.4     *(Institutional credits for an undergraduate degree)*  
 Standard 9.5     *(Institutional credits for a graduate/professional degree)*  
 Standard 10.8    *(Evaluating and awarding academic credit)*