

|  |
| --- |
| **DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE****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 a new branch campus site 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:**

**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 and Introduction to the Institution** |

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

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

*Provide narrative and documentation to support compliance with each standard as it applies to the branch campus(es).* ***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)* **[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)*

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

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]**

*[The review will focus on the institution’s full-time faculty as a whole.]*

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)*

*[Provide 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:

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 at the branch campus(es).]*

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) 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:

**Section 9: Educational Program Structure and Content**

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]**

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:

**Section 13: Financial and Physical Resources**

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)*

*[Restrict the narrative to the facilities at the site(s) being reviewed.]*

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.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: