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| **REPORT OF THE SUBSTANTIVE CHANGE COMMITTEE**  **Distance Education – Electronic Expansion**  ***This document is used by the 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 the Report**  *The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination based on the findings contained in this committee report, the institution’s response to issues contained in the report, other assessments relevant to the review, and application of the Commission’s policies and procedures. Final interpretation of the* Principles of Accreditation *and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.* |

**Name of the Institution:**

**Name(s) of Program(s) Reviewed:**

**Date of the Review:**

**SACSCOC Staff Member**:

**Chair of the Committee *(name, title, institution, city and state)***:

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

***Directions to Committee Chair for Part I:*** *Typically the overview can be copied and pasted from the institution’s Documentation for the Substantive Change Committee form and then edited as appropriate. This section is intended to capture an overview of and rationale for the change, as well as the institution’s capacity for implementing the change.* ***Delete these directions and all other directions (blue font) prior to printing the final report.***

***Directions to the Institution for Part I:*** *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 |

**Directions to Committee for Part II:** *If the Committee determines that an institution is out of compliance with a standard or requirement, write a recommendation. Because a recommendation requires an institution to take corrective action, specific evidence of non-compliance must be included in the narrative. See Appendix I of the* Handbook for Review Committees *for guidelines for writing a recommendation. Number recommendations consecutively throughout the report and provide a summary list in Appendix B.*

*If the Committee determines that an institution is in compliance with a standard or requirement and a recommendation is not necessary, develop a comment in accordance with “Guidelines for Writing Comments for Committee Reports,” which is available in Appendix H of the* Handbook for Review Committees.***Delete these directions prior to printing the final report.***

***Directions to the Institution for Part II:*** *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]**

*(Note: This principle is not addressed by the institution in its submission.)*

Comment:

**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)*

Comment:

**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)*

Comment:

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).]*

Comment:

6.2.c Assigns appropriate responsibility for program coordination.

*(Program coordination)*

Comment:

**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.aStudent learning outcomes for each of its educational programs.

*(Student outcomes: educational programs)*

Comment:

**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]**

Comment:

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]**

Comment:

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)*

Comment:

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)*

Comment:

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)*

Comment:

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)*

Comment:

**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)*

Comment:

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)*

Comment:

10.7The 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)*

Comment:

**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]**

Comment:

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)*

Comment:

**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]**

Comment:

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)*

Comment:

**Comments section (optional)**

This section is reserved for committees to provide comments that are not compliance-related but would be helpful feedback for the institution. Any comments placed in this section should not be construed as directives to the institution.

**APPENDIX A**

**Roster of the Substantive Change Committee**

**Directions to Committee Chair:**  *Include the name, title, institution, city and state of each member.* ***Delete these directions prior to printing the final report.***

**APPENDIX B**

**List of Recommendations Cited**

**in the Report of the Substantive Change Committee**

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| *List recommendations consecutively. Include the Core Requirement or Standard number, the recommendation number, and the recommendation.*  Example:  Standard 9.4 (Institutional credits for an undergraduate degree), Recommendation 1.  The Committee recommends that the institution demonstrate that at least 25 percent of the credit hours required for its undergraduate degree are earned through instruction offered by the institution awarding the degree.  ***Delete this box prior to printing the final report.*** |