



CITATION REFERENCE

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Policy: SACSCOC Substantive Change Compliance

Policy Statement

As a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the College of Coastal Georgia (CCGA) will adhere to the Commission's Policy on Substantive Change – driven by U.S. Department of Education regulations (34 CFR 602.22) – as a condition of its continued accreditation.

Reason for Policy

This policy aims to establish the requirements, procedures, and processes necessary to ensure timely coordination and notification of substantive changes involving the College of Coastal Georgia to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

SACSCOC articulates an "Institutional Responsibility for Reporting Substantive Change":

"... A member institution is responsible for following the Substantive Change for SACSCOC Accredited Institutions policy and procedures by notifying or securing approval from SACSCOC, as required, prior to implementation. If an institution is noncompliant with the policy, its accreditation may be in jeopardy..."

Entities Affected by This Policy

President, Provost, Vice-Presidents, School Deans, Directors, Chair of the Curriculum Committee, and SACSCOC Accreditation Liaison.

Who Should Read This Policy

Provost & Vice President of Academic Affairs, Deans, Department Chairs, and the Chair of the Curriculum Committee should read this policy to be generally aware of the substantive change policy and to inform the SACSCOC Accreditation Liaison at the earliest point possible that a proposed change may be substantive and require prior notification and approval from SACSCOC before implementation.

Definitions

Substantive Change: A significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes:

- Any change in the established mission or objectives of the institution.
- Any change in legal status, the form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
- The addition of courses or programs at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours.
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus.
- Closing a program, off-campus site, branch campus, or institution.
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution.
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution.
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs" (taken from SACSCOC substantive change policy).

Roles & Responsibilities

President – As chief executive officer of the institution, notifies the President of SACSCOC of substantive changes.

Vice Presidents (all levels), Deans, and Directors – review the SACSCOC substantive change policy; notify the SACSCOC Accreditation Liaison as early as possible about proposals that may be considered substantive changes; provide supporting data and documentation necessary for reporting such changes to the SACSCOC; adhere to timelines set forth by SACSCOC for purposes of review and prior approval of substantive changes.

Accreditation Liaison – The Director of Institutional Effectiveness serves as the institution's SACSCOC Accreditation Liaison, whose charge is to work with the President, Provost & Vice President for Academic Affairs, Deans, Department Chairs, and the Chair of the Curriculum Committee to determine whether a proposed change is substantive; decide which action is needed when a change is substantive; filing appropriate notice or prospectus with SACSCOC; coordinate any required follow-up action with SACSCOC and the President, Provost & Vice President for Academic Affairs, Deans, Department Chairs, and the Chair of the Curriculum Committee; document all substantive change activity through posting on the Accreditation website.

Internal Process – Monitoring & Reporting Changes

Before developing and delivering Coastal Georgia courses off-site, electronically, for a new program and or program level, or significantly altering an existing degree plan, responsible faculty members and Department Chairs must notify their School Dean of the intent to enter into a substantive change by completing the *Substantive Change Checklist for Notification and/or Approval*, and then sharing it with their School Dean. The School Dean then notifies the Assistant Vice President for Faculty Affairs (AVPFA) of the intent to enter into a substantive change, sharing the *Substantive Change Checklist for Notification and/or Approval*. After consulting with Provost and Vice President for Academic Affairs and the SACSCOC Accreditation Liaison, the AVPFA will provide conditional approval.

The responsible party will then present their intent, and all required signed paperwork to the appropriate curriculum committee, that is, the Faculty Senate's Curriculum Committee. Their purpose is to evaluate the proposed change against Coastal Georgia academic policies and make revisions appropriate. If approved, the Curriculum Committee will forward the required paperwork back to the AVPFA for final approval.

Depending on the change's specific nature, all changes must be reported to SACSCOC for prompt notification and approval. The College's SACSCOC liaison in conjunction with the Assistant Vice President for Faculty Affairs will prepare a timeline for each approved initiative that has been identified as a substantive change, including when the College will submit the initiative to its governing board, the University System of Georgia Board of Regents; when SACSCOC must be notified; and when any supporting documentation needs to be submitted to both agencies.

Steps in submitting a substantive change to SACSCOC appears in Appendix C.

Checklist for Notification/Approval of Substantive Change

Substantive change prospectus deadlines are **January 1** (Fall Start) and **June 1** (Spring start) SACSCOC requires the use of their Substantive Change Prospectus Template (Appendix B). The SACSCOC Accreditation Liaison provides support and background information for this process.

There are three procedures for addressing the different types of substantive changes. All are detailed in the SACSCOC substantive change policy:

- **Procedure One** for the Review of Substantive Changes Requiring Approval Before Implementation
- **Procedure Two** for the Review of Substantive Changes Requiring Only Notification Before Implementation
- **Procedure Three** for Closing a Program, Site, Branch Campus, or Institution

Each year the SACSCOC Accreditation updates substantive change materials, if needed, and shares them with Department Chairs and School Deans.

All proposed changes to academic programs related to the offering of new programs, new modalities of instruction, the addition of new sites, the development of joint degree programs or other consortial/contractual relationships, and other changes as listed in the *Reporting the Various Types of Substantive Change Matrix* below.

Reporting the Various Types of Substantive Change Matrix

Types of Change	Procedure or Policy	Prior Notification Required	Prior Approval Required	Documentation	Due Dates
Initiating coursework or programs at a different level than currently approved	Procedure 1	No	Yes	Application for Level Change	March 15 (for June review) September 1 (for December review)
Initiating off-campus sites where student can obtain 50% or more credits toward a program (including but not limited to Early College High School, dual enrollment programs offered at a high school, and certificate programs that are not at employer's request and not on short notice)	Procedure 1	No	Yes	Cover Sheet / Prospectus	January 1 for 7/1-12/31 implementation / July 1 for 1/1-6/30 implementation
Expanding at current degree level (significant departure from current programs).	Procedure 1	No	Yes	Cover Sheet / Prospectus	January 1 for 7/1-12/31 implementation / July 1 for 1/1-6/30 implementation
Expanding program offerings at previously approved off-campus sites by adding programs that ARE significantly different from current programs at the site AND at the institution	Procedure 1	No	Yes	Cover Sheet / Prospectus	January 1 for 7/1-12/31 implementation / July 1 for 1/1-6/30 implementation
Initiating degree completion programs	Procedure 1	No	Yes	Cover Sheet / Prospectus	January 1 for 7/1-12/31 implementation / July 1 for 1/1-6/30 implementation
Initiating a branch campus (See definition of "branch campus" on p. 3 of this document.)	Procedure 1	No	Yes	Cover Sheet / Prospectus	January 1 for 7/1-12/31 implementation / July 1 for 1/1-6/30 implementation
Initiating distance learning by offering 50% or more of the first program for the first time	Procedure 1	No	Yes	Cover Sheet / Prospectus	January 1 for 7/1-12/31 implementation / July 1 for 1/1-6/30 implementation
Relocating a main or branch campus	Procedure 1	No	Yes	Cover Sheet / Prospectus	January 1 for 7/1-12/31 implementation / July 1 for 1/1-6/30 implementation
Entering into a contract with an entity not certified to participate in USDOE Title IV programs if the entity	Procedure 1	No	Yes	Cover Sheet / Prospectus	January 1 for 7/1-12/31 implementation / July 1 for 1/1-6/30

Substantive Change

Types of Change	Procedure or Policy	Prior Notification Required	Prior Approval Required	Documentation	Due Dates
provides 25% or more of an educational program offered by the SACSCOC accredited institution					implementation
Initiating dual or joint degrees involving program expansion (significant departure) or initiating a new site where student can obtain 50% or more credits toward a program	See SACSCOC policy "Agreements Involving Joint and Dual Academic Awards"	No	Yes	Cover Sheet / Prospectus / Copy of signed agreement contact information for each institution, and additional details on non-SACSCOC institution(s) involved.	January 1 for 7/1-12/31 implementation / July 1 for 1/1-6/30 implementation
Initiating dual or joint degree with at least one institution not accredited by SACSCOC	See SACSCOC policy "Agreements Involving Joint and Dual Academic Awards"	At least six months prior to implementation	Yes	Acceptance of notification, copy of signed agreement, contact information for each institution, and additional details on non-SACSCOC institution(s). See Policy.	
Initiating a program or courses delivered through cooperative academic arrangement	Procedure 2	At least six months prior to implementation	No	Acceptance of notification, copy of signed agreement, contact information for each institution/entity	March 15 (for June review) September 1 (for December review)
Initiating a direct assessment competency-based program	See SACSCOC Policy "Direct Assessment Competency-Based Educational Programs"	Yes – Screening Form	Yes	Submit "Screening Form" with letter of notification. If Prospectus is required,	March 15 (for June review) September 1 (for December review)
Initiating a merger/consolidation with another institution	See SACSCOC Policy: "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status"	Yes: December 15 (for June review); June 1 (for December review)	Yes	Cover Sheet Institutional Summary Form / Prospectus (See SACSCOC Policy: "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status")	March 15 (for June review); September 1 (for December review)
Changing governance, ownership, control, or legal status of an institution	See SACSCOC Policy: "Mergers, Consolidations, Change of Ownership, Acquisitions,	Yes: December 15 (for June review); June 1 (for December review)	Yes	Cover Sheet Institutional Summary Form / Prospectus – see SACSCOC Policy: "Mergers, Consolidations, Change of Ownership,	March 15 (for June review); September 1 (for December review)

Substantive Change

Types of Change	Procedure or Policy	Prior Notification Required	Prior Approval Required	Documentation	Due Dates
	and Change of Governance, Control, Form, or Legal Status"			Acquisitions, and Change of Governance, Control, Form, or Legal Status "	
Acquiring any program or site from another institution	See SACSCOC Policy: "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status"	Yes: December 15 (for June review); June 1 (for December review)	Yes	Cover Sheet Institutional Summary Form / Prospectus – see SACSCOC Policy: "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status "	March 15 (for June review); September 1 (for December review)
Adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing	See SACSCOC Policy: "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status"	Yes: December 15 (for June review); June 1 (for December review)	Yes	Cover Sheet Institutional Summary Form / Prospectus – see SACSCOC Policy: "Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status "	March 15 (for June review); September 1 (for December review)
Initiating a certificate program at a new off-campus site at employer's request and on short notice (previously approved program)	Procedure 1	No	Yes	Cover Sheet Modified prospectus; contact Commission Staff.	
Initiating a certificate program that is a significant departure from previously approved programs at employer's request and on short notice	Procedure 1	No	Yes	Cover Sheet Modified prospectus; contact Commission Staff.	
Adding a site under a U.S. military contract for a previously approved program	Procedure 1	No	Yes	Cover Sheet Modified prospectus; contact Commission Staff.	
Significantly altering the length of a program	Procedure 1	No	Yes	Cover Sheet Modified prospectus; contact Commission Staff.	

Substantive Change

Types of Change	Procedure or Policy	Prior Notification Required	Prior Approval Required	Documentation	Due Dates
Significantly altering the educational mission of the institution	Procedure 1	No	Yes	Cover Sheet Modified prospectus; contact Commission Staff.	
Changing from clock hours to credit hours	Procedure 1	No	Yes	Justify reasons for change, indicate calculation of equivalency, and other pertinent information.	
Moving an off-campus instructional site (serving the same geographic area)	Procedure 2	Yes	No	Letter of notification with the old address, new address, and implementation date.	
Initiating dual or joint degrees with other SACSCOC accredited institution(s)	See SACSCOC Policy "Agreements Involving Joint and Dual Academic Awards"	At least 6 months prior to implementation	No	Acceptance of notification copy of signed agreement and contact information for each institution.	
Initiating programs or courses offered through contractual agreement or consortium	Procedure 2	Yes	No	Letter of notification and copy of signed agreement.	
Entering into a contract with an entity not certified to participate in USDOE Title IV programs if the entity provides less than 25% of an educational program offered by the SACSCOC accredited institution	Procedure 2	Yes	No	Letter of notification and copy of signed agreement.	
Initiating off-campus sites where student can obtain 25- 49% of credits toward a program (including but not limited to Early College High School, dual enrollment programs offered at a high school, and certificate programs that are not at employer's request and not on short notice)	Procedure 2	Yes	No	Letter of notification Including street address and implementation date.	
Initiating distance learning by offering 25-49 of the first program for the first time	Procedure 2	Yes	No	Letter of notification Including street address and implementation date.	
Closing a program, approved off-campus site, branch campus, or institution where the institution plans to teach out its own students	Procedure 3	Yes	Yes	Description of teach-out plan included with letter of notification.	

Substantive Change

Types of Change	Procedure or Policy	Prior Notification Required	Prior Approval Required	Documentation	Due Dates
Closing a program, approved off-campus site, branch campus, or institution where the institution plans contracts with another institution(s) to teach-out students (Teach-out Agreement)	Procedure 3	Yes	Yes	Description of teach-out plan, copy of signed teach-out agreement(s) detailing terms included with notification.	
Initiating a certificate program at employer's request and on short notice using existing approved courses and location	NA	No	No	NA	
Initiating certificate program (not at employer's request and not on short notice) using existing approved courses and location	NA	No	No	NA	
Initiating off-campus sites (including Early College High School and dual enrollment programs offered at the high school) where student can obtain 24% or less of credits toward a program	NA	No	No	NA	
Expanding program offerings at previously approved off-campus sites by adding approved programs that ARE NOT significantly different from current programs at the site	NA	No	No	NA	
Expanding program offerings at previously approved off-campus sites by adding approved programs that ARE significantly different from current programs at the site but NOT at the institution	NA	No	No	NA	
Initiating distance learning by offering 24% or less of any program for the first time	NA	No	No	NA	
Suppose an institution fails to follow SACSCOC substantive change policy and procedures. In that case, it may lose its Title IV funding or be required by the U.S. Department of Education to reimburse it for money received by the institution for programs related to the unreported substantive change. The institution's case may also be referred to the SACSCOC Board of Trustees for the imposition of a sanction or removal from membership.					

SACSCOC Forms & Documents

Substantive Change Cover Sheet (SACSCOC)

https://sacscoc.org/app/uploads/2020/01/Substantive_Change_Cover_Sheet.pdf

Substantive Change Dates, Deadlines, Updates, Webinars and PDF Presentations (SACSCOC)

<https://sacscoc.org/accrediting-standards/substantive-changes/>

Website Address for this Policy

<https://www.ccgga.edu/substantivechange>

Contacts

Contact	Phone	E-Mail
Dr. Jim Lynch, Accreditation Liaison	912.279.5713	jlynch@ccga.edu

Appendix A: Checklist for Proposals Involving a Substantive Change¹

Please complete this substantive change checklist if you believe you have a change that may require substantive change reporting to ensure compliance. Please submit copies to the Assistant Vice President for Faculty Affairs (llynch@ccga.edu) and the SACSCOC Accreditation Liaison (oie@ccga.edu). A determination as to whether the proposed program or change constitutes a substantive change will be made, and you will be contacted with additional information.

- New Degree or Certificate Program
- New or Additional Off-Site Delivery (Location) of an Existing Degree or Certificate Program
- Discontinued Degree or Certificate Program
- Initiate a Program or Courses through Contractual Agreement or Consortium

General Description of Proposed Action (e.g., new program/courses/delivery or changes to the program such as a change in course(s)/delivery mode). Attach applicable documentation to support the program description with checklist submission.

School: _____
 Department: _____
 Contact: _____
 Date Form Completed: _____

Question	Yes	No	Comments
Will the program initiate coursework or programs at a more advanced degree level than currently offered at Coastal Georgia?			
Will the proposal expand offerings at the current degree level represent a significant departure from existing programs?			
Are more than 25 percent of the courses required for the proposed program new?			
Are more than 50 percent of the courses required for the proposed program new?			
Will the proposed program require new faculty?			
Will the proposal require a new library or other learning resources?			
Will the proposal require new equipment or facilities?			
Will the proposal close an existing program? (If yes, a teach-out plan and SACSCOC approval is required before closing)			
Will the proposal initiate a branch campus?			

¹ Adapted, with appreciation from Virginia Commonwealth University's "Substantive Change Process," the University of Virginia "Substantive Change Checklist Form" and the University of Tennessee Knoxville "Substantive Change Checklist."

Question	Yes	No	Comments
Will the proposal initiate a dual degree program with another institution?			
Will the proposal initiate a joint degree program with another institution?			
Will the proposal be offered at an existing off-campus location?			
Will the proposal initiate a program offered at a new off-site location? If yes, answer the following:			
<ul style="list-style-type: none"> ■ Will a student be able to earn 50 percent or more of the program credits at the site? 			
<ul style="list-style-type: none"> ■ Will a student be able to earn 25 to 49 percent of program credits at the site? 			
<ul style="list-style-type: none"> ■ Will a student be able to earn 24 percent or less of programs at the site? 			
Will the proposal initiate a program offered via distance education? If yes, answer the following:			
<ul style="list-style-type: none"> ■ Will more than 50 percent of the program be offered via distance education? 			
<ul style="list-style-type: none"> ■ Will 25 to 49 percent of the program be offered via distance education? 			
<ul style="list-style-type: none"> ■ Will 24 percent or less of the program be offered via distance education? 			
Will the proposal initiate a program or courses through contractual agreement or consortium?			
Will the proposal alter the length of an existing program?			

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Appendix B: SACSCOC Substantive Change Prospectus

Before developing a prospectus, please review the content of the prospectus and how to submit the prospectus. When creating a prospectus, respond to all sections.

Please remember that the prospectus should address the specific substantive change for which you are requesting approval. For example, if you seek approval for an off-campus site where adult, employed students will be enrolled in a graduate degree program, address specifically only the student support services they will need and describe how the support will be provided. Do not describe student support services that those students will not need, such as athletic programs, dormitories, cafeterias, and other on-campus services that they cannot access.

How to Submit the Prospectus

- **Each submission must include the following in the order listed:**
 1. Transmittal letter signed by an institutional representative which briefly explains the submission.
 2. "Cover Sheet for Submission of Substantive Changes Requiring Approval" form (available on the SACSCOC Substantive Change webpage)
 3. Name, telephone number, and email address of the person who may be contacted concerning questions about the prospectus.
 4. A list of degrees and majors which the institution is authorized to grant (photocopy from the catalog is acceptable)
 5. A list of existing **approved** off-campus sites and their addresses. **Note:** an approved site is one for which a prospectus has been submitted and which SACSCOC has approved to offer 50% or more of a program. A site where 25-49% of a program is offered is not considered to be an "approved" site; it is a site for which SACSCOC has accepted only notification.
 6. Prospectus (should be no longer than 25 pages plus appendices)
- **Submit only one** copy of the above materials to the President of SACSCOC at the address listed on the Cover Sheet.
- Submit the **Transmittal Letter** and **Cover Sheet** in hard copy (paper).
- Submit the prospectus' body in hard copy (paper), flash drive, CD, or DVD.

Documents will not be accepted via e-mail.

Special Note: SACSCOC will accept documentation submitted for approval to a system office or a state coordinating or governing board, provided such documentation includes all the information required in a prospectus as listed below. **However**, the submission must include the completed Cover Sheet and Transmittal Letter. It **must contain an index** correlating the documentation submitted to another entity with the corresponding information required in a prospectus.

Submissions lacking a precise, easily used index will not be accepted and returned to the institution without review. Faculty qualifications must be documented using the Faculty Roster Form, utilizing the Faculty Roster instructions.

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Curriculum vitae submitted instead of a faculty roster will not be accepted and will result in the submission being returned to the institution without review.

Please note that SACSCOC reserves the right to make amendments to the requirements outlined below for certain types of changes.

Required Components of the Prospectus

1. **ABSTRACT** (limit to one page or less)
 - Describe the proposed change with its date of implementation.
 - If a new program, identify where it will be offered.
 - If a new off-campus site or branch, list its complete physical address.
 - Provide projected number of students, if applicable.
 - Indicate the projected life of the program or site, if applicable (single cohort or ongoing).
 - Describe the primary target audience.
 - Describe the instructional delivery methods to be used.
 - Describe strengths of the institution to undertake this change.

2. **DETERMINATION OF NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE**
 - Describe how the change is consistent with the mission and goals of the institution.
 - Describe the rationale and need for the program to include how the institution determined need.
 - Provide evidence of legal authority for the change if the governing board or the state requires approval.
 - Provide documentation that faculty and appropriate other groups were involved in planning for and approval(s) of the change.

3. **REQUIRED INFORMATION FOR THE SPECIFIC SUBSTANTIVE CHANGE (SELECT THE CHANGE RELEVANT TO THE PROSPECTUS AND PROVIDE ALL INFORMATION REQUIRED FOR THAT PARTICULAR CHANGE)**

For a **NEW PROGRAM**, provide the following information:

- Provide the curriculum for the program and a projected schedule of course offerings.
- Provide specific programmatic goals (objectives) and specific student learning outcomes for the program.
- Describe how the student learning outcomes **for the program** will be assessed.
- Provide course descriptions for all courses in the proposed program.
- Describe admissions and graduation requirements for the program.
- Demonstrate compliance with Standard 10.7 (Policies for awarding credit) of the *Principles of Accreditation*.
- Describe administrative oversight to ensure the quality of the program.
- A program offered in compressed time frames describes the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.
- Follow instructions in item 4 below for providing information concerning the number and qualifications of faculty scheduled to teach in the program.

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For a NEW OFF-CAMPUS SITE OR BRANCH CAMPUS, provide the following information:

- Identify whether the site is a branch campus or an instructional site. The definitions of "branch campus" and "instructional site" may be found on pages 5-6 of the *Principles of Accreditation*. See also Procedure One in the policy entitled "Substantive Change for SACSCOC Accredited Institutions." **Note: An institution is required to present itself and its sites to SACSCOC in the exact way it presents itself to the U.S. Department of Education.**
- Describe the educational program(s) to be offered at the site or branch. If a program to be offered at the site or branch is a new program requiring approval, also respond to the requirements for a new program listed above.
- Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site or branch or any special arrangements for grading, transcripts, or transfer policies.
- Describe how programs at the new site or branch will be monitored and evaluated and how they will be incorporated into the institutional evaluation and assessment processes.
- Describe the administrative structure for overseeing the site or branch campus.
- Describe how services and operations at the new site or branch will be evaluated.
- Follow instructions for providing information concerning the number and qualifications of faculty scheduled to teach at the site or branch campus.

For the OFFERING OF PROGRAM(S) VIA DISTANCE METHODOLOGY (ELECTRONIC OR CORRESPONDENCE) DELIVERY FOR THE FIRST TIME provide the following information:

- Describe the infrastructure to support distance delivery methods, including the learning management system and administrative structure for electronic delivery.
- Describe how faculty members will be trained in distance delivery methodology and how courses will be developed.
- Describe technical support for students enrolled in courses delivered by distance methods and technical support for faculty members.
- Describe how the effectiveness of programs offered via distance delivery will be assessed.
- Document compliance with Standard 10.6 (Distance and correspondence education).
- Follow instructions for providing information concerning the number and qualifications of faculty scheduled to teach courses offered by distance methodology.
- Describe processes in place to ensure that students have structured access to faculty members.

For the INITIATION OF DEGREE COMPLETION PROGRAMS, provide the following information:

- Describe the degree completion program to include a description of how the degree completion program differs from the same program offered in a traditional format.
- Describe how the institution ensures that student learning outcomes are the same for the program offered as a degree completion program for the program provided in the traditional format.
- Describe assessment methods for determining achievement of student learning outcomes for the degree completion program.
- Describe admission requirements for students entering the degree completion program.
- Describe the format for offering the degree completion program (for example,

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compressed format, accelerated format, etc.).

- Follow instructions for providing information concerning the number and qualifications of faculty members scheduled to teach in the degree completion program.

4. FACULTY QUALIFICATIONS

- Complete the Faculty Roster Form for faculty members scheduled to teach in the new program, in a degree completion program, at a new site or branch campus, or in programs offered by distance methodology for the first time. Follow directions for completing the form, which requires that the institution present each faculty member's qualifications to teach the courses assigned to them. The form and instructions may be accessed at www.sacscoc.org under Institutional Resources or from a link on the Substantive Change page.
- For a **new program**, the institution must demonstrate that it has at least one qualified faculty member to develop and/or teach discipline courses in the new program. Refer to Standard 6.2.a in the *Principles* concerning the determination of appropriate qualifications.
- Provide narrative with supporting evidence that the number of full-time faculty members will be adequate to support the initiative and describe the impact on faculty workload of the new program, new site, or distance delivery.
- Document scholarship and research capability of faculty members teaching in graduate programs and document faculty experience in directing student research.

5. LIBRARY AND LEARNING RESOURCES

- List and describe discipline-specific learning resources to support a new program. Please do not list all the library resources if they do not relate to the specific change.
- Document discipline-specific refereed journals and primary source materials.
- If the institution relies on agreements with other libraries, provide a signed copy of each formal agreement and describe how the collections support the program(s).
- Describe how students enrolled in a new program and/or enrolled in a program at an off-campus location and/or enrolled in a distance education program access these discipline-specific learning resources.
- Describe how students and faculty members will access information electronically.
- Describe how faculty and students are instructed in the use of online resources and site library resources.
- Describe resources to support students in access to and use of learning resources.

Note: If electronic databases are listed, describe the discipline-specific suites of resources and not just the name of the database or the consortium through which it is accessed (such as Viva, TexShare, Galileo, Louis, etc.).

6. STUDENT SUPPORT SERVICES

- Describe specific programs, services, and activities that will support students enrolled in the new program and/or enrolled at a new off-campus site and/or enrolled in distance education programs. Do not list student support services that are not relevant to the specific change.

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7. PHYSICAL RESOURCES

- Describe the adequacy of physical facilities that will support the change.
- Describe equipment which will be available for a new program or available at a newsite.
- Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

8. FINANCIAL SUPPORT

- Provide a business plan that includes all of the following (**NOTE: This applies to ALL submissions**)
 - (a) A description of financial resources available to support the proposed change, **including a budget for the first year of the proposed change (a three-year budget is required for a new branch campus)**. Do not send a copy of the entire institutional budget.
 - (b) Projected revenues and expenditures and cash flow for the proposed change
 - (c) Amount of resources going to institutions or organizations for contractual or support services for the proposed change.
 - (d) Operational, management, and physical resources available for the change.
- Provide contingency plans if required resources do not materialize.

The institution must disclose if it is currently on reimbursement for Title IV funding.

Institutions currently on sanction with SACSCOC for financial reasons must provide a copy of the audit for the most recently completed fiscal year.

9. DESCRIPTION OF INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES FOR THE CHANGE

- Provide a brief description of institutional assessment processes.
- Describe how the institution will incorporate the change (program, site, distance education, or other modification) into the institution-wide review and assessment processes.

10. APPENDICES

- Appendices may be used in hard copy (print) submissions to provide documentation supporting the prospectus's narrative.
- **NOTE: In hard copy, submission tabs must be provided identifying each appendix (by name or number) referenced in the narrative.**
- Links may be provided in electronic submissions to link to documentation supporting the narrative in the prospectus. **Be sure links allow reviewers to return to the narrative.**

SACSCOC Substantive Change Prospectus

Appendix C: Procedures for Reporting Substantive Changes

The Director of Institutional Effectiveness serves as the institution's Accreditation Liaison and is responsible for enforcing compliance with the College of Coastal Georgia Substantive Change Policy and informing the College President, Provost, and other senior leaders of all changes to Commission policies, including the policies pertaining to substantive change.

The Director of Institutional Effectiveness also assists academic programs and units with understanding which changes require Commission notification or approval and providing support in preparing notifications and requests for approval and maintaining an online repository of substantive changes submitted to SACSCOC. Recommended steps in reporting substantive changes follow:

Step 1

When programs or units plan to implement changes, they must notify the Accreditation Liaison for guidance on appropriate and timely notification to SACSCOC.

Step 2

The Accreditation Liaison then reviews the current version of the SACSCOC Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges to determine whether (a) the change is considered to be substantive in nature according to Commission policy; and (b) if so, the appropriate procedure for notifying or seeking approval from the Commission. The Accreditation Liaison also notifies the President, Provost, and other Academic Affairs offices of the pending notification to SACSCOC and seeks their inputs as appropriate.

Step 3

Determine what action is needed when a change is substantive and file the appropriate notice or prospectus with SACSCOC.

Step 4

Coordinate any required follow-up action with SACSCOC and the President, Provost & Vice President for Academic Affairs, School Deans, Department Chairs, and the Curriculum Committee Chair.

Step 5

Document all substantive change activity through posting on the Accreditation website.