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| **REPORT OF THE SUBSTANTIVE CHANGE COMMITTEE**  **Direct Assessment Competency-Based Education Programs**  ***This document is used by the Substantive Change Committee for a change involving direct assessment competency-based education programs.*** |

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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:**

**Dates 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 1:*** *Describe the direct assessment program. 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 |

***Directions to the Institution for Part II:*** *Provide narrative and documentation to support compliance with each standard,* ***emphasizing impact of the competency-based program expansion on that aspect of the institution****. Only address the competency-based program except where institution-wide information is needed to establish compliance for the program.  If the competency-based 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]**

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

**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]**

Comments:

**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)*

Comments:

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

*(Program faculty)*

Comments:

6.2.c Assigns appropriate responsibility for program coordination.

*(Program coordination)*

Comments:

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

*(Faculty development)*

Comments:

**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]**

Comments:

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)*

Comments:

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

*(Student outcomes: general education)*

Comments:

**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]**

Comments:

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]**

Comments:

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]**

Comments:

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)*

Comments:

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)*

Comments:

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)*

Comments:

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)*

Comments:

**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)*

Comments:

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

*(Public information)*

Comments:

10.4The 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)*

Comments:

10.5 The institution: 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)*

Comments:

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)*

Comments:

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)*

Comments:

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)*

Comments:

**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]**

Comments:

**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]**

Comments:

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)*

Comments:

**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)*

Comments:

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)*

Comments:

**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**

*List recommendations consecutively. Include the Core Requirement or Standard number, the recommendation number, and the recommendation.*

Example:

Standard 9.7 (Program requirements), Recommendation 1.

The Committee recommends that the institution demonstrate that it publishes requirements for its undergraduate programs and that these requirements conform to commonly accepted standards and practices for degree programs.

***Delete this box prior to printing the final report.***