

|  |
| --- |
| **DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE**  **Off-Campus Site (not a Branch Campus)**  ***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 new off-campus sites where a student can obtain 50 percent or more credits toward a degree program.*** |

|  |
| --- |
| **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:**

**Nature of the Substantive Change:**

**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**:

|  |
| --- |
| **Part I. Overview** |

*Describe the site(s) (including street address) and the relationship to the main campus. Include the location, initial date of Commission approval, initial date of implementation, and current number of students, primary target audience, and instructional delivery methods. For each site, list all programs for which 50 percent or more of the program’s credits are available.*

|  |
| --- |
| **Part II. Institutional Assessment of Compliance** |

***Directions to the Institution for Part II:*** *Provide narrative and documentation to support compliance with each standard as it applies to the new site(s).* ***Include information for the main campus only as it affects the new site(s)****.*

**Section 1: THE PRINCIPLE OF INTEGRITY**

**1.1** The institution operates with integrity in all matters. **(Integrity)**

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

**Section 2: CORE REQUIREMENTS**

**2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. **(Faculty)**

**Narrative:**

**2.9** The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning resources and services)**

**Narrative:**

**2.10** The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student support services)**

**Narrative:**

**Section 3: COMPREHENSIVE STANDARDS**

**3.2 Governance and Administration**

**3.2.8** The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified administrative/academic officers)**

*[Restrict the narrative to the leadership at the site(s) and the leadership at the main campus to whom these persons report.]*

**Narrative:**

**3.3 Institutional Effectiveness**

**3.3.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional effectiveness)**

**3.3.1.1**  educational programs, to include student learning outcomes

*[As part of the response, include a description of how the institution is monitoring the quality of the program(s) at the sites to be visited. 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 at the sites to be visited. Include examples of related existing programs if the new site(s) follows existing practices at the main campus.]*

**Narrative:**

**3.4 All Educational Programs**

**3.4.3** The institution publishes admissions policies consistent with its mission. **(Admissions policies)**

**Narrative:**

**3.4.9** The institution provides appropriate academic support services. **(Academic support services)**

**Narrative:**

**3.4.11** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**

**Narrative:**

**3.7 Faculty**

**3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (*See the Commission guidelines “Faculty Credentials.”)* **(Faculty competence)**

*[Display faculty qualifications on the Commission’s “Faculty Roster Form.” Limit entries to those faculty members assigned to the sites to be visited. 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:**

**3.11 Physical resources**

**3.11.3** The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. **(Physical facilities)**

*[Restrict the narrative to the facilities at the sites being reviewed.]*

**Narrative:**

**Section 4: FEDERAL REQUIREMENTS**

**4.5** The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (*See the Commission policy “Complaint Procedures against the Commission or its Accredited Institutions.”)* **(Student complaints)**

**Narrative:**

**4.6** Recruitment materials and presentations accurately represent the institution’s practices and policies. **(Recruitment materials)**

*[Restrict the narrative to the materials relevant to the new site(s).]*

**Narrative:**

**4.9** The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (*See the Commission policy “Credit Hours.”)* **(Definition of credit hours**)

**Narrative:**