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| **DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE****Distance Education – Electronic Expansion*****This document (with appropriate supporting evidence) should be completed by the institution hosting an authorized Substantive Change Committee for a change involving the initiation of distance learning programs offered electronically (where a student can obtain 50 percent or more credits toward a degree program).*** |

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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** |

*Describe the substantive change. Include the initial date of Commission approval, initial date of implementation, current number of students as well as planned number of students, primary target audience, and instructional delivery methods. List all programs for which 50 percent or more of the program’s credits are available. Discuss the rationale for the change. Provide evidence of the legal authority for the change, if applicable. List institutional strengths that facilitate implementing the proposed change.*

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| Part II. Assessment of Compliance  |

*Provide narrative and documentation to support compliance with each standard, emphasizing impact of the electronic expansion on that aspect of the institution. See the Commission policy “Distance and Correspondence Education.” The emphasis throughout this document should be on the programs being delivered electronically and related institutional support.*

**Section 1: The Principle of Integrity**

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

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

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

Narrative:

**Section 5: Administration and Organization**

5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

 *(Qualified administrative/academic officers)*

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)*

*[Provide faculty qualifications on the Commission’s “Faculty Roster Form.” Identify new faculty hired to support this initiative. Limit entries to those faculty members assigned to the distance education program(s). For graduate programs, include documentation of the scholarship and research capability of faculty. For doctoral programs, include documentation of faculty experience in directing dissertation research.]*

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 review will focus on faculty in the newly-approved program(s).]*

Narrative:

6.2.c Assigns appropriate responsibility for program coordination.

 *(Program coordination)*

Narrative:

**Section 8: Student Achievement**

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 program(s) being delivered via distance education. Summarize current procedures for the assessment of learning outcomes and achievement, and how results are being or will be used to improve the programs offered through this delivery mode. Include relevant information about related or identical programs being delivered in other formats.]*

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]**

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]**

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 the program(s) being reviewed are undergraduate program(s).]*

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 the program(s) being reviewed are graduate program(s).]*

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 the program(s) being reviewed are graduate program(s).]*

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**

10.5 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)*

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)*

*[As part of this narrative, explicitly discuss how distance education courses are treated under the institution’s credit hour policies and procedures.]*

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]**

Narrative:

11.3 The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.

 *(Library and learning/information access)*

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: