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| **DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE****Direct Assessment Competency-Based Education Programs*****This document (with appropriate supporting evidence) should be completed by the institution hosting an authorized Substantive Change Committee for a change involving direct assessment competency-based education programs.***  |

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| **Statement Regarding All Substantive Change Documentation Forms***Please note that this and all of the SACSCOC Substantive Change Documentation forms contain the standards typically provided to a visiting committee. Additional standards may be added by SACSCOC staff as needed to provide the visiting team with relevant information necessary to making an informed determination regarding the change.* |

**Name of the Institution:**

**Dates of Visit:**

By signing below, we attest to the following:

That \_\_\_\_\_\_\_\_\_\_\_\_\_ *(name of institution)* has attached a complete and accurate overview of the proposed Substantive Change.

That \_\_\_\_\_\_\_\_\_\_\_\_\_ *(name of institution)* has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the *Principles of Accreditation* affected by this Substantive Change.

**Name and signature of the President:**

**Name and signature of the Accreditation Liaison:**

**SACSCOC Staff Member assigned to the Institution**:

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| **Part I.** **Overview and Introduction to the Institution** |

*Directions to the Institution for Part 1: Describe the program expansion. Include the location, initial date of implementation, projected number of students, primary target audience, projected life of the program (single cohort or ongoing), and instructional delivery methods. Provide specific outcomes and learning objectives for each new program, a schedule of course offerings for the first year, and copies of syllabi for new courses.*

*Discuss the rationale for the change, including assessment of need. List currently offered certificate and/or degree programs that are related to the program expansion. Provide evidence of the legal authority for the change. List institutional strengths that facilitate implementing the change.*

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| Part II. Assessment of Compliance  |

*Provide narrative and documentation to support compliance with each standard,* ***emphasizing impact of the program expansion on that aspect of the institution****. Only address the program expansion except where institution-wide information is needed to establish compliance for the program expansion. If the new program(s) will be delivered via distance or correspondence education or offered at an off-site location, address the impact of delivery mode or location, as appropriate, when addressing compliance. See the Commission policy “Distance and Correspondence Education” if appropriate.*

**Section 1: The Principle of Integrity**

1.1 **The institution operates with integrity in all matters.**

 *(Integrity)* **[CR]**

*[No response necessary. This statement will be addressed by the visiting committee, not by the institution.]*

**Section 2: Mission**

2.1 **The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.**

 *(Institutional mission)* **[CR]**

Narrative:

**Section 6: Faculty**

6.2 For each of its educational programs, the institution

6.2.a Justifies and documents the qualifications of its faculty members.

 *(Faculty qualifications)*

*[Display faculty qualifications on the Commission’s “Faculty Roster Form.” Limit entries to those faculty members assigned to the new programs(s).]*

Narrative:

6.2.b Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

 *(Program faculty)*

*[The narrative should only address the impact of the program expansion (new programs and affected existing programs – e.g., if a new program is at a higher degree level, include information on the impact of staffing at the lower degree level in related fields of study). As part of the response, include a discussion of the impact of the program expansion on faculty workload. Identify new faculty hired to support this initiative.]*

Narrative:

6.2.c Assigns appropriate responsibility for program coordination.

 *(Program coordination)*

*[The narrative should only address the new programs.]*

Narrative:

6.5 The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

 *(Faculty development)*

Narrative:

**Section 8: Student Achievement**

8.1 **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.**

 *(Student achievement)* **[CR]**

Narrative:

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

8.2.a Student learning outcomes for each of its educational programs.

 *(Student outcomes: educational programs)*

*[As part of the response, include a description of how the institution is monitoring the quality of the new program(s). Summarize current procedures for the assessment of learning outcomes and achievement, and how results are being or will be used to improve the new programs. Include relevant information about existing related programs that may serve as indicators of the institutional effectiveness process that apply to the new program(s).]*

Narrative:

8.2.b Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

 *(Student outcomes: general education)*

Narrative:

**Section 9: Educational Program Structure and Content**

9.1 **Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.**

*(Program content)* **[CR]**

*[The narrative should only address the new programs.]*

Narrative:

9.2 **The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.**

*(Program Length)* **[CR]**

*[The narrative should only address the new programs.]*

Narrative:

9.3 **The institution requires a general education component at the undergraduate level that:**

 (a) **is based on a coherent rationale.**

(b) **is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.**

(c) **ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**

*(General education requirements* **[CR]**

Narrative:

9.4 At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.

*(Institutional credits for an undergraduate degree)*

*[Address 9.4 only if parts of the program expansion are at the undergraduate level.]*

Narrative:

9.5 At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

 *(Institutional credits for a graduate/professional degree)*

*[Address 9.5 only if parts of the program expansion are at the graduate level.]*

Narrative:

9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

 *(Post-baccalaureate rigor and curriculum)*

*[Address 9.6 only if parts of the program expansion are at the graduate level.]*

Narrative:

9.7 The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

 *(Program requirements)*

Narrative:

**Section 10: Educational Policies, Procedures, and Practices**

10.1 The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

 *(Academic policies)*

Narrative:

10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

 *(Public information)*

Narrative:

10.4 The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

 *(Academic governance)*

Narrative:

10.5 The institution: (a) publishes admissions policies consistent with its mission; (b) ensures that its recruitment materials and presentations accurately represent the institution’s practices, policies, and accreditation status; and (c) ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

 *(Admissions policies and practices)*

Narrative:

10.6 An institution that offers distance or correspondence education:

(a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

(b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

(c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

*(Distance and correspondence education)*

*[Address 10.6 only if the program is offered through a distance or correspondence modality.]*

Narrative:

10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

 *(Policies for awarding credit)*

Narrative:

10.8 The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution’s mission.

*(Evaluating and awarding external academic credit)*

*[Emphasize aspects of this standard that may have special relevance to the program(s).]*

Narrative:

**Section 11: Library and Learning/Information Resources**

11.1 **The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.**

*(Library and learning/information resources)* **[CR]**

*[The narrative should emphasize library and learning/information resources, services, and support relevant to the new program(s).]*

Narrative:

**Section 12: Academic and Student Support Services**

12.1 **The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.**

 *(Student support services)* **[CR]**

Narrative:

12.4 The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

 *(Student complaints)*

Narrative:

**Section 13: Financial and Physical Resources**

13.6 The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution’s compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education.

 *(Federal and state responsibilities)*

Narrative:

13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

*(Physical resources)*

*[The narrative should emphasize facilities relevant to the new program(s).]*

Narrative: