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| **DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE****Merger/Consolidation of SACSCOC Accredited Institution(s) with Non-SACSCOC Accredited Institution(s)*****This document (with appropriate supporting evidence) should be completed by the institution hosting an authorized Substantive Change Committee for a merger-consolidation or acquisition between SACSCOC Member Institution(s) and Institution(s) not accredited by SACSCOC. This form should NOT be used for a merger-consolidation or acquisition between SACSCOC Member institution(s).*** |

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| **Statement Regarding All Substantive Change Documentation Forms***Please note that this and all 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** |

*Provide a timeline for the change. Discuss the rationale for the change. Include a completed “Institutional Summary Form Prepared for Commission Reviews.”*

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| Part II. Assessment of Compliance  |

*Provide narrative and documentation to support compliance with each standard,* ***emphasizing the impact of the substantive change on that aspect of the institution****. Only address the change in control, ownership, or governance except where broader information is needed to establish compliance.*

**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.]*

Narrative:

**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 3: Basic Eligibility Standard**

3.1 **An institution seeking to gain or maintain accredited status**

3.1.a **has degree-granting authority from the appropriate government agency or agencies.**

 *(Degree-granting authority)* **[CR]**

*[Provide the legal name of the institution as well as the common name of the institution. If the name(s) have changed as a result of the change in control, ownership, or governance, explain. Include the dates for governmental approval and implementation of the change along with supporting documentation.]*

Narrative:

**Section 4: Governing Board**

4.1 **The institution has a governing board of at least five members that:**

 (a) **is the legal body with specific authority over the institution.**

(b) **exercises fiduciary oversight of the institution.**

(c) **ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.**

(d) **is not controlled by a minority of board members or by organizations or institutions separate from it.**

(e) **is not presided over by the chief executive officer of the institution.**

*(Governing board characteristics)* **[CR]**

Narrative:

4.2 The governing board

4.2.b ensures a clear and appropriate distinction between the policy-making function of the board and the respective responsibilities of the administration and faculty to administer and implement policy.

 *(Board/administrative distinction and shared governance)*

Narrative:

4.2.c selects and regularly evaluates the institution’s chief executive officer.

 *(CEO evaluation/selection)*

Narrative:

4.2.d defines and addresses potential conflict of interest for its members.

 *(Conflict of interest)*

Narrative:

4.2.e has appropriate and fair processes for the dismissal of a board member.

 *(Board dismissal)*

Narrative:

4.2.f protects the institution from undue influence by external persons or bodies.

 *(External influence)*

Narrative:

4.2.g defines its responsibilities and regularly evaluates its effectiveness.

 *(Board self-evaluation)*

Narrative:

4.3 If an institution’s governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution’s mission, (b) fiscal stability of the institution, and (c) institutional policy.

 *(Multi-level governance)*

Narrative:

**Section 5: Administration and Organization**

5.1 **The institution has a chief executive officer whose primary responsibility is to the institution.**

 *(Chief executive officer)* **[CR]**

Narrative:

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:

5.5 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.

 *(Personnel appointment and evaluation)*

Narrative:

**Section 6: Faculty**

6.1 **The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution.**

*(Full-time faculty)* **[CR]**

*[Include a discussion of the impact of the change on faculty numbers and workload. If applicable, identify new faculty hired to support the change.]*

Narrative:

6.2 For each of its educational programs, the institution

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

 *(Faculty qualifications)*

Narrative:

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

 *(Program faculty)*

Narrative:

6.2.c Assigns appropriate responsibility for program coordination.

 *(Program coordination)*

Narrative:

**Section 7: Institutional Planning and Effectiveness**

7.1 **The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.**

*(Institutional planning)* **[CR]**

*[Include a description of how the change will affect overall institutional planning and effectiveness.]*

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:

9.7 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:

10.4 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)*

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)*

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]**

*[Describe library and information resources in general as well as those specific to support the change. If reliant upon other libraries, describe those collections and their relevance, and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, how training for faculty and students in the use of online resources will be provided, and what staffing and services will be available to students and faculty.]*

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:

12.5 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. The institution also ensures that independent contractors or agents that have access to or maintain student records are governed by the same principles and policies as institutional employees.

 *(Student records)*

Narrative:

**Section 13: Financial and Physical Resources**

13.1 **The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.**

*(Financial resources)* **[CR]**

Narrative:

13.2 **The member institution provides the following financial statements:**

(a) **an institutional audit (orStandard Review Reportissued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPAfor those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.**

(b) **a statement of financial position of unrestricted net assets (without donor restrictions), exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.**

(c) **an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.**

*(Financial documents)* **[CR]**

Narrative:

13.4 The institution exercises appropriate control over all its financial resources.

*(Control of finances)*

Narrative:

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)*

Narrative:

**Section 14: Transparency and Institutional Representation**

14.1 The institution (a) accurately represents its accreditation status and publishes the name, address, telephone number, and website address of SACSCOC in accordance with SACSCOC’s requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

*(Publication of accreditation status)*

Narrative:

14.5 The institution complies with SACSCOC’s policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.

*(Policy compliance)*

*(Note: For applicable policies, institutions should refer to the SACSCOC website [http:/www.sacscoc.org])*

14.5.a “Separate Accreditation for Units of a Member Institution”

**Applicable Policy Statement.** If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role with in that system.

**Documentation**: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

14.5.b **“Separate Accreditation for Units of a Member Institution”**

**Applicable Policy Statement**. If SACSCOC determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, SACSCOC may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. If the Southern Association of Colleges and Schools Commission on Colleges determines the unit should be separately accredited or the institution requests to be separately accredited, the unit may apply for separate accreditation from any institutional accrediting association that accredits colleges in that state or country.

**Implementation**: If, during its review of the institution, SACSCOC determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, SACSCOC will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.

Narrative: