College of Education

Distance Learning Policies and Procedures Manual

Commissioned and Approved By
Dr. Genniver Bell
Dean, College of Education

“Connecting Learners Across the World Through Distant Learning”

Report Complied by Dr. Theresa A. Shotwell, Full Professor
Chair, COE Distant Learning Committee
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The Florida A&M University College of Education (COE) is committed to delivering academic excellence through its doctoral, master’s and bachelor’s programs.

As an accredited college, the COE is committed to provide quality courses and programs delivered by means of Distance Learning. It will ensure the distance learning courses and programs offered are complemented by support, structures and resources that allow for the total growth and development of its Distance Learning students.

The courses and programs delivered by the College of Education will at a minimum address the Core Requirements, Comprehensive Standards, and Federal Requirements of the Principles of Accreditation set by the national accrediting associations (e.g. SACS, FLDOE, and NCATE).

**SOURCES**

1. Much of the content of this prospectus was provided by the FAMU Office of Instructional Technology (OIT). Representatives from both the College of Education and OIT Distance Learning Committees, and administration discussed in detail the content of this document.

2. The College of Education Distance Learning Committee developed the prospectus for COE’s online course and program policies and procedures.

3. SACS Online Learning Policies and Guidelines are included in this document. Related polices have been imbedded throughout its content.

4. The College of Education Distance Learning Committee discussed, originated, and proposed additional online policies and procedures for quality online instruction throughout this document.

5. The Dean of Education, Dr. Genniver Bell, provided directives, suggestions, and approval of this document.

6. The report was reviewed and committed on by Dr. Peggy Auman, Associate Dean of Academic Affairs- COE.
THE COLLEGE OF EDUCATION DISTANT LEARNING COMMITTEE (COE-DLC)

The COE-DLC was established in Fall 2009 by the COE Dean. The committee’s primary tasks included:

A. To establish a prospectus for the FAMU College of Education’s online course and program policies and procedures that:

1. Are in accordance with, but not limited to, the Florida A&M University policies and procedures for Distant Learning.
2. Are within the national accrediting standards and polices guidelines.
3. Clearly defines online options, for course and program offerings.
4. Provides guidelines for faculty requirements, resources, and overall expectations to teach online courses.
5. Identifies faculty procedures for submission request and implementing Distance and Hybrid/Blended Courses.
6. Provides some best practices for teaching online courses.

B. To serve as a vital link in the submission and implementation processes for the College of education Distant Learning courses and programs.

The Founding COE-DLC Representatives

Theresa Shotwell, Committee Chair- WFE  Serena Roberts, TNE
Nancy Fountaine, EE  Nancy McConnell, ELHS
Kelley Bailey, SEF (Open), HPER

The Committee Members Term of Service

The founding committee members’ were appointed by the COE Dean for a term of two years Fall2009-Spring 2011. Thereafter, the COE faculty will elect the members to serve a two year term-- accept for the Chair who will serve a three year term. This additional year will provide directions and will allow an easier transition for incoming members. The COE Dean will continue to appoint the Chair of this committee. Assisting members maybe re-elected for another term.

During the third year, the Chair may elect to pass the Chair’s baton to another member, while remaining on the committee until the end of the third year. This procedure is intended to allow continuity in the policies and procedures.
PART ONE

DESCRIPTION: Distance Learning Options

Online courses, also often referred to as Web courses, are usually defined as courses which are offered over the Internet. Basic technology needs are a computer, a Web browser and an Internet connection. Program and course providers will identify the specific technology needs of a specific course (e.g., some courses may require the use of a certain browser version or type of computer. Courses may have scheduled meeting times where students and/or instructors are online at the same time. Many terms are used when referring to online distance education programs and courses. These include: 'e-learning', 'Web-based training (WBT)' or 'Internet courses'. In addition, there are products (called Course Management Systems or CMS) used to design an online course. Example brand names of such products include 'WebCT', 'Blackboard' and 'Desire2Learn'.

Consistent with the Florida A&M University’s policies, the College of Education will use the following three basic forms of online learning:

1. Distance Learning (Fully Online): A course which meets wholly online utilizing no in-person or classroom time.
   a) Learner audience is never (or very rarely) in physical proximity to the instructor.
   b) Instructor-led traditional classroom sessions are either eliminated, adjusted for some different form of non-real time interaction, or replaced with real-time “virtual classrooms”.
   c) May be delivered via blend of asynchronous & synchronous technologies.
   d) This type of course must be pre-approved by department, college and university.

2. Hybrid Learning (same as Blended): An in-person class in which online tools and activities may replace not more than 50% of the scheduled class meeting time:
   a) Combination of asynchronous self-study with traditional classroom face-to-face activity;
   b) Using a wide range of traditional and e-learning delivery modes to educate learners;
   c) Seek the optimum blend of self study, instructor-led events, and group collaboration.
d) This type of course must be pre-approved by department, college and university.

3. Enhanced Learning (Face-to-Face): An in-person class which meets the traditional amount of time, and in which online tools are used effectively to enhance teaching and learning.
   
   a) Learner audience meets face-to-face with the instructor
   b) Technology is used to supplement (and is generally subordinate to) traditional face-to-face classes
   c) Instructor-led sessions are live, face-to-face in traditional classrooms
   d) Technology components are typically asynchronous, implemented through either a web editor or an asynchronous course management system
   e) This type of course is not subjected to pre-approval as the Distance Learning and Hybrid courses. A faculty member may elect to use the Blackboard system by simply contacting emailing the Office of IT at OIT@famu.edu.
PART TWO

DEVELOPMENT OF DISTANCE AND HYBRID COURSES
Quality Control

1. Course Content – Consider the appropriateness of the course for distance learning. All courses are not appropriate for distance learning delivery. Faculty and department administrators should make sure that all relevant materials that are offered in the face-to-face class can be delivered to the online student. Students should not receive less content because the course is online. The online course content must comply with relevant program standards and policies—including SACS, FLDOE and NCATE.

2. TaskStream E-Portfolio System - This tool must be integrated in all courses regardless of format. All education majors are required to purchase the TaskStream E-Portfolio to store course artifacts.

3. Faculty Competencies – It may be assumed that the faculty members are competent in the subject area that they teach. Faculty must therefore develop the required technical and instructional skills related to online course delivery needed to effectively offer a course online.

   a. Technical – Familiar with the appropriate use of each of the tools in learning platform (i.e. Blackboard) and Microsoft Office. Also, the faculty member will need competency in sending and receiving email; copying and pasting; file organization, testing and word processing. Other skills include the use of various desktop asynchronous and synchronous video capture and conferencing software systems.

   b. Instructional Plan – Develop a plan for accommodating the learning styles of the students in the distance learning class you are proposing to teach. Be aware of how the tools in the learning platform (Blackboard – Enterprise Version) might best be used to accommodate your students’ needs.

4. Blackboard Learning System -- The online courses must be developed in the Florida A&M University Blackboard Learning Systems at http://famu.blackboard.com. If the course is developed in some other learning management system, i.e. Course Compass or on an independent web site it should be noted. Courses that are not developed in Blackboard will have to use Blackboard as a front-end interface. It is important that all online students have a common area to find a directory of courses for the university.
5. **Create Interaction**: Online Courses should contain evidence of attempts to **create interaction** among students, materials, and instructor(s). (Critical Thinking)

6. **Archive Course** - The OIT will assist the faculty to **create an archive** of the course.

7. If **Student Privacy** is an issue, please contact the Office of IT at OIT@famu.edu to discuss possible alternatives.

8. **Resources** – Establish a resource bank. Check with the publisher of your textbook regarding online materials. Compile a list of online resources available through the FAMU library system. Search the web for additional resources if appropriate.

9. **Student Readiness-Advisement**: The OIT has employed the READI website: [www.readi.info/about](http://www.readi.info/about) as a means to assess the degree to which an individual student possesses attributes, skills and knowledge that contribute to success in online learning. ... The READI website allows students to complete a survey on their readiness for online learning before enrolling into the online course. This information provides faculty the insight as to the student’s experiences with online learning. On the FAMU online website the student will be asked “**Is a web course right for you? Click here to find out.**” This link will send student to READI website. See Part Five of this report for more details.

10. The **Online Course Delivery System** demonstrates that the student who registers in a distance learning are the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of FAMU, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.
PART THREE

FACULTY PREPARATION and BEST PRACTICES

I. Preparation Requirements

A. All faculty teaching online courses are expected to be proficient in the following four technologies:
   a. Blackboard: Enterprise Version Workshops I & II,
   b. Desktop Web Conferencing: Elluminate Workshops I & II,
   c. Screen Capture Techniques: Camtasia and/or Captivate Workshops I & II,
   d. Advance Presentation Techniques: Blackboard Workshops I & II.

Note: An instructor may be waived from all or part of the workshop requirements if he/she can demonstrate proficiency. The instructor must demonstrate before the COE Distant Learning Committee. If adequately proficient, the committee will forward recommendations to waive the workshops to the departments and the COE Dean.

The training workshops will be provided by the FAMU Office of Instructional Technology (OIT) beginning Summer 2010.

B. After the first semester online course delivery, faculty may be given the opportunity to earn a “Certification in Blackboard,” by enrolling in one of the three online certification course series offered through Blackboard.com. The three part series gives the faculty a certification of competency in online course delivery at the completion of the courses. Faculty who keep their online distance/hybrid courses up each semester may be assisted with the certification tuition by FAMU. You may contact the Office of IT at OIT@famu.edu

II. Course Design Rubric

i. Quality Matters

The course design rubric, using the Quality Matters model, is outlined in Section 2 of the FAMU Online/Distance Learning Course Submission Form –(Appendix-IA). Also see PART EIGHT for more information and online at:

http://www.famu.edu/it/UserFiles/DistanceLearningCourseSubmission.pdf
Quality Matters rubric at http://www.qualitymatters.org/ created a set of forty specific elements, distributed across eight broad standards, by which to evaluate the design of online and hybrid courses. The web-based, fully interactive rubric is complete with annotations that explain the application of the standards and relationship between them. The eight broad standards include:

1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Resources and Materials
5. Learner Engagement
6. Course Technology
7. Learner Support
8. Accessibility

ii College of Education Online Course Rubric

The committee designed the rubric based on the Quality Matters Standards used by the FAMU OIT. It is not meant to take the place of the rubric the OIT uses once online courses are sent to them, but to be used at the department and/or college level to help assure quality before the course is sent to them. Once it is found useful, a few of the categories from the OIT application may be added.

Refer to Appendix-IB for details.

III. Best Practices

In order to teach an online course successfully, much of the preparatory work must be done well in advance. Some best practices may include:

1. If you are going to be using worksheets in your class, it would be wise to have them made up and posted (probably only the most current will need to be visible).

2. If timed quizzes will be made available, prepare the test bank before the beginning of the semester.
3. If you would like to communicate the most basic precepts from week to week and wish to prepare a vignette for students to watch, you can tape several sessions at a time well in advance of your first class and load them on our Blackboard site.

4. Discussion board questions, chat rooms sessions, and group projects can all be loaded and ready for the students on the first day (again, you might want to not make the materials visible until closer to due date).

By preparing well in advance, the course will be more organized and you will be better able to meet the more immediate needs of your students (questions concerning content area, course requirements, tools, grading, etc.)
FACULTY DISTANT LEARNING READINESS ASSESSMENT

Readiness
The COE-DL Committee designed Faculty Distant Learning Readiness Survey (Appendix I) for faculty to self-determine his or her own readiness to teach distant learning courses. The survey may also be used to assist the faculty in the preparation and development of the online course.

Evidence of Proficiency in Delivery
The Faculty Distant Learning Readiness Survey is also used as the criteria for the COE-DL Committee to determine, during a faculty demonstration, if the faculty member is proficient in the delivery of the course. Thus, making recommendations for the course to be offered and taught by the requesting faculty.

FACULTY AVAILABILITY AND CONTACT INFORMATION

a. The faculty must respond within 48 hours to students inquiries.

b. Some communication options may include: email, voice mail, student post questions on the discussion board, MSN Messenger and Virtual Office Hours.

c. During the Virtual Office hours posted the faculty is expected to be physically at the computer to respond immediately to students, unless students are notified otherwise.
PART FOUR

FACULTY RESOURCES and BEST PRACTICES
“A Quality Online course requires Best Practices Implementation.”

1. Developing an Online Course

The FAMU Online Teaching and Learning website for faculty. This site provides information that has been compiled to give faculty some of the BEST PRACTICES use in the academic community that can assist faculty in developing online course delivery.

One of the basic concerns is to define the various methods of delivery so that as we converse we have a common nomenclature.

2. Developing a New Course

This documents addresses the issue of developing a new course. Consider the following as you make your decisions.

A. Expectations

a. What are the goals for the course?
   * knowledge transfer,
   * physical skill,
   * reducing seat capacity,
   * attract distance learners)

b. What support will you require and will your department provide it?
   * release time,
   * hardware,
   * money,
   * support staff,
   * software,
   * expertise,
   * teaching assistants,
   * shared technology resources,
   * training,
   * other incentives)

c. Who will be performing what roles in the course development?
   * secretary,
   * teaching assistant,
   * content development,
   * technical support,
* marketing,  
* maintenance,  
* tutors

**B. Time commitment**  
* Creating online course materials can be time consuming.*  
* Faculty who have invested time developing online materials have found the results worthwhile.*  
* Up front time commitment is significant.*  
* Be sure your department supports your use of time.*  
* Be sure you are not caught between conflicting demands.*

**C. Costs**  
* Consider whether you will need to purchase:*  
* Hardware or software to produce the course.*  
* Media support or production cost*  
* Need to factor technical support staff*  
* Secretarial and TA costs into the equation.*  
* Allocate budgets for course development,*  
* personal learning, and teaching time.*

**D. Maintenance**  
* Is your content time-dependent?*  
* Do you have content and links that need frequent updating?*  
* Who will perform the maintenance?*  
* Will you pass this course along to be taught by another after you have developed it?*  
* What tasks need to be performed each semester to get it ready for students?*

**E. Develop on your own or with support?**  
* Will you develop your course on your own or do you need assistance with:*  
  * Course design and development,*  
  * Production of interactive media and graphics,*  
  * Copyright and library support?*  
* Are you aware of the many self-help resources FAMU provides?*  
  * Blackboard Learning Management System (LMS),*  
  * Training resources,*  
  * Faculty training and development,*  
  * FAMU IMC staff will assist you with your course development?*
PART FIVE

STUDENT ADVISEMENT
DISTANCE LEARNING READINESS

“READI” ASSESSMENT

Initially, students will need to be assessed in regard to their knowledge, skill, and disposition readiness to be successful with a distance learning course. FAMU’s College of Education will utilize the READI assessment instrument to evaluate students’ readiness for success with such a course.

READI (Readiness for Education At a Distance Indicator) is a patent-pending, web-based, 105-item assessment which measures a learner’s readiness for succeeding in an online learning program. READI indicates the degree to which an individual student possesses attributes, skills and knowledge that contribute to success in online learning. READI identifies students who may be deficient in areas critical to retention and successful completion of distance education courses. In this manner, faculty instructors or mentors can work with students to provide support, resources, or referral aimed at improvement.

Students are provided with assessment results in order to understand their areas of deficiencies, strengths, and likelihood for success. Each student who takes READI receives immediate feedback in the form of an individualized report that shows his/her score for each of the various READI components. The scores are presented in textual and graphical formats. FAMU and the College of Education will receive a summative report detailing the individual READI scores of their students.

If the instrument determines that a user is not ready to study at a distance, the faculty instructor or mentor can determine the most appropriate intervention. These include: links to potential remediation resources online; meetings with distance learning experts in the student’s community; written resource materials; student peer assistance; or on-going support sessions via in person, email, or telephone conferencing with the faculty member prior to taking or during the distance learning course. Faculty instructors will also meet at the end of the course via in person or phone conferencing with students.
enrolled to discuss issues and potential success with subsequent distance learning courses.

READI includes five major assessment components that measure: individual attributes, learning styles, technical skills, on-screen reading rate and recall, typing speed & accuracy

PERSONAL ATTRIBUTES
The personal attributes section of READI measures traits, habits and attitudes that impact one’s goodness of fit of distance education as a delivery system. The six attributes which are measured are time management, procrastination, persistence, academic attributes, locus of control, and willingness to ask for help.

LEARNING STYLES
The learning styles section of READI measures the preferred learning styles of the student. The learning styles inventory is based on the multiple intelligences model which measures the following seven learning styles: visual, verbal, social, solitary, physical, logical, and aural. There are 35 items in this section with each of the seven learning styles being measured by five items.

ON-SCREEN READING RATE AND RECALL
The on-screen reading rate and recall section of READI consists of passages which are selected by the institution based on the appropriate Flesh-Kincaid Grade Level for the participants. The section begins with an instruction screen which informs the student that they are about to read a passage and then be quizzed on their comprehension of the passage. Comprehension of these passages is measured by ten items which based on the following five categories of comprehension: sequencing, factual information, inferential information, cloze process and the main idea of the passage.

TECHNICAL COMPETENCY
The technical competency section of READI measures the degree to which the participant possesses basic instructional technology skills. In this section students demonstrate mastery of the technology skills through ten technology related tasks. The tasks are identifying a properly formatted email address, following a link on a web page, opening a file, identifying an appropriate software application for a specific task, downloading and listening to an audio file, working within a file structure, identifying an email attachment, saving a file, printing a file, and using a search engine.

TECHNICAL KNOWLEDGE
The technical knowledge section of READI measures the degree to which the participant possesses knowledge of items related to instructional technology. In this section there are seven technology usage items which measure the degree to which the participant uses specified instructional technologies. This item is measured through multiple choice items containing four choices. The technology in your life section contains two items through which the participant indicates the level at which they integrate technology into other areas of their life. This section is measured through a dropdown menu of numerical choices which indicate the appropriate frequency of the
technology integration. The technology vocabulary section contains ten items which are measured by four-choice multiple choice questions.

**TYPING SPEED AND ACCURACY**

The typing speed and accuracy section of READI is a skills test through which the student demonstrates their typing skills. Participants are first allowed to select the orientation of the sample passage to be typed in relation to the typing input window. Students then type the text. The score report visually presents their errors and typing rate.
PART SIX

TEACHING ASSIGNMENTS AND COURSE OWNERSHIP

I. Faculty Online Teaching Assignments

A. When an online course is offered the first time, the faculty who develops the course should have one .20 (undergrad) or .27 (graduate) release time one semester prior to implementing this course. This will allow faculty sufficient time to develop and submit the course.

B. During any given semester each faculty is not allowed to teach more than two fully online course, except:
   1. If the academic program is fully online;
   2. And when there is a scheduling need.

C. Note: As mentioned in the Approval Process (Part-9:3b) in this document, when submitting a request for online courses, the faculty must prepare a demonstration before the COE-DLC providing evidence of proficiency in the delivery of the online course.

II. Ownership of Courses

Faculty's upmost integrity in sharing and utilizing shared information is expected. The entire development AND design (e.g. online syllabus, blackboard setup--including it's links and attachments), of any COE course taught online are the property of COE and must be shared with faculty successors teaching the same online course.

The online course will be archived on Blackboard for future COE use.
PART-SEVEN

ONLINE EVALUATION INSTRUMENT

FOR ONLINE COURSES

A. Students enrolled in online courses will be asked to evaluate their experience at the end of the semester using an online evaluation tool.

B. Although not yet identified, the Office of IT, in collaboration with The FAMU Testing Service Bureau, will design, administer, and summarize an evaluation instrument that will allow students to evaluate the overall course. The feedback will be used to assist the faculty and department with improvement to the course.

PART-EIGHT

ONLINE COURSE SUBMISSION GUIDELINES

For each Distant Learning or Hybrid course request, the COE DISTANT LEARNING COURSE SUBMISSION TRANSMITTAL FORM (Appendix-II) must be completed and the faculty must provide the following documentation:

1. FAMU Online/Distance Learning Course Submission Form
2. Online Course Profile
3. Online Course Syllabus
4. Faculty Distant Learning Readiness Survey (See Part 3 and Appendix-I)

In addition to the Submission Application Form, ALL supplementary materials (course profile and syllabus) must be converted and submitted electronically to the Office of IT for approval at OIT@famu.edu. The OIT will not accept hard copies, except the approval/signature page of the submission application form. The OIT will acknowledge submissions within three business days.

I. The FAMU Online/Distance Learning Course Submission Form, can be retrieved and completed from the FAMU web site or at:
The Form is an interactive document that encapsulates the FAMU Quality Matters Rubric. This form allows you to evaluate your course using the FAMU Distance Learning Committee standards and to provide explanations in support of your selections. Each of the form fields is active; you may either, type text, select an appropriate radio button, or choose a response from the drop down list.

The Submission Form consists of 6 sections: (See example in Appendices)

Section 1 – Information about You and Your Course
Section 2 – Course Design (Appendix-IA)
Section 3 – Interaction and Collaboration
Section 4 – Assessment
Section 5 – Learner Support
Section 6 – Course Access and Permission Information

a. Complete all sections. When you have completed the Submission Form, **print the form before you submit**. The submitted form will be retained by OIT and held in online archive until all appropriate signatures and supplemental material are gathered.

b. The completed Submission form should be printed and signed by the appropriate personnel.

II. **The Online Course Profile** is an overview of the course and is publically posted at the time the course is offered. It provides information (i.e. experts from syllabus) to the potential student about the expectations of the course, including materials, tools and equipment needed and **faculty contact information** (See Part Three, Number III below and Appendix IV on this subject). In case of a Hybrid course, the profile would also include meeting dates, and/or how many times the class will meet face-to-face during the term (not less than 50%), and other information.

d. Refer to **Appendix-IV** to review an example of a course profile. Also visit the FAMU website on Distant Learning courses offered and review other faculty examples of course profiles.

e. Provide OIT with an electronic copy of the profile.

III. **The Online Course Syllabus**
a. **The syllabus** is used for quality control, assessment and review. In most cases, it may be strategically posted on blackboard in various components based on the online course design and the type of course (e.g. Fully online, Hybrid or Enhanced). **The syllabus content is usually identified by menu headings on the blackboard system.**

b. **The online course syllabus content** must be in compliance with state and national standards and policies (e.g. NCATE, SACS., FLDOE), as are the COE’s traditional courses. Again, this information must be posted on the website system for the student information.


d. The syllabus must clearly state the faculty availability, and contact methods and time for students to communicate with the faculty. **(See Part Three and Appendix IV for more information on the subject)**

e. The course bibliography must be updated at least every two years or earlier, if necessary.

---

**PART-NINE**

**APPROVAL/SIGNATURE PROCESS**

I. **The Approval process** for an online course that is consideration in the Florida A&M University Distance Learning Programs’ course offerings is a very meticulous and extensive process, there for it is very important to plan within a reasonable and timely manner.

II. **The Signatures** required include those from the :

1. Department Chair
2. COE-Distant Learning Committee
3. College of Education Dean  
4. Office of IT/ Distant Learning Committee  
5. FAMU Curriculum Committee  
6. Faculty Senate  
7. Provost/Academic Affairs

### III. The Steps for Online Course Approval Include:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Faculty submits the <strong>COE DISTANT LEARNING COURSE SUBMISSION TRANSMITTAL FORM</strong> with all supporting materials (i.e. <strong>FAMU Online/Distance Learning Course Submission Form, Course Profile, Syllabus, and Faculty Distant Learning Readiness Survey</strong>) to the department chair for approval.</td>
</tr>
</tbody>
</table>
| 2    | Then Department submits the signed FAMU-Online-Distant Learning Submission Application Form and supporting material to the COE-Distante Learning Committee (**COE-DLC**) for recommendation.  

*The faculty must demonstrate before the COE-DLC proof of proficiency in the delivery of the online course. The proficiency criteria will be based on the Faculty Distant Learning Readiness Survey.* |
| 3    | A. If recommended, the COE-DL Committee forwards the submission to the COE Dean for signature.  
B. If not recommended, the COE-DL Committee returns the application to the department with reviewer comments and recommendation that will assist in revision and resubmission. |
| 4    | A. If approved, the Dean forwards to the FAMU Office of Instructional Technology/Distance Learning Committee for approval (**OIT-DLC**)  
B. If not approved the Dean, returns to Department and the process will begin at Step-1. |
| 5    | The OIT-DLC forwards to the FAMU Curriculum Committee for signature |
| 6    | The FAMU Curriculum Committee forwards to Faculty Senate for signature |
| 7    | The Faculty Senate forwards to the Provost/Academic Affairs for final signature. |
| 8    | The Course information is sent to Registrar's Office to be included in Online Course Catalog |
| 9    | The Course is listed on [http://www.famu.edu/instructional technology - Online Learning](http://www.famu.edu/instructional technology - Online Learning) |
PART TEN

OTHER COE-DLC RECOMMENDATIONS:

The committee discussed in detailed additional efforts and resources that support quality online courses.

Other Recommendations by the Committee include:

1. Establish a COE –DL Resource team that consist of experts in : Content, Curriculum/Instructional Design, and Technology
2. Peer Review of Designed Course
3. Develop a list of technical resources for faculty as well.
4. Faculty/Graduates: Utilize all Graduate candidates to work with PEU faculty on technology innovation projects for online courses. Perhaps focusing on one specific online technology for best practices (e.g. videoing, voice overlays, presentations, etc.)
5. DSL is not available to all students in some locations (e.g. Madison County). Therefore other resource arrangements will be needed (e.g. Library, community college, high schools, etc.). This should be headed by the COE Marketing and Publication Committee.
APPENDICES

Faculty Distant Learning Readiness Survey  APPENDIX-I
FAMU Online/Distance Learning Course Submission Form:  APPENDIX- IA
Course Design Rubric (pages 2-3)  APPENDIX-IB
College of Education Online Course Rubric

COE-Distant Learning Course Submission Transmittal Form  APPENDIX-II
Online Course Profile  APPENDIX-III
Online Course Syllabus  APPENDIX-IV
SACS Distance And Correspondence Education/Policy Statement  APPENDIX-V
SACS Distance Education and the *Principles of Accreditation:*  APPENDIX-VI
Documenting Compliance Guidelines
SACS Substantive Change For Accredited Institutions  APPENDIX-VII
Of The Commission On Colleges/Policy Statement
Netiquett: Make it Part of Your Syllabus  APPENDIX-VIII
## APPENDIX-I

**Faculty Distant Learning Readiness Survey**

*Florida A&M University*

**College of Education**

**Faculty Distance Learning Readiness Survey**

<table>
<thead>
<tr>
<th>Instructional Environment</th>
<th>Very Much</th>
<th>Some what</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a specific location to prepare for my distance learning courses</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I have a High-Speed Internet Connection on my primary computer</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I have Windows XP or later as the Operating System on my computer</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am able to spend 3 – 5 hours per credit hour on my course each week (e.g., 9 – 15 hours for a 3 credit hour course)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Skills</th>
<th>Very Much</th>
<th>Some what</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am proficient in the use of FAMMail.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am proficient in the use of Blackboard-(Enterprise Version)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am proficient in the use of standard word processing applications (MS-Word)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am proficient in the use of standard presentation applications (MS-PowerPoint)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am proficient in the use of search engines, such as Google, to find information on the Internet</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am proficient in the navigation of URLs in the Address Bar of an Internet browser.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am proficient in the use of a computer Web Cam</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am proficient in taking digital images</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am proficient in scanning documents to files</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-Line Skills and Relationships</th>
<th>Very Much</th>
<th>Some what</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to communicate effectively with my students via online technologies such as:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Electronic Mail,</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Screen Capture Techniques (e.g. Camtasia/Captivate),</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Web Conferencing,</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Discussion Boards,</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Video Conferencing,</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Communication Networks (e.g. MSN/Yahoo Messenger)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am able to schedule time to provide timely and reflective responses to student questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
## APPENDIX-IA

### FAMU Online/Distance Learning Course Submission Form: Quality Matter Course Design (Page 2 of Form)

<table>
<thead>
<tr>
<th>Course Information 02</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools</strong></td>
<td></td>
</tr>
<tr>
<td>- animations/simulations</td>
<td></td>
</tr>
<tr>
<td>- audio</td>
<td></td>
</tr>
<tr>
<td>- blogs</td>
<td></td>
</tr>
<tr>
<td>- calendar</td>
<td></td>
</tr>
<tr>
<td>- CD-ROM</td>
<td></td>
</tr>
<tr>
<td>- chat room</td>
<td></td>
</tr>
<tr>
<td>- discussions</td>
<td></td>
</tr>
<tr>
<td>- email</td>
<td></td>
</tr>
<tr>
<td>- glossary</td>
<td></td>
</tr>
<tr>
<td>- gradebook</td>
<td></td>
</tr>
<tr>
<td>- graphics/images</td>
<td></td>
</tr>
<tr>
<td>- home pages</td>
<td></td>
</tr>
<tr>
<td>- image database</td>
<td></td>
</tr>
<tr>
<td>- my progress</td>
<td></td>
</tr>
<tr>
<td>- quiz tool</td>
<td></td>
</tr>
<tr>
<td>- RSS feeds</td>
<td></td>
</tr>
<tr>
<td>- search</td>
<td></td>
</tr>
<tr>
<td>- self test</td>
<td></td>
</tr>
<tr>
<td>- student presentations</td>
<td></td>
</tr>
<tr>
<td>- survey</td>
<td></td>
</tr>
<tr>
<td>- video/iPod</td>
<td></td>
</tr>
<tr>
<td>- whiteboard</td>
<td></td>
</tr>
<tr>
<td>- wikis</td>
<td></td>
</tr>
</tbody>
</table>

The use of technology within an online course should focus on enhancing and enabling student learning. A variety of tools can be used to achieve course objectives. Please select the tools used in the course (check all that apply).

---

### Section 2: Course Design 01

Course design addresses elements of instructional design in an online course. For the purpose of this submission form the elements listed here are for the instructor and other responsible parties in the department to have some structure of criteria to work from. Later, When the course is assessed by an instructional designer from the Office of Instructional Technology these standards will be used. The OIT will use the Quality Matters Rubric for Online Course Delivery as the standard for evaluation of distance learning courses and programs at Florida A&M University for 2008.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 - Exemplary: a model of best practices</td>
<td></td>
</tr>
<tr>
<td>5 - Accomplished: excellent implementation</td>
<td></td>
</tr>
<tr>
<td>4 - Promising: good implementation;</td>
<td></td>
</tr>
</tbody>
</table>

**Goal:** Are the goals clearly explained to students

**Example:**

- Drop-down List

---

Page 2 of 7
### Section 2: Course Design 02

<table>
<thead>
<tr>
<th>Objectives reflect desired learning outcomes</th>
<th>Drop-down List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives are written at the appropriate level</td>
<td>Drop-down List</td>
</tr>
<tr>
<td>Objectives/learning outcomes are clearly stated as part of the syllabus</td>
<td>Drop-down List</td>
</tr>
<tr>
<td>Objectives/learning outcomes are clearly stated as part of each learning module</td>
<td>Drop-down List</td>
</tr>
<tr>
<td>The use of third party tools is relevant to learning outcomes</td>
<td>Drop-down List</td>
</tr>
<tr>
<td>Content is presented in manageable segments</td>
<td>Drop-down List</td>
</tr>
<tr>
<td>Content is easily navigated</td>
<td>Drop-down List</td>
</tr>
<tr>
<td>Content is made available via a variety of appropriate mechanisms</td>
<td>Drop-down List</td>
</tr>
</tbody>
</table>

**Please check all mechanisms that apply**

- [ ] Content modules
- [ ] Folders/subfolders
- [ ] Singles pages
- [ ] Links to external sources
- [ ] Print/hard copy documents
- [ ] RSS feeds

**Other mechanisms:**

appropriate tools are used to enhance content

**Please check all tools that apply**

- [ ] Goals
- [ ] Discussion
- [ ] Glossary/dictionary
- [ ] Notes
- [ ] Chat
- [ ] Messaging
- [ ] Links
- [ ] Quiz
- [ ] Self test
- [ ] Audio
- [ ] Video
- [ ] Drop box
- [ ] The Electric Blackboard
- [ ] Other

use of visual and auditory tools encourage student engagement | Drop-down List |
students are given an opportunity to provide feedback about this course | Drop-down List |
accessibility issues are addressed | Drop-down List |
students are provided opportunities for individualized/differentiated instruction (groupings, adaptive/release, etc.) | Drop-down List |
course design encourages critical thinking and analysis of content | Drop-down List |
appropriate tools are used to enhance content | Drop-down List |
## Course Overview & Introductions

<table>
<thead>
<tr>
<th>Standard</th>
<th>Fully meets</th>
<th>Areas that need improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions make clear how to get started and where to find various course components.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etiquette expectations (sometimes called “netiquette” for online discussions, email, and other forms of communication are stated clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The self-introduction by the instructor is appropriate and available online.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are asked to introduce themselves to the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum technical skills expected of the student are clearly stated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Learning Objectives

<table>
<thead>
<tr>
<th>Standard</th>
<th>Fully Meets</th>
<th>Areas that need improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course learning objectives describe outcomes that are measurable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All learning objectives are stated clearly and written from the students’ perspective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructions to students on how to meet the learning objectives are adequate and stated clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The learning objectives are appropriately designed for the level of the course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Assessment and Measurement
### Assessment and Measurement

<table>
<thead>
<tr>
<th>Standard</th>
<th>Fully Meets</th>
<th>Areas that need improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course grading policy is stated clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific and descriptive criteria are provided for the evaluation of students’ work and participation. (Rubrics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Self-check” or practice assignments are provided, with timely feedback to students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Resources and Materials

<table>
<thead>
<tr>
<th>Standards</th>
<th>Fully Meets</th>
<th>Areas that need improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The relationship between the instructional materials and the learning activities is clearly explained to the student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All resources and materials used in the course are appropriately cited.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learner Engagement

<table>
<thead>
<tr>
<th>Standard</th>
<th>Fully Meets</th>
<th>Areas that need improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning activities promote the achievement of the stated learning objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The requirements for student interaction are clearly articulated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Course Technology

<table>
<thead>
<tr>
<th>Standard</th>
<th>Fully Meets</th>
<th>Areas that need improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment and Measurement

<table>
<thead>
<tr>
<th>Standard</th>
<th>Fully Meets</th>
<th>Areas that need improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tools and media support student engagement and guide the student to become an active learner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navigation throughout the online components of the course is logical, consistent, and efficient.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students have ready access to the technologies required in the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course components are compatible with current standards for delivery modes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructions on how to access resources at a distance are sufficient and easy to understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course design takes full advantage of available tools and media.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learner Support

<table>
<thead>
<tr>
<th>Standard</th>
<th>Fully Meets</th>
<th>Areas that need improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course instructions articulate or link to clear description of the technical support offered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course instructions articulate or link to an explanation of how the institution’s academic support system can assist the student in effectively using the resources provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course instructions articulate or link to an explanation of how the institution’s student support services can help students reach their educational goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Accessibility

<table>
<thead>
<tr>
<th>Standard</th>
<th>Fully Meets</th>
<th>Areas that need improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course incorporates ADA standards and reflect conformance with institutional policy regarding accessibility in online and hybrid courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course pages and course materials provide equivalent alternatives to auditory and visual content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course pages have links that are self-describing and meaningful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course ensures screen readability. (works with various browsers according to ADA standards)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX-II
Distant Learning Course Submission Transmittal Form

Florida A&M University

COLLEGE OF EDUCATION
DISTANT LEARNING COURSE SUBMISSION
TRANSMITTAL FORM

<table>
<thead>
<tr>
<th>Course ID:</th>
<th>Course Name:</th>
<th>Term/Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Type of Course (Check one):
- Fully Online
- Hybrid/Blended

First Time Offered on Line (or)

Last time offered Online:

Last Faculty Taught the Online course:

Required Documents Attached:
- FAMU- Distant Learning Submission Application Form
- Course Profile
- Course Syllabus
- Faculty Distant Learning Readiness Survey

---Required Signatures---

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COE-DL Committee Rep.</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COE-Dean</th>
<th>Signature</th>
<th>Date</th>
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</tbody>
</table>

COE-DLC 2010
APPENDIX-III
Online Course Profile - Example

ONLINE COURSE PROFILE

MNA 3011 MANAGING OPERATIONS
Distant Learning
Spring 2009
"Fully Online"

Is a web course right for you? Click here to find out. (This link will send student to READI web site. The READI site allows faculty to survey students on their readiness for online learning).

- Instructor: Dr. Theresa Shotwell
- Title: Professor
- Department: Department of Business and Technology Education
- Address: GEC307
- Phone: 850-599-3564
- Email: theresa.shotwell@famu.edu

Class Video Introduction (OIT WOULD LIKE TO GET A SHORT VIDEO OF YOU INTRODUCING THE CLASS TO NEW STUDENTS. THE OFFICE OF INSTRUCTIONAL TECHNOLOGY WILL HELP YOU WITH THE VIDEO)
You must have Flash Player to view this video. Click here to download and install

Introduction
This course will introduce students to the field of managing operations in a realistic and practical manner. Managing operations includes a blend of topics from environment to ethics, diversity, strategic planning, team management, human resources, communication and information technology and other vital operations and processes. The students will understand the role of the manager in an organization and how effective management affects society and their lives.

Objectives

Upon completion of the course the student will be able to:

1) Define management and related concepts and terms.
2) Explain the differences between managers and entrepreneurs.
3) Explain why managers should strive to create ethical organizational cultures for diverse environments.
4) Identify the main forces in a global organization’s task and general environments, and describe the challenges that each force presents to managers.
5) Describe the six steps that managers should take to make the best decisions.
6) Explain the relationship between planning, strategy, and change.
7) Describe the types of organizational structures managers can design, and explain why they choose one structure over another.
8) Identify the main output/behavior controls and discuss their advantages and disadvantages as means of coordinating and motivating employees.
9) Define motivation and explain why managers need to be concerned about it.
10) Describe what leadership is, when leaders are effective and ineffective, and the sources of power that enable managers to be effective leaders.
11) Explain why groups and teams are key contributors to organizational effectiveness.
12) Explain why strategic human resource management can help and organization gain a competitive advantage.
13) Differentiate among four kinds of management information systems.
14) Explain the role of operations management in achieving superior quality, efficiency, and responsiveness to customers.

Required Text


Class Meetings Specifications: “Fully Online”- Course

Students enrolling in this course are indeed enrolling in a "Totally Online" distance education course. Distance education is defined as an educational system in which the student is formally enrolled in a school or college but receives instruction at some remote site. Traditionally, correspondence has been the primary delivery medium. However, the delivery systems most common today are based on video, audio, and computer technologies. This distance learning course essentially needs no face-to-face meetings. The course can be good for students that are at a far distance from campus and/or have jobs that cannot meet the class schedule. Students with good study skills and who have a mature work ethic are good candidates for these kinds of courses. REMEMBER: Only students who have received prior approval will be permitted to enroll in the distance course. All other students may enrolled in the hybrid course.

While some correspondence will take place between the instructor and students, much of the content of this course will be facilitated through the visual and auditory systems. This means that students must be familiar, on some basic level, with visual and audio computer technologies. Simply put, if you are not comfortable with using computers and technologies such as streaming video and audio, discussion board posting (like blogging), and internet based researching and downloading, then you should consider taking this course in the traditional face-to-face environment. At this course level, all majors in the Department of Business and Technology are expected to have already obtained these skills.

Blackboard will be the primary platform used to facilitate communication between the students and the instructors. In addition, use of Blackboard will provide students the opportunity to take advantage of the various resources designed to enhance understanding of the principles and concepts covered in this course. Therefore, use of Blackboard is required! In addition, the MSN Messenger or a similar group discussion board will be used for class discussions and chats. Messenger will also be available during faculty office hours.

Students will participate in virtual classroom, homework and Internet assignments that may include reading assignments from additional textbooks, journals, external internet links; term project and examinations; and computer-based tutorial, action research. Each student is encouraged to read appropriate documents (e.g. textbooks, related readings) in advance.

Any student needing assistance and/or having difficulty with any aspect of Blackboard, MSN Messenger or any other technology use in this course should speak with the instructor during the first week of class. Students may also get technical assistance from the FAMU media center by contacting Mr. Danny Malone at 850-599-3460 or by emailing OIT@famu.edu.

Required Technology
PC or Macintosh computer - system requirements below
Internet connection (without firewall) - connections listed below
Speakers on computer
Microphone - needed two-way online web conferencing

Windows - MINIMUM REQUIREMENTS
- Intel® Pentium® II 450MHz or faster processor (or equivalent)
- 128MB of RAM, (256MB recommended for complex forms or large documents)
- Microsoft® Windows® Vista, Microsoft® Windows® XP, Windows Me, Windows 98
- Microsoft Internet Explorer 6.0 or 7.0, Firefox 1.5 or 2.0, Mozilla 1.7
- 280 MB of available hard-disk space
- 800x600 color monitor with 16-bit color or greater video card
- CD/DVD player, CD recorder
- Working Microphone input
- Working Sound output

Macintosh - MINIMUM REQUIREMENTS
- PowerPC® G3, G4, G5 or Intel® processor
- Mac OS X 10.4.3 to 10.4.9
- 128MB of RAM (256MB recommended for complex forms or large documents)
- 170MB of available hard-disk space
- Safari 2.0
- 280 MB of available hard-disk space
- 800x600 color monitor with 16-bit color or greater video card
- CD/DVD player, CD recorder
- Working Microphone input
- Working Sound output

Macintosh - MINIMUM REQUIREMENTS
- High speed connection
- Cable
- DSL
- Network connection must be clear of firewall blocks that prevent video and audio download.
- It is preferred that students do their primary internet work from a computer at their home or a computer to which they have administrative rights.
- If you are using a computer at an office you may need to work with the network administrator to download and install needed system requirements.
- Required Plugins
  - Flash Player
  - Adobe Acrobat Reader
  - Javascript
  - ActiveX
  - Windows Media Player

- Required Software
  - Microsoft Word
  - PowerPoint
  - Excel
  - Access
  - TaskStream
  - Blackboard
# Online Course Syllabus - Example - Cover Page

**Florida Agricultural and Mechanical University**
College of Education
Tallahassee, Florida 32307

## Course Syllabus

<table>
<thead>
<tr>
<th>Course Number: MNA3011-001</th>
<th>Course Title: Managing Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: GEB 2001 - Intro. To Bus.</td>
<td></td>
</tr>
<tr>
<td>Course Credit: 3 semester hours</td>
<td>Course Hours: Distant Learning – “Fully Online”</td>
</tr>
<tr>
<td>College: Education</td>
<td>Required Text and Technology:</td>
</tr>
<tr>
<td>Faculty Name: Dr. THeresa A. SHotwell</td>
<td>Knowledge or ability to work with following Technologies:</td>
</tr>
<tr>
<td>Term and Year: Fall 2010</td>
<td>a. Blackboard web system <a href="http://famu.blackboard.com">http://famu.blackboard.com</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:theresa.shotwell@famu.edu">theresa.shotwell@famu.edu</a> or <a href="mailto:theresa.shotwell@live.com">theresa.shotwell@live.com</a></td>
<td>b. Desktop Web Conferencing: Elluminate, and</td>
</tr>
<tr>
<td>Phone: (850) 599-3564 (Voice mail)</td>
<td>c. Task-Stream E-portfolio is required for all education Majors.</td>
</tr>
</tbody>
</table>

The faculty will respond within 48 hours to students inquiries (expect for weekends). Communication options include: emailing, voice mail, posting questions on the discussion board, MSN Messenger and Virtual Office Hours below.

<table>
<thead>
<tr>
<th>Virtual Office Hours: during this time the faculty is usually at the computer and will respond immediately unless you are notified otherwise.</th>
<th>Monday 11AM-12PM</th>
<th>Tuesday 11AM-12PM</th>
<th>Wednesday 11AM-12PM</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

## COURSE DESCRIPTION

This course provides basic theories of management and its actual practice including theoretical concepts and relevant research including a blend of topics from environment to ethics, diversity, strategic planning, team management, human resources, communication and information technology and other vital operations and processes.
APPENDIX-V

DISTANCE AND CORRESPONDENCE EDUCATION

- Policy Statement -

Definition of Distance Education

For the purposes of the Commission's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

Definition of Correspondence Education

Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Courses are typically self-paced.

Policy Statements

1. At the time of review by the Commission, the institution must demonstrate 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 by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.

2. An institution that offers distance or correspondence education must ensure that it reports accurate headcount enrollment on its annual Institutional Profile submitted to the Commission.

3. Institutions must ensure that their distance and correspondence education courses and programs comply with the Principles of Accreditation. The referencing of the particular requirements listed in this policy does not imply that they are the only requirements of the Principles that apply to distance and correspondence education. This policy applies to degree and certificate programs and their courses. (See also COC guidelines called "Distance Education and the Principles of Accreditation.")
Standards that Directly Apply to Distance and Correspondence Education

The citations below refer to the Principles of Accreditation: Principle of Integrity (PI), Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR).

Curriculum and Instruction

Programs and courses provide for timely and appropriate interaction between students and faculty and among students. (CS 3.4.5) *

The faculty assumes responsibility for and exercises oversight of distance and correspondence education, ensuring both the rigor of programs and the quality of instruction. (CS 3.4.1 and CS 3.4.12)

The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students. (CS 3.4.12)

There is currency of materials, programs, and courses. (CS 3.5.3 and CS 3.6.4)

Distance and correspondence education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products. (CS 3.2.14)

Faculty support services are appropriate and specifically related to distance and correspondence education. (CS 3.4.9)

Faculty who teach in distance and correspondence education programs and courses receive appropriate training. (CS 3.7.3)

Admission and recruitment policies and decisions take into account the capability of students to succeed in distance and correspondence education programs. (CS 3.4.3)

Comparability of distance and correspondence education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction (CS 3.3.1)

The integrity of student work and the credibility of degrees and credits are ensured. (PI 1.1, CS 3.4.6, CS 3.5.3, and CS 3.6.4)

Program length is appropriate for each of the institution’s educational programs, including those offered through distance education and correspondence education. (FR 4.4)

If the institution uses a unit other than semester credit hours in its distance or correspondence education, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester hours or its equivalent unit. (CR 2.7.3)

Library and Learning Resources

Students have access to and can effectively use appropriate library resources. (CS 3.8.2 and CR 2.9)
Course requirements ensure that students make appropriate use of learning resources. (CS 3.8.2)

Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs. (CS 3.6.1 and CS 3.8.2)

**Student Services**

Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling. (CR 2.10)

Students have an adequate procedure for resolving their complaints. (CS 4.5)

Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students. (PI 1.1 and FR 4.6)

Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed. (CS 3.4.12)

**Facilities and Finances**

Equipment and technical expertise required for distance and correspondence education are available. (CS 3.4.12)

Long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance and correspondence education program. (CS 3.3.1, CS 3.8.3, and CS 3.11.3)

*Adopted: Commission on Colleges, June 1997
Updated in accord with the revised Principles, December 2006
Endorsed: Executive Council, SACS Commission on Colleges, June 2009*
Distance Education and the *Principles of Accreditation*: Documenting Compliance

**Guidelines**

The Core Requirements, Comprehensive Standards, and Federal Requirements of the *Principles of Accreditation* apply to distance education as well as other, more "traditional" methods of delivery. Thus, institutions are responsible for the quality of programs and courses delivered by means of distance education and are responsible for ensuring that distance education programs which they offer are complemented by support structures and resources that allow for the total growth and development of their distance education students.

Member and Candidate institutions completing a compliance certification or receiving a committee visit and applicant institutions completing an application for membership should at a minimum address the following Core Requirements, Comprehensive Standards, and Federal Requirements.

**Mission and Organizational Structure**

**Core requirement 2.4**

**Comprehensive Standard 5.1.1**

**Expectations:** Provision of distance education courses and programs should be reflected in the institution’s mission and approved by the governing board because of the distinct character of distance education and because of the human, technological, and financial resources required for a high quality distance education program.

**Questions/Considerations:**

- Is there evidence that the governing board has been involved in the decision to include distance education courses or programs as a part of the institution’s mission?
- Is there evidence of understanding on the part of the governing board, the administration, and the faculty concerning how extensive distance education will or should become?

**Best Practices:**

Such items as planning documents and board minutes reflect that the institution has given thoughtful consideration to its capacity to offer courses or programs by distance education.

Institutional planning documents and mission/purpose statements indicate that the institution has planned the scope of distance education offerings.
There is at least a five year technology plan addressing goals for
distance education related to enrollment, academic and student
services, course development, and faculty support.

Comprehensive Standard 3.2.7

Expectations: Administrative responsibility for all educational programs, including
the offering of distance education courses and programs, should be
reflected in the organizational structure of the institution.

Questions/Considerations: Does the organizational chart for the institution reflect
distance education?

Does the organizational structure at the institution reflect the
relationship between courses/programs offered in traditional
formats and courses/programs offered by distance education?

Best Practices: Distance education courses/programs are administered at the
institution in such a way as to ensure proper coordination and
provision of adequate resources, training for faculty, and support for
students.

Institutional Effectiveness

Core Requirement 2.5
Comprehensive Standard 3.3.1

Expectations: Courses and programs offered by distance education should be
included in the planning and evaluation processes at the institution.

Purpose and outcomes should be identified for the distance
education program as a whole.

Student learning competencies should be identified and
achievement assessed for distance education courses and programs.

Questions/Considerations: Is the distance education program reflected in the institution’s
strategic (or master) plan?

Is there evidence that outcomes for the program have been
identified?

Is there evidence that the effectiveness of the distance education
program is regularly assessed and steps taken for improvement of
the program?

Has the institution developed student learning competencies for the
courses/programs offered by distance education? If these are the
same competencies for courses/programs offered by “traditional”
methodologies, is assessment identified for distance learning
students separate from students taking courses by “traditional”
methodologies?
Best Practices: Data is available demonstrating effectiveness of the distance learning program.

Data is available demonstrating achievement of expected competencies by students taking courses/programs by distance education.

The institution demonstrates that it uses data to improve course/program offerings by distance education.

Educational Programs

**Comprehensive Standard 3.4.7**

**Expectations:** Whenever an institution enters into a consortial arrangement or contractual agreement or partnership for delivery of courses or provision of services, it should assume an active role in ensuring the quality of those courses or services. Since many institutions enter into such agreements or arrangements for delivery of courses/programs by distance education, the institution should be an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants.

**Questions/Considerations:**

Are provisions of the agreement, contract, or arrangement clearly delineated?

Is there provision for regular evaluation of the effectiveness of the arrangement?

**Best Practices:**

The institution has input concerning distance education courses/programs offered through contractual, consortial, or other arrangements.

There is evidence that the institution regularly reviews its objectives for arrangements for distance education and evaluates achievement of those objectives.

Contracts or agreements contain provisions for administrative and faculty involvement and a measure of “control” by the institution.

**Comprehensive Standard 3.4.10**

**Expectations:** The institution should ensure that faculty have played an appropriate role in designing the courses/programs to be offered by distance education.

Faculty should be engaged in distance education course/program planning and systematic review.

Faculty should play an appropriate role in academic oversight of distance education initiatives.

**Questions/Considerations:**

Does the administrative structure for provision of distance education courses/programs appropriately involve faculty as well as administrators?
is there appropriate technological assistance for faculty charged with developing distance education courses/programs?

if “outside experts” develop and provide distance education courses/programs, are faculty involved and do they have a sense of ownership?

Best Practices:

There is a logically sequenced course development schedule involving faculty input and ensuring availability of courses as students need them. A schedule of course offerings is available so that students can plan their programs.

There is consistency in course format.

Faculty members develop syllabi for distance education courses which include learning objectives and other information vital to student success in distance education courses.

The structure of distance education courses/programs reflects consideration of time management challenges and the risk of attrition for students taking courses by distance education.

Course design takes into consideration the need for and importance of interaction between faculty and students and among students.

The institution controls the number of students in distance education courses and ensures that faculty teaching those courses have adequate time for interaction, monitoring, and evaluating student progress and success.

A support system exists for faculty teaching distance education courses.

**Comprehensive Standard 3.4.12**

Expectations:

The institution is expected to provide technology adequate to support its distance education courses/programs.

The institution is expected to ensure that faculty members teaching distance education courses are proficient in the use of technology.

The institution is expected to ensure that potential distance education students know what technological expertise they will need and what technology they must possess to successfully complete distance education courses.

Questions/Considerations:

Does the institution provide adequate technology for its distance education courses and does it upgrade the technology as appropriate?

Does the institution make training in technology available to faculty members teaching distance education courses?

Is assistance in use of technology required provided to distance education students who need it?
Faculty

Core Requirement 2.8

Expectations: The institution should employ sufficient full time faculty to support its mission. If the mission includes offering courses/programs by distance education, there should be a sufficient number of faculty qualified to plan for, design, and teach distance education courses.

Questions/Considerations: What role is expected of faculty members relative to distance education courses/programs?

Best Practices: There are policies concerning expectations of full and part time faculty planning for, designing, and teaching distance education courses.

There is evidence that consideration is given to the demands of teaching distance education courses. Faculty loads reflect this consideration.

Comprehensive Standard 3.7.1

Expectations: The institution should consider and define unique qualifications for faculty members teaching distance education courses.

The institution is expected to make its case that faculty teaching distance education courses are qualified to teach those courses.

Questions/Considerations: Is there evidence that the institution has considered differences between teaching distance education courses and teaching courses offered using "traditional" methodologies?

Are there policies concerning qualifications of faculty members teaching distance education courses?

Best Practices: In its practices for hiring faculty members to teach distance education courses, the institution ensures and documents appropriate qualifications.

In its practices for preparing current faculty to teach distance education courses, the institution ensures and documents appropriate qualifications.

Comprehensive Standards 3.7.2 and 3.7.3

Expectations: The institution should regularly evaluate the effectiveness of faculty members who teach distance education courses.

The institution should make clear the criteria by which distance education faculty will be evaluated.

The institution should make professional development activities and training available to distance education faculty members and ensure
that distance education faculty members engage in that training and professional development.

Questions/Considerations:

- Is there a clear understanding among distance education faculty members concerning expectations and criteria for evaluation?
- Is there evaluation of faculty members teaching distance education courses?
- Are professional development/training activities easily accessible to distance education faculty members?

Best Practices:

- The institution publishes its criteria for evaluation of and expectations concerning the teaching of distance education courses.
- There is evidence in faculty files of evaluation of distance education faculty members using the established and published criteria.

Learning Resources

*Core Requirement 2.0*
*Comprehensive Standard 3.8.1*
*Comprehensive Standard 3.8.2*
*Comprehensive Standard 3.8.3*

Expectations:

- The institution is expected to ensure that all distance education students, regardless of where they are located, have access to library/learning resources adequate to support the courses they are taking.
- The institution is expected to provide orientation to distance education students concerning available resources and how to access and use them.
- Staff with expertise in assisting distance education students should be available to assist students in accessing and using available learning resources.
- The institution is expected to regularly assess the effectiveness of its provision of library/learning resources for distance education students.

Questions/Considerations:

- What learning resources are available to distance education students?
- How are distance education students made aware of the available learning resources?
- Do distance education students receive orientation and training in accessing the library/learning resources made available by the institution?
- Do distance education students have access to professional assistance at times when they are likely to need assistance?
Does the institution know that its provision of resources and assistance to distance learning students is adequate?

Best Practices:

The institution makes available to distance education students information concerning what will be needed to access learning resources for the distance education courses they will register for.

The institution determines the abilities and needs of its distance education students in accessing learning resources.

The institution provides regularly scheduled orientation sessions for distance education students.

The institution makes available to distance education students information concerning times and means of accessing professional assistance.

The institution defines expected outcomes for effective provision of learning resources.

Data is available indicating that provision of learning resources to distance education is effective and that it is regularly evaluated and improved where appropriate.

Student Support Services

*core requirement 2.10*

*Comprehensive Standard 3.4.9*

*Comprehensive Standard 3.9.3*

**Expectations:**

The institution is expected to consider support services needed by distance education students and provide for those needs.

The institution is expected to provide staff sufficient to meet support needs of distance education students.

The institution is expected to consider academic support needs of its distance education students to include access to advisement, tutorials, and mentoring.

The institution is expected to monitor the success of its distance education students to include consideration of drop out rates, failure rates, and completion rates.

**Questions/Considerations:**

Does the institution have a sufficient number of trained student service personnel to ensure provision of appropriate support in such areas as admissions or counseling?

Does the institution have a sufficient number of trained academic support personnel to ensure provision of academic assistance needed by distance education students?

Does the institution communicate to students how they may access student service support and academic support?
Does the institution ensure that the services are available when it indicates that they are available?

**Best Practices:** Distance education students are provided with material indicating student services and academic services which are available to them and how to access the services.

Services are available at reasonable times for access by students.

Outcomes are established for all services provided to distance education students and the institution has data available to show that the services are effective.

The institution has processes by which it can identify distance education students who need academic assistance and intervenes to provide that assistance.

Data exists to demonstrate achievement by distance education students of learning outcomes established by the institution.

**Federal Requirement 4.5**

**Expectations:** The institution is expected to provide distance education students with processes by which they can submit complaints.

**Questions/Considerations:** Do distance education students know how they may file a complaint and receive feedback on resolution of the complaint?

**Best Practices:** A process by which a distance education student may file a complaint and receive response within a reasonable time is provided to the student upon registration.

Documentation exists to indicate that institutions are responsive to student complaints and resolves the complaint within a reasonable time period.

**Financial Resources**

**Core Requirement 2.11.1**

**Expectations:** The institution, in making distance education courses/programs a part of its mission, is expected to provide adequate funding for faculty, staff, services, and technological infrastructure to support the methodology.

**Questions/Considerations:** Does the budget reflect provision of funding for needs of distance education at the institution?

**Best Practices:** Adequate funding is provided for the distance education program to include technology, faculty, staff, administrative personnel, learning resources, and services.

Funding needs are reflected in the annual budget and in long range budgetary projections for the institution.
Physical Resources

Core Requirement 3.11.2
Comprehensive Standard 3.11.3

Expectations: The institution is expected to provide adequate technological resources to offer high quality distance education courses/programs.

Questions/Considerations: What technology does the institution use for its distance education programs? Is the technology used adequate to provide high quality courses to distance education students?

Best Practices: Consistent with the distance education courses offered, the technological resources, means of delivery, and other physical resources are available, maintained, staffed, and upgraded on a regular basis.
APPENDIX-VII

SUBSTANTIVE CHANGE FOR ACCREDITED INSTITUTIONS
OF THE COMMISSION ON COLLEGES

- Policy Statement -

Definition: Substantive change is 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, 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 above 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

Notification constitutes a letter from the institution’s chief executive officer or his/her designated representative to the President of the Commission summarizing the proposed change, providing the intended implementation date, and listing the complete physical address, if the change involves the initiation of an off-campus site or branch campus. The policy and procedures for reporting and review of institutional substantive change are outlined below.

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1
The Policy

Commission Responsibilities

The Southern Association of Colleges and Schools Commission on Colleges accredits an entire institution and its programs and services, wherever they are located or however they are delivered. It is responsible for reviewing all substantive changes that occur between an institution's decennial reviews to determine whether or not the change has affected the quality of the total institution and to assure the public that all aspects of the institution continue to meet defined standards.

The Commission on Colleges is recognized by the U.S. Department of Education as an agency whose accreditation enables its member institutions to seek eligibility to participate in Title IV programs. To maintain its recognition with the U.S. Department of Education, the Commission on Colleges has incorporated federal requirements into its substantive change policy and procedures. Some of those requirements expect an institution to seek approval prior to the initiation of a substantive change so that the change can be included in the institution's scope of accreditation.

Institutional Responsibilities

It is the responsibility of an institution to follow the substantive change procedures of the Commission and inform the Commission of such changes in accord with those procedures. If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation. The Commission on Colleges accredits institutions not systems. While a system may provide the Commission with important information regarding changes planned or underway at its institutions, it is expected that each institution will follow the reporting requirements of the substantive change policy.

Procedures for Reporting: An Overview

There are three procedures for addressing the different types of substantive changes:

1. Procedure One for the Review of Substantive Changes Requiring Notification and Approval Prior to Implementation
2. Procedure Two for the Review of Substantive Changes Requiring Only Notification Prior to Implementation
3. Procedure Three for the Review and Approval of Consolidations/Mergers

The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation.

Reporting the Various Types of Substantive Change

The different types of substantive change, the specific procedure to be used for each, their respective approval/notification requirements, and their reporting timelines are included in the table that follows. Please refer to the appropriate procedure for details regarding reporting.
<table>
<thead>
<tr>
<th>Types of Change</th>
<th>Procedure</th>
<th>Prior Notification Required</th>
<th>Time Frame for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating coursework or programs at a more advanced level than currently approved</td>
<td>1</td>
<td>Yes</td>
<td>12 months</td>
<td>Yes</td>
<td>Application for Level Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Due dates: April 15 or October 1</td>
</tr>
<tr>
<td>Expanding at current degree level (significant departure from current programs)</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Initiating a branch campus (see definition of &quot;branch campus&quot; or p. 5 of this document)</td>
<td>1</td>
<td>Yes</td>
<td>8 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Initiating joint degrees with another institution</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Initiating a certificate program... (typically for workforce development)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…using existing approved courses</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>None</td>
</tr>
<tr>
<td>…at a new off-campus site (previously approved program)</td>
<td>1</td>
<td>Yes</td>
<td>Approval required prior to implementation</td>
<td>Yes</td>
<td>Modified prospectus</td>
</tr>
<tr>
<td>…that is a significant departure from previously approved programs</td>
<td>1</td>
<td>Yes</td>
<td>Approval required prior to implementation</td>
<td>Yes</td>
<td>Modified prospectus</td>
</tr>
<tr>
<td>Initiating off-campus sites (including Early College High School programs offered at the high school) ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…Student can obtain 50 percent or more credits toward program</td>
<td>1</td>
<td>Yes</td>
<td>8 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>…Student can obtain 25-40 percent of credit</td>
<td>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>No</td>
<td>Letter of notification</td>
</tr>
<tr>
<td>…Student can obtain 24 percent or less</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>None</td>
</tr>
<tr>
<td>Expanding program offerings at previously approved off-campus sites</td>
<td>1</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>No</td>
<td>Letter of notification</td>
</tr>
<tr>
<td>…Adding programs that are significantly different from current programs</td>
<td>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>No</td>
<td>Letter of notification</td>
</tr>
<tr>
<td>…Adding programs that are NOT significantly different from current programs</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>None</td>
</tr>
<tr>
<td>Altering significantly the educational mission of the institution</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Initiating distance learning...</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Prior to implementation</td>
<td>Yes</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Offering 50 percent or more of a program (Adding subsequent programs requires advance notification only for programs that are significant departures from the originally approved programs)*</td>
<td>2</td>
<td>Yes</td>
<td>0 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Offering 25-49 percent</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Letter of notification and copy of signed agreement</td>
</tr>
<tr>
<td>Offering 24 percent or less</td>
<td>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>No</td>
<td>Letter of notification and copy of signed agreement</td>
</tr>
<tr>
<td>Initiating a merger/consolidation with another institution</td>
<td>3</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus Due dates: April 15 or October 1</td>
</tr>
<tr>
<td>Relocating a main or branch campus</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Relocating an off-campus instructional site</td>
<td>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>No</td>
<td>Letter of notification and copy of signed agreement</td>
</tr>
<tr>
<td>Changing governance, ownership, control, or legal status of an institution</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Changing from clock hours to credit hours</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Altering significantly the length of a program*</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Initiating degree completion programs</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Closing an institution or program: (see Commission policy &quot;Closing a Program or Institution&quot;)</td>
<td>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>Description of plan</td>
<td></td>
</tr>
<tr>
<td>...closing a program with internal teach-out protocol</td>
<td>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>Copy of teach-out agreement</td>
<td></td>
</tr>
<tr>
<td>...closing a program with a teach-out agreement with another institution</td>
<td>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...closing an institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 a significant departure in program is one in which the proposed new program has no closely related counterpart among the previously approved programs in the curriculum. To determine if a new program is a “significant departure”, it is helpful to ask if the new program requires:
- Numbers of new faculty?
- Many new courses?
- New library or other learning resources?
- New equipment or facilities?
- A new resource base?

2 significant changes in mission are those that lead to a fundamental shift in the nature of the institution, such as an institution that had offered only professional programs deciding to add general education offerings, or a technical college transforming itself into a comprehensive community college.

3 significant changes in program length are those with noticeable impact on the program’s completion time (e.g., increasing a baccalaureate degree from 124 hours to 150 hours).
**Required Committee Visits**

The following five types of substantive changes require on-site committee reviews within six months of implementation:

1. The initiation of an additional off-campus site offering an educational program at which a student can earn at least 50 percent of the credits toward a program, if any of the following applies: (a) the institution has a total of three or fewer additional locations, or (b) the institution has not demonstrated, to the Commission’s satisfaction, that it has a proven record of effective educational oversight of additional locations, or (c) the institution has been placed on Commission sanction or is subject to some limitation on its accreditation.

   The Commission will conduct visits to the first three off-campus locations of this kind initiated by an institution.

   When an institution initiates its fourth off-campus site/location, the Commission may, at its discretion, choose not to conduct visits to any of these additional sites at the times of their initiation if the institution has previously demonstrated a record of effective oversight of its off-campus educational locations and has not been placed on sanction. The Commission, however, will require visits to a representative sample of sites at the fifth-year interval between scheduled reaffirmations if (1) the additional sites have been initiated since the last scheduled reaffirmation and (2) the sites have not been visited.

   At any time, the Commission may choose to authorize visits to new sites developed between the fifth-year review and the next scheduled reaffirmation of accreditation.

   At the time of reaffirmation, the Commission will conduct a thorough review of a representative sample of additional sites where a student can obtain 50 percent or more of course work toward an educational program. The extent of the review will depend, in part, on whether there has been a recent review of the sites.

2. The initiation of a branch campus. A branch campus is defined as a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is

   (1) permanent in nature
   (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential
   (3) has its own faculty and administrative or supervisory organization and
   (4) has its own budgetary and hiring authority

   If it is determined that an additional site has sufficient autonomy, the institution may be directed to seek separate accreditation for the unit (see Commission policy "Separate Accreditation for Units of a Member Institution").

3. The initiation of a change in governance/ownership with a change in control.

4. The initiation of mergers/consolidations.

5. The initiation of coursework, credit certificates, or degree programs at a more advanced level than currently approved by the Commission. (Depending on the existing related programs offered by an institution, a committee visit may not be required for institutions moving from Level III to IV or from Level V to VI. See level classifications on page 10 of this document.)
The President of the Commission also is authorized to appoint a Substantive Change Committee to review an institution for any change requiring a more in-depth evaluation beyond the prospectus submitted by the institution. The report of the Substantive Change Committee will be used by the Commission to determine the ongoing accreditation of an institution.

Policy Statements Regarding Substantive Change

1. The Principles of Accreditation: Foundations for Quality Enhancement applies to all programs and services of COC-accredited institutions wherever they are located or however they are delivered. Failure to comply with the Principles or with procedures referred to in this policy could result in the institution being placed on sanction or being removed from membership.

2. Denial of approval of substantive change is not appealable. An institution that fails to gain approval of the substantive change may resubmit a revised prospectus or application following the guidelines and time frames described in Procedures One and Two.

3. An accredited institution in the appeals process or in litigation with SACS COC is not eligible for consideration of substantive change.

4. A COC-accredited institution whose proposed consolidation/merger is not approved by the Commission shall maintain its separately accredited status with the Commission. However, if the institution continues with the change after denial of approval of the consolidation/merger, it may be placed on sanction or removed from membership.

5. The Commission’s substantive change policy applies only to accredited institutions. Applicant and candidate institutions may not initiate substantive changes.

6. Procedures One and Two may not address all substantive changes that the Commission will review in the interim between an institution’s reaffirmation cycles. Therefore, the Commission reserves the right to classify significant changes other than those described above as substantive in nature and to follow up accordingly. The follow-up procedure may include a committee visit.

7. An institution may withdraw its prospectus/application or may discontinue substantive change at any time during the review process by submitting a formal letter of withdrawal to the President of the Commission.

8. Once an institution submits its prospectus or application and the document is reviewed by either the Committee on Compliance and Reports or by Commission staff, any information included therein that indicates possible non-compliance with any of the Core Requirements or Comprehensive Standards may lead the Commission to further review the institution, even if the prospectus is withdrawn or approval of the change is denied.

9. Although Commission staff may approve many of the substantive changes submitted by institutions and described in this policy, staff will automatically refer to the Commission the following cases requiring prior approval:

   (1) a proposed substantive change submitted by an institution currently on sanction

   (2) a proposed substantive change submitted by an institution recently removed from sanction with particular attention to those involving non-compliance with Core Requirement 2.11.1 or Comprehensive Standard 3.10.1 dealing with financial health

   (3) a proposed substantive change submitted by an institution currently on reimbursement for Title IV federal funding
(4) the application of an institution initiating coursework, credit certificates, or degree programs at a more advanced level than currently approved by the Commission, excluding the initiation of programs moving the institution from Level III to IV or from Level V to VI, which are normally reviewed by staff, and

(5) the prospectus of an institution planning a merger/consolidation.

10. If an institution fails to report or to gain approval of a substantive change prior to its implementation and the nature of that change is not described in the list in item 9 above, the substantive change will be reviewed and, if possible, acted upon by staff. The issue of late submission, however, will be referred to the Commission for action. If an institution fails to report or to gain approval of a substantive change prior to its implementation and the proposed change is among those included in the list in item 9 above, both the prospectus/application and the issue of late submission will be referred to the Commission for action.

11. All final decisions regarding the accreditation status of an institution are made by the Board of Trustees. Denial of substantive change and the imposition of sanctions are not appealable actions.

12. Substantive changes of the types described in Procedures One and Two normally will not affect an institution’s cycle of reaffirmation of accreditation. Mergers and consolidations will change the institution’s reaffirmation cycle as detailed in Procedure 3 of this document.

13. Following the approval of a level change by the Commission, an institution may not initiate additional programs at the new degree level until after the Commission takes positive action on its continued accreditation following the Substantive Change Committee visit authorized at the time of approval.

Fees and Expenses

1. Fees related to the review of an application/prospectus

The following fees will be assessed to institutions for the review of an application or prospectus:

- $300 For an institution seeking review of a substantive change prospectus or application for level change
- $150 Per institution for a collaborative effort between two member institutions seeking review of a single prospectus
- $100 Per institution for a collaborative effort among three or more member institutions seeking review of a single prospectus

2. Fees related to Substantive Change Committee visits

In addition to the fee assessed for reviewing the substantive change prospectus, the following fees will be assessed to an institution hosting a Substantive Change Committee visit:

- The actual cost of the committee. (Includes travel, lodging, food, and related expenses), plus
- 25 percent of the total cost of the committee
Current Standards and Policies Addressing Unreported Substantive Change

1. *Principles of Accreditation, Comprehensive Standard 3.12.1*

   The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

2. "Reaffirmation of Accreditation and Subsequent Reports – Policy Statement"

   If an institution fails to report a substantive change that requires prior approval or prior notification, the committee will take the following actions:

   1. If discovered during the off-site review. The Off-Site Review Committee will mark CS 3.12.1 out of compliance. The institution will be able to address the omission in its Focused Report and before the on-site review.

   2. If discovered during the on-site review. The On-Site Reaffirmation Committee will mark CS 3.12.1 out of compliance and write a recommendation. The institution will address the recommendation in its response to the Commission.

3. "The Review of Unreported Substantive Changes Requires Notification or Approval Prior to Implementation – Policy Statement"

   Unreported substantive changes requiring prior notification or prior approval come to the attention of the Commission through two means: (1) information discovered by the institution or by the Commission between periods of formal review by the Commission and (2) information discovered during an off-site or an on-site review by the Commission. The procedure for handling such unreported substantive changes is as follows:

   1. Upon discovery, the Institution formally notifies the President of the Commission on Colleges of the unreported substantive change. The letter of notification must include the date of the original implementation of the change. A completed prospectus or application should accompany the letter for cases outlined in Procedure 1.

   2. Commission staff will review the substantive change notification; the prospectus, if required; and any additional information that may have been requested. Following analysis, Commission staff will recommend to the President of the Commission one of the following actions:

      (1) approve the program, with or without a site visit;
      (2) refer the prospectus to the Commission for review at its next meeting (June or December); or
      (3) acknowledge receipt of the notification and indicate that the change will be included in the scope of the institution’s accreditation.

   3. The policy issue of failure to report a substantive change will be forwarded automatically to the Commission for action at its next meeting, if the change required prior approval. If the change required prior notification only, the issue of failure to report will be addressed in correspondence from the President of the Commission.

   4. If the unreported substantive change requiring prior notification or prior approval is discovered during the institution’s off-site or on-site review for reaffirmation, the Commission will follow its policy as described on page 1 of “Reaffirmation of Accreditation and Subsequent Reports”. If it is discovered during review by another type of Commission committee, the review committee will write a recommendation. The recommendation will ask the institution to report the change to the Commission and to provide in its response to the Committee Report a statement describing internal procedures established that would ensure future substantive change reporting and evidence that the procedures have been implemented. The institution’s response will be forwarded to the Commission for action on failure to report a substantive change.
Current Standards and Policies Addressing Unreported Substantive Change

1. **Principles of Accreditation, Comprehensive Standard 3.12.1**

   The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

2. **“Reaffirmation of Accreditation and Subsequent Reports – Policy Statement”**

   If an institution fails to report a substantive change that requires prior approval or prior notification, the committee will take the following actions:

   1. If discovered during the off-site review, the Off-Site Review Committee will mark CS 3.12.1 out of compliance. The institution will be able to address the omission in its Focused Report and before the on-site review.

   2. If discovered during the on-site review, the On-Site Reaffirmation Committee will mark CS 3.12.1 out of compliance and write a recommendation. The institution will address the recommendation in its response to the Commission.

3. **“The Review of Unreported Substantive Changes Requiring Notification or Approval Prior to Implementation – Policy Statement”**

   Unreported substantive changes requiring prior notification or prior approval come to the attention of the Commission through two means: (1) information discovered by the institution or by the Commission between periods of formal review by the Commission and (2) information discovered during an off-site or an on-site review by the Commission. The procedure for handling such unreported substantive changes is as follows:

   1. Upon discovery, the Institution formally notifies the President of the Commission on Colleges of the unreported substantive change. The letter of notification must include the date of the original implementation of the change. A completed prospectus or application should accompany the letter for cases outlined in Procedure 1.

   2. Commission staff will review the substantive change notification; the prospectus, if required; and any additional information that may have been requested. Following analysis, Commission staff will recommend to the President of the Commission one of the following actions:

      (1) approve the program, with or without a site visit;
      (2) refer the prospectus to the Commission for review at its next meeting (June or December); or
      (3) acknowledge receipt of the notification and indicate that the change will be included in the scope of the institution’s accreditation.

   3. The policy issue of failure to report a substantive change will be forwarded automatically to the Commission for action at its next meeting. If the change required prior approval, if the change required prior notification only, the issue of failure to report will be addressed in correspondence from the President of the Commission.

   4. If the unreported substantive change requiring prior notification or prior approval is discovered during the institution’s off-site or on-site review for reaffirmation, the Commission will follow its policy as described on page 1 of “Reaffirmation of Accreditation and Subsequent Reports”. If it is discovered during review by another type of Commission committee, the review committee will write a recommendation. The recommendation will ask the institution to report the change to the Commission and to provide in its response to the Committee Report a statement describing internal procedures established that would ensure future substantive change reporting and evidence that the procedures have been implemented. The institution’s response will be forwarded to the Commission for action on failure to report a substantive change.
Current Standards and Policies Addressing Unreported Substantive Change

1. **Principles of Accreditation, Comprehensive Standard 3.12.1**

   The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

2. **“Reaffirmation of Accreditation and Subsequent Reports -- Policy Statement”**

   If an institution fails to report a substantive change that requires prior approval or prior notification, the committee will take the following actions:

   1. If discovered during the off-site review. The Off-Site Review Committee will mark CS 3.12.1 out of compliance. The institution will be able to address the omission in its Focused Report and before the on-site review.
   2. If discovered during the on-site review. The On-Site Reaffirmation Committee will mark CS 3.12.1 out of compliance and write a recommendation. The institution will address the recommendation in its response to the Commission.

3. **“The Review of Unreported Substantive Changes Requiring Notification or Approval Prior to Implementation -- Policy Statement”**

   Unreported substantive changes requiring prior notification or prior approval come to the attention of the Commission through two means: (1) information discovered by the institution or by the Commission between periods of formal review by the Commission and (2) information discovered during an off-site or an on-site review by the Commission. The procedure for handling such unreported substantive changes is as follows:

   1. Upon discovery, the Institution formally notifies the President of the Commission on Colleges of the unreported substantive change. The letter of notification must include the date of the original implementation of the change. A completed prospectus or application should accompany the letter for cases outlined in Procedure 1.
   2. Commission staff will review the substantive change notification; the prospectus, if required; and any additional information that may have been requested. Following analysis, Commission staff will recommend to the President of the Commission one of the following actions:

      (1) approve the program, with or without a site visit;
      (2) refer the prospectus to the Commission for review at its next meeting (June or December); or
      (3) acknowledge receipt of the notification and indicate that the change will be included in the scope of the institution’s accreditation.

   3. The policy issue of failure to report a substantive change will be forwarded automatically to the Commission for action at its next meeting. If the change required prior approval. If the change required prior notification only, the issue of failure to report will be addressed in correspondence from the President of the Commission.

   4. If the unreported substantive change requiring prior notification or prior approval is discovered during the institution’s off-site or on-site review for reaffirmation, the Commission will follow its policy as described on page 1 of “Reaffirmation of Accreditation and Subsequent Reports”. If it is discovered during review by another type of Commission committee, the review committee will write a recommendation. The recommendation will ask the institution to report the change to the Commission and to provide in its response to the Committee Report a statement describing internal procedures established that would ensure future substantive change reporting and evidence that the procedures have been implemented. The institution’s response will be forwarded to the Commission for action on failure to report a substantive change.
Failure to Comply with Reporting Requirements

If an institution fails to follow the substantive change policy and procedures of the Commission on Colleges, 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. In addition, the institution’s case may be referred to the Commission for the imposition of a sanction or for removal from membership.

Revised for the Principles of Accreditation: February 2004
Revised: Commission on Colleges, December 2006
Adopted: Commission on Colleges, June 2008
Revised: Board of Trustees, Commission on Colleges, June 2009
Failure to Comply with Reporting Requirements

If an institution fails to follow the substantive charge policy and procedures of the Commission on Colleges, 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. In addition, the institution’s case may be referred to the Commission for the imposition of a sanction or for removal from membership.

Revised for the Principles of Accreditation: February 2004
Revised: Commission on Colleges, December 2006
Adopted: Commission on Colleges, June 2008
Revised: Board of Trustees, Commission on Colleges, June 2009
PROCEDURE ONE

The Review of Substantive Changes Requiring Notification and Approval Prior to Implementation

Changes Requiring Notification and Approval

Substantive changes requiring notification, submission of an application or a prospectus, and approval by the Commission on Colleges prior to implementation by the institution are as follows:

- Initiating coursework, certificates, or degree programs at a more advanced level than those previously approved by the Commission. (Examples: an associate degree granting college initiating bachelor’s degrees or a four-year institution initiating degrees at the master’s level.) Institutions may not offer individual credit courses or programs beyond the level of current accreditation. Institutions requesting a level change should complete an Application for Members Seeking Accreditation at a More Advanced Degree Level, not a prospectus.

The Commission classifies institutions according to the highest degree level offered by an institution. Those classifications are as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Offers the associate degree as the highest degree</td>
</tr>
<tr>
<td>II</td>
<td>Offers the baccalaureate degree as the highest degree</td>
</tr>
<tr>
<td>III</td>
<td>Offers the master’s degree as the highest degree</td>
</tr>
<tr>
<td>IV</td>
<td>Offers the master’s and specialist degrees as the highest degrees</td>
</tr>
<tr>
<td>V</td>
<td>Offers three or fewer doctorate degrees as highest degrees</td>
</tr>
<tr>
<td>VI</td>
<td>Offers four or more doctorate degrees</td>
</tr>
</tbody>
</table>

An institution adding a doctorate degree causing it to be reclassified from Level V to Level VI is required only to inform the Commission of the additional doctorate in order for the Commission to reclassify the institution within the Commission’s database.

Applications for a change from Level III to Level IV will be reviewed and, if possible, approved by staff.

- Initiating programs at a lower degree level - normally pertaining to programs that are significantly different from current degrees. (Examples: a graduate institution initiating degrees at the undergraduate level, a baccalaureate degree-granting institution initiating occupational and technical degrees at the associate degree level)

- Initiating an off-campus (additional) site (site-based/classroom group instruction) at which students can earn at least 50 percent of the credits toward an educational program.

For an institution replicating an approved educational program that is already offered at three or more approved sites, an abbreviated prospectus consisting of a faculty roster, a description of discipline-specific library resources, a description of student support services, and a description of physical resources will suffice in lieu of responding to the requirements of a full prospectus.

- Initiating degree completion programs. (Example: adult or accelerated programs in management or organizational leadership). Degree completion programs usually include a compressed format with classes offered evenings or weekends to accommodate working adults, a requirement to transfer in some amount of previous college credit, and may include offering credit for career or life experience.

For degree completion programs, offering 25-49 percent of an educational program at an off-campus site does not require a full prospectus; however, the institution is required to notify the Commission and submit
a modified prospectus consisting of a faculty roster, a discipline-specific description of library/learning resources, a description of physical facilities, and a list of courses to be offered at the site.

- Initiating a branch campus. A branch campus is defined as a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority.

- Initiating distance learning courses and programs by which students can earn at least 50 percent of a program's credits offered electronically.

- Initiating any change of legal status, governance, form of control, or ownership of the institution. (Examples: change from private to public or from public to private, a change of ownership, a change in the legal status or form of control of the institution).

- Expanding at the institution’s current degree level (significant departure from current programs). (Examples: adding a master's degree in nursing when the institution is accredited at Level III but currently offers only a master's degree in education; an institution accredited at Level II (bachelor's degrees), offering only a bachelor's degree with a major in religion, adding three new bachelor's degrees with majors in biology, business administration, and computer science). What constitutes a “significant departure” from existing programs depends on what related programs are currently in place at a given institution.

- Initiating any change in the established mission of the institution. (Examples: the transformation of a technical college into a comprehensive community college, the initiation by a seminary of significant liberal arts offerings, the addition by a medical college of general education offerings, the initiation of an engineering school at a liberal arts institution).

- Changing significantly the length of a program, substantially increasing the number of clock or credit hours awarded for successful completion of a program, or changing clock hours to credit hours. (Example: expanding a certificate program from 250 contact hours to 450 contact hours).

- Entering into a teach-out agreement or closing an institution. (See also the Commission policy “Closing an Institution or Program: Teach-Out Agreements.”)

- Relocating a main or branch campus: the prospectus should demonstrate that the new facilities maintain the institution’s compliance with Comprehensive Standard 3.11.

- Initiating a joint degree program with another institution not accredited by the Commission on Colleges: The prospectus should demonstrate compliance with the Commission’s policy “Joint Curricular Ventures Involving the Award of Credit by Member Institutions”.

- Certificate programs for workforce development: Offering previously approved certificate programs at an unapproved off-campus site requires approval prior to implementation. Similarly, offering a certificate program that is a significant departure from existing approved certificate programs requires approval prior to implementation. The Commission will accept an abbreviated prospectus consisting of the name of the certificate, date of implementation, the complete physical address of the off-campus site (if applicable), descriptions of courses offered, and a faculty roster.
Time of Notification

An institution undergoing substantive change requiring prior approval must provide written notification of the change to the President of the Commission six months in advance of implementation of the substantive change. The only exception to this deadline is the initiation of programs offered at a more advanced degree level. This change requires twelve months advance written notification.

If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation.

Submission of a Prospectus or an Application

**Prospectus:** After receiving notification of a proposed substantive change, the President of the Commission will ask the institution to submit a completed prospectus if one has not been submitted. The prospectus must be submitted at least three months in advance of the planned implementation date to allow ample time for review and approval. (Refer to Exhibit A for a description of information to be included in the prospectus.) Prospectuses may be submitted in print form or on CD or DVD (submit one copy).

**Application for Member Institutions Seeking Accreditation at a More Advanced Degree Level:** After receiving notification of the intent to initiate a program at a more advanced degree level, the President of the Commission will ask the institution to complete an application if one has not been submitted. The application must be submitted by April 15 for consideration at the June Board of Trustees meeting, or by October 1 for consideration at the December Board of Trustees meeting to allow ample time for review and approval. The Application for Level Change form can be found in Exhibit B of this document. Four copies of the completed application should be submitted to the President of the Commission as a print document or on CD or DVD.

An institution may not initiate any additional degree programs at the more advanced degree level until after the Board of Trustees has taken positive action on its continued accreditation following a Substantive Change Committee visit.

Staff Options

Upon receipt of a substantive change prospectus not automatically referred to the Board of Trustees for approval, a Commission staff member will review the prospectus and any supporting material submitted by the institution and will recommend to the President of the Commission one of the actions listed below:

1. Accept the prospectus and approve the program, with or without a site visit, or
2. Refer the prospectus to the Committee on Compliance and Reports (standing committee of the Commission) for review.

Upon receipt of an application for initiating coursework or programs at a more advanced degree level, the application will be forwarded automatically to the Board of Trustees for review and approval at its next scheduled meeting: June or December. (See page 6, item 9 for a complete list of substantive changes automatically referred to the Board of Trustees for approval.) Exceptions are for institutions moving from Level III to Level IV, or from Level V to Level VI, which are reviewed by staff.

Options of the Committees on Compliance and Reports

Following Review of the Prospectus or of the Application

**Prospectus:** If the President of the Commission refers a prospectus to the Committee on Compliance and Reports, the Committee will review the prospectus and any additional material submitted, and will recommend one of the following actions:
1. accept the prospectus and approve the program, with or without a site visit. A site visit is required within six months of the initiation of the following approved substantive changes:
   a. consolidation/merger
   b. a branch campus
   c. an off-campus site at which a student can earn at least 50 percent of the credit toward an educational program, if any of the following applies: the institution (1) has a total of three or fewer additional locations, or (2) has not demonstrated, to the Commission’s satisfaction, that it has a proven record of effective educational oversight of additional locations, or (3) has been placed on Commission sanction or is subject to some limitation on its accreditation
   d. a change of ownership resulting in a change of control.
2. defer action and seek additional information
3. deny approval of the substantive change and continue the institution’s accreditation.

Application for Member Institutions Seeking Accreditation at a More Advanced Degree Level: An application for offering more advanced degree programs is automatically referred to the Committees on Compliance and Reports, except for a change in degree levels from III to IV and from V to VI, which are reviewed by staff. The Committee will review the application and any additional material submitted, and will recommend one of the following actions:

- accept the application and approve the program, with a site visit within six months of the initiation of the substantive change
- defer action and seek additional information
- deny approval of the substantive change and continue the institution’s accreditation.

Preparation for a Substantive Change Committee Visit

When a Substantive Change Committee is authorized, it is charged with determining the institution’s continued compliance with the Principles of Accreditation following the initiation of the change. The visit will occur within six months of initiation of the change. In preparation for this visit, the institution will complete the appropriate substantive change documentation template, which cites relevant Core Requirements, Comprehensive Standards, and Federal Requirements, and the roster of faculty members who will be teaching in the program. These materials should be provided to the Institution’s Commission staff representative and members of the Committee in advance of its visit. Both the template and the Faculty Roster form are available on the Commission’s Web site. The institution’s Commission staff representative will inform the institution of the composition and schedule for the Committee.

Options of the Committees on Compliance and Reports Following Review by a Substantive Change Committee

The report of the Substantive Change Committee, together with the response of the institution to the recommendations contained in that report, will be reviewed by the Committee on Compliance and Reports. The Committee on Compliance and Reports may recommend one of the following actions:

1. continue the institution in accreditation, with or without a monitoring report, with or without sanctions of Warning or Probation
2. discontinue accreditation
1. For site-based/classroom group instruction (where the instructor is present)
   
a. Initiating an off-campus site at which a student may earn more than 25 percent and less than 50 percent of credits toward a program. For degree-completion programs for which 25-49 percent of a program’s credits are available at an off-campus instructional site, see Procedure One (p. 10), “Initiating off-campus site-based classroom instruction at which students can earn at least 50 percent of the credits toward the educational program.”
   
b. Adding significantly different programs (already approved for the institution) for which 50 percent or more of the credit may be earned at a currently approved off-campus site (does not apply to new sites)

2. For distance learning/technology-based group or individual instruction (where the instructor and student are geographically separated)
   
a. Offering credit courses via distance learning/technology-based instruction by which students can obtain at least 25 but less than 50 percent of their credits toward an educational program
   
b. Adding programs (approved for the institution) that are significantly different from previously reported programs offered through distance learning. Once an institution has been approved to offer 50 percent or more of a program via distance learning, it need only notify the Commission when approved programs that are significantly different from its current distance learning repertoire are added to the array of distance learning programs.

3. Initiating programs/courses delivered through contractual agreement or consortium. Clinical agreements such as for internships and articulation agreements among institutions that are members of the Commission need not be reported.

4. Relocating an approved off-campus instructional site

**Time of Notification**

An institution undergoing substantive change must provide written notification of the change to the President of the Commission prior to implementation. The letter must include the date of implementation of the proposed change, and for an off-campus site, the complete physical address of the proposed location. If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation.
Staff Options

Upon receipt and review of the substantive change notification, Commission staff will recommend one of the following options to the President of the Commission:

1. acknowledge receipt of the notification and indicate that the change will be included in the scope of the institution’s accreditation
2. acknowledge receipt of the notification and request additional information.

Upon receipt of additional information, if requested, Commission staff may recommend one of the following options to the President of the Commission:

1. acknowledge receipt of the additional information and include the change in the scope of the institution’s accreditation,
2. refer the substantive change to the Board of Trustees for review,
3. authorize a substantive change visit,
4. take other action as may be appropriate.
Staff Options

Upon receipt and review of the substantive change notification, Commission staff will recommend one of the following options to the President of the Commission:

1. acknowledge receipt of the notification and indicate that the change will be included in the scope of the institution’s accreditation
2. acknowledge receipt of the notification and request additional information.

Upon receipt of additional information, if requested, Commission staff may recommend one of the following options to the President of the Commission:

1. acknowledge receipt of the additional information and include the change in the scope of the institution’s accreditation;
2. refer the substantive change to the Board of Trustees for review;
3. authorize a substantive change visit;
4. take other action as may be appropriate.
PROCEDURE THREE

Procedure for the Review and Approval of Consolidations/Mergers

Definition

The Commission defines a consolidation as the combination or transfer of the assets of at least two distinct institutions (corporations) to that of a newly-formed institution (corporation), and defines a merger as the acquisition by one institution of another institution’s assets. For the purposes of accreditation, consolidations and mergers are considered substantive changes requiring review by the Board of Trustees. (Examples include: a senior college acquiring a junior college, a degree-granting institution acquiring a non-degree-granting institution, two junior or senior colleges consolidating to form a new institution, or an institution accredited by the Commission on Colleges merging with a non-accredited institution).

Procedures for a COC Member Institution Initiating a Consolidation/Merger with another COC Member Institution(s)

Time of Notification: The chief executive officers of the member institutions undergoing merger/consolidation must provide written notification of the change to the President of the Commission on Colleges six months in advance of the designated date for final approval of the consolidation/merger by the new institution’s governing board. Upon notification, the President of the Commission will ask the institutions involved in the consolidation/merger to submit a combined written prospectus.

Submission of the Prospectus: The Board of Trustees meets in June and in December. The prospectus for substantive change must be submitted to the Commission office by April 15 for review and consideration at the June meeting, and by October 1 for consideration at the December meeting. The prospectus must describe how each institution plans to continue to meet the Principles while implementing the change. (Please refer to Exhibit A for descriptions of information to be included in the prospectus.) Four copies of the prospectus should be submitted to the President of the Commission in print form or on CD or DVD.

Review Process: The President of the Commission will forward the institutions’ prospectus to the Board of Trustees. If the prospectus is accepted, the Board will approve the consolidation/merger of the institutions involved pending final approval of the consolidation/merger by the new institution’s governing board. It also will authorize the appointment of a Substantive Change Committee to visit the new institution to determine ongoing compliance with the Principles of Accreditation. After the Board has acted favorably on the prospectus and the newly-formed institution has received final authority from its governing board, the institutions involved in the consolidation/merger will be considered one accredited institution.

The Substantive Change Committee visit will occur within six months after the Board of Trustees’ approval and the institutional governing board’s final approval of the consolidation/merger. The report of the Substantive Change Committee, together with the response of the institution to any recommendations contained in that report, will be reviewed by the Board of Trustees. Following review, the Board of Trustees will (1) continue the new institution in accreditation or (2) impose sanctions for failure to maintain compliance with the Principles.

If the Commission does not approve the prospectus for a consolidation or merger and the institutions do not proceed with the change, the COC-accredited institutions will maintain their separately accredited status. However, if they continue with the change without prior approval, all institutions participating in the merger/consolidation could lose their accreditation. The newly-formed institution may apply for accreditation by the Commission on Colleges in keeping with the Commission’s procedures for applicant institutions.

Changes to the Reaffirmation Cycle: The newly consolidated/merged institution will be required to achieve reaffirmation of accreditation within five years following the Board of Trustee’s action to continue accreditation. The institution will then maintain the normal ten-year reaffirmation cycle. If the Board of Trustees determines that the substantive change adversely affects each member’s continued compliance with the Principles of Accreditation, the accreditation of all member institutions involved will be placed in jeopardy.
Procedures for a COC Member Institution Initiating a Consolidation/Merger with a Non-COC Accredited Institution

Time of Notification: The chief executive officer of the COC-accredited institution undergoing consolidation/merger must provide written notification of the change to the President of the Commission six months in advance of the designated date for final approval of the consolidation/merger by the new institution’s governing board. Upon notification, the President of the Commission will ask the COC-accredited institution to submit a written prospectus.

Submission of the Prospectus: The Board of Trustees meets in June and in December. The prospectus for substantive change must be submitted to the Commission office by April 15 for review and consideration at the June meeting, and by October 1 for consideration at the December meeting. The prospectus must describe how the member institution plans to continue to meet the Principles while implementing the change. (Please refer to Exhibit A for descriptions of information to be included in the prospectus.) Four copies of the prospectus should be submitted to the President of the Commission in print form or on CD or DVD.

Review Process: Upon receipt of the prospectus, the President of the Commission will refer it to the Board of Trustees for review. Following review, the Board of Trustees will (1) accept the prospectus and authorize the appointment of a Substantive Change Committee to visit the institution, (2) deny acceptance of the prospectus, or (3) defer action to the next Board of Trustees meeting, pending submission of additional information.

If the prospectus is accepted, the institutions can begin implementation of the consolidation/merger. During this time, the accreditation status of the COC-accredited member institution will remain unchanged until after the consolidation/merger has been approved by the Board of Trustees.

A Substantive Change Committee visit will occur within six months after its authorization. The report of the Substantive Change Committee, together with the response of the member institution to any recommendations contained in that report, shall be reviewed by the Board of Trustees. The Board of Trustees will (1) approve the consolidation/merger of the newly-formed institution, (2) deny the consolidation/merger for failure of the new institution to comply with the Principles, or (3) defer action.

If the Board of Trustees does not accept the prospectus for a consolidation/merger or the Board of Trustees does not approve the consolidation/merger following the visit by the Substantive Change Committee and the COC-accredited institution does not proceed with the change, the COC-accredited institution will maintain its separately accredited status. However, if the member institution continues with the change without prior or final approval, it could lose its accreditation with the Commission. The newly-formed institution may then apply for accreditation with the Board of Trustees in keeping with the Commission’s accreditation procedures for applicant institutions.

Changes to the Reaffirmation Cycle: The newly consolidated/merged institution will be required to achieve reaffirmation of accreditation within five years following the Commission’s action to continue accreditation. The institution will then maintain the normal ten-year reaffirmation of accreditation cycle. If the Board of Trustees determines that the substantive change adversely affects each member’s continued compliance with the Principles of Accreditation, the accreditation of the COC member institution involved shall be placed in jeopardy.
The Content of the Substantive Change Prospectus

One copy of a prospectus should be submitted to the Commission on Colleges on paper or on CD or DVD and include all applicable information below regarding the change. Documents will not be accepted via e-mail. A prospectus should include a concisely worded narrative of the information requested in this document. A prospectus normally does not exceed 25 pages plus appendices. Please note that the Commission on Colleges reserves the right to make amendments to the requirements outlined below for certain types of changes.

In lieu of a prospectus, Commission staff 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 and includes an index correlating the submitted materials with the corresponding information required in a prospectus.

Reminder: An institution initiating a level change must complete an Application for Member Institutions Seeking Accreditation at a More Advanced Degree Level and submit it in quadruplicate in lieu of completing a prospectus.

The following guidelines are generic; each prospectus should be tailored to focus on the specific change being proposed.

Cover Sheet for Substantive Change Prospectus
- Include name, phone number, and e-mail address of person to be contacted with questions regarding the prospectus
- List degrees that the institution is authorized to grant. As a subset of each degree, list majors available. (Photocopy from catalog is acceptable)
- List certificate, diploma and degree programs which are related to the proposed program(s)
- List institutional strengths that facilitate the offering of the proposed program(s)

1. ABSTRACT (limit to one page or less)

   Describe the proposed change; list the initial date of implementation; projected number of students; if applicable, description of primary target audience; projected life of the program (single cohort or ongoing); instructional delivery methods and, if the change involves the initiation of an off-campus site, its complete physical address.

2. BACKGROUND INFORMATION

   Provide a clear statement of the nature and purpose of the change in the context of the institution’s mission and goals; evidence of the legal authority for the change (if authorization is required by the governing body, the state); and whether the proposed degree program or similar program is offered on the main campus or other approved off-campus sites.

3. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

   Briefly discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution’s ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

Exhibit A
4. DESCRIPTION OF THE CHANGE

Provide a description of the proposed change, including the specific outcomes and learning objectives of the program, a schedule of proposed course offerings. In the case of a change involving the initiation of a branch campus, an off-site program, indicate the educational program(s) to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered.

5. FACULTY

Provide a complete roster (using the Faculty Roster (Faculty Roster Instructions)) of those faculty employed to teach in the program(s), including a description of those faculty members' academic qualifications and other experiences relevant to the courses to be taught in the program in question, course load in the new program, and course work taught in other programs currently offered. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support the program, and describe the impact of the new initiative on faculty workload.

For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research.

6. LIBRARY AND LEARNING RESOURCES

Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortial or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.). For doctoral programs, document discipline-specific refereed journals and primary source materials.

7. PHYSICAL RESOURCES

Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.

8. FINANCIAL SUPPORT

Provide a business plan that includes all of the following:

a. a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus)

b. projected revenues and expenditures and cash flow

c. the amount of resources going to institutions or organizations for contractual or support services

d. the operational, management, and physical resources available for the change.

Provide contingency plans in case required resources do not materialize.
For consolidations/mergers, and for institutions currently on sanction with the Board of Trustees for financial reasons, provide a copy of the most recent audit (audits from all institutions involved in consolidations/mergers).

9. EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For compressed time frames describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

10. APPENDICES

Appendices may include items such as copies of library and other cooperative or contractual agreements, the actual Faculty Roster document, course descriptions, and other items of documentation to support the narrative.

June 2009
APPLICATION FOR A MEMBER INSTITUTION SEEKING ACCREDITATION AT A MORE ADVANCED DEGREE LEVEL

<table>
<thead>
<tr>
<th>Name of Institution:</th>
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<tbody>
<tr>
<td>Location:</td>
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<tr>
<td>Implementation Date</td>
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<tr>
<td>Name and Title of Individual Completing the Application:</td>
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<td>Telephone:</td>
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<tr>
<td>Internet Address:</td>
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<td>Fax Number:</td>
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<td>Date Submitted:</td>
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</tbody>
</table>

SUBMIT FOUR COPIES OF THIS COMPLETED FORM TO:

Dr. Belle S. Wheelan, President
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 679-4500

Due dates:
For consideration by the Board of Trustees in June: April 15
For consideration by the Board of Trustees in December: October 1
INSTRUCTIONS

When initiating course work or programs beyond the degree level currently approved by the Commission on Colleges, an institution must complete an “Application for Level Change” with the Southern Association of Colleges and School Commission on Colleges. The application consists of two parts: Part A - Description of the proposed programs/courses to be offered at a more advanced degree level; and Part B - Description of Ongoing Compliance with the Principles of Accreditation: Foundations for Quality Enhancement. The two parts combined constitute a primary source of information used by the Commission on Colleges to award membership at the new degree level.

For purposes of accreditation, the Commission classifies institutions according to the highest degree level offered by an institution. Those classifications are as follows:

- **Level I**: Offers the associate degree as the highest degree
- **Level II**: Offers the baccalaureate degree as the highest degree
- **Level III**: Offers the master’s degree as the highest degree
- **Level IV**: Offers the master’s and specialist degree as the highest degrees
- **Level V**: Offers three or fewer doctorate degrees as highest degrees
- **Level VI**: Offers four or more doctorate degrees

**Note**: An institution adding a doctorate degree causing it to be reclassified from Level V to Level VI is required to only inform the Commission of the additional doctorate in order for the Commission to reclassify the institution within the Commission’s database.

When completing the application, please adhere to the following:

1. In cases in which year-end information is requested, use the most recently completed fiscal year. Report enrollment information for the most recent academic year.
2. Use "NA" to mark items not applicable to the institution.
3. Four copies (on CD, DVD or hardcopy) are required by the Commission on Colleges. The institution should keep one completed copy for future use.
4. Applications are reviewed by the Board of Trustees twice a year: during meetings in June and in December. For review during the December meeting, the completed application must be submitted by no later than October 1; for review during the June” meeting, the completed application must be submitted by no later than April 15.
PART A

DESCRIPTION OF THE PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

NAME(S) OF NEW PROGRAM(S). Please be specific (e.g., Bachelor of Arts degree in English).

GENERAL INSTITUTIONAL INFORMATION

Name of agency that has legally authorized the institution to provide the new degree program:

Date institution plans to enroll first students at the new degree level:

Date institution projects it will graduate the first regular class at the new degree level:

Enrollment Data

Current Enrollment - Please refer to your most recent completed institutional Profile and report the following enrollment data for the current term:

<table>
<thead>
<tr>
<th>a.</th>
<th>Total Full-Time Undergraduate Enrollment (carrying a load of 12 or more credit hours)</th>
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<tbody>
<tr>
<td></td>
<td>(Section Two, part A, line 1 of enrollment profile)</td>
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<tr>
<td>b.</td>
<td>Total Full-Time Post-Baccalaureate Enrollment (carrying a load of 9 or more credit hours)</td>
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<tr>
<td></td>
<td>(Section Two, part A, line 2 of enrollment profile)</td>
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<tr>
<td>c.</td>
<td>Total FTE Part-Time Undergraduate Enrollment (carrying fewer than 12 credit hours)</td>
</tr>
<tr>
<td></td>
<td>(Section Two, part A, line 3b of enrollment profile)</td>
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<tr>
<td>d.</td>
<td>Total FTE Part-Time Post-Baccalaureate Enrollment (carrying fewer than 9 credit hours)</td>
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<tr>
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<td>(Section Two, part A, line 4b of enrollment profile)</td>
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<tr>
<td>e.</td>
<td>Total Non-Credit Enrollment</td>
</tr>
<tr>
<td></td>
<td>(Section Two, part A, line 5b of enrollment profile)</td>
</tr>
</tbody>
</table>

Total of all figures reported in a-e above. (Section Two, part A, line 7 of enrollment profile)
Projected Enrollment - Please indicate below the number of students projected to enroll in the new degree program(s):

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Full-Time Enrollment</td>
</tr>
<tr>
<td>b.</td>
<td>Part-Time Enrollment (headcount)</td>
</tr>
<tr>
<td>c.</td>
<td>Non-Credit Enrollment (headcount)</td>
</tr>
<tr>
<td>d.</td>
<td>Projected Total</td>
</tr>
</tbody>
</table>

Current Educational Programs

Levels of Program Offerings (Check all that apply)

- [ ] Less than one year of work beyond grade 12
- [ ] At least one but less than two years of work beyond grade 12
- [ ] Associate degree-granting program of at least two years
- [ ] Diploma or certificate programs of at least two but less than four years of work beyond grade 12
- [ ] Four or five-year baccalaureate degree-granting program
- [ ] First professional degree
- [ ] Master’s and/or work beyond the first professional degree
- [ ] Work beyond the master’s level but not at the doctor’s level (Specialist in Education)
- [ ] A doctor of philosophy or equivalent degree
- [ ] Other (Specify)

Ownership of branches and other institutions:

Provide as an appendix a list of every postsecondary institution owned by the corporation and the degree programs offered, its address, and the name and title of each institution’s chief administrator.

Indicate whether each of those institutions is accredited and the name of the accrediting agency.
PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

1. Describe the rationale for the new program(s), including an assessment of need.

2. List and describe the new program(s), including the following:
   a. General institutional admissions requirements and any separate admission requirements for the new program(s).
   
   b. Completion requirements, including the number of credits which must be earned in programs at the new degree level. Include in the description the number and distribution of general education credits to be completed, the number of credits to be earned in the major or area of concentration, the number of electives to be completed, and other requirements which students must meet in order to receive a degree.

   c. The curriculum and program oversight by the institution

   d. Mode of instruction

   e. Means for evaluating student achievement

3. If the proposed programs/courses are to be offered at off-campus instructional sites, list each specific location, its address, the mode of delivery, and the percentage of the educational program that will be offered at each site.
FACULTY RESOURCES AND QUALIFICATIONS

1. Describe faculty resources needed for the new program(s). Include the institution’s plans to use current faculty to teach the new courses and any plans for additional faculty.

2. Provide as an appendix a completed Faculty Roster Form which provides information to the Commission regarding the qualifications of faculty teaching in the new degree program(s). Please follow the Instructions for the Form and number all pages.

FINANCIAL RESOURCES AND EDUCATIONAL SUPPORT

Identify resources to support the new programs, including
- financial resources (an itemized budget for the first year and a copy of the most recent audit must be supplied)
- library/learning resources
- physical facilities
- instructional equipment.
PART B
DESCRIPTION OF ONGOING COMPLIANCE WITH THE PRINCIPLES OF ACCREDITATION

CORE REQUIREMENTS

For each of the Core Requirements listed below, document that the institution complies with the requirement and describe the anticipated impact of the level change on that aspect of the institution. Note: When completing this section, the institution may refer to responses in Part A instead of submitting duplicate information and materials. Documentation should be referred to in the narrative and its location in an appendix cited.

An institution seeking membership at a more advanced degree level agrees to disclose any and all information which the Commission may request to carry out its evaluating and accrediting function.

2.1 The institution has degree-granting authority from the appropriate government agency or agencies. (Degree-granting Authority)

Minimum Documentation Required
A copy of the charter or letter of authorization from the appropriate agency/organization indicating that the institution may award the new degree programs.

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active or retired military. The board has broad and significant influence upon the institution’s programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

(Governing Board)

Minimum Documentation Required
Evidence that the governing board has approved the new degree program(s).

2.4 The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional Mission)

Minimum Documentation Required
1. Copy of mission statement as it appears in the catalog and other institutional documents. Indicate any change to the mission statement which accommodates the initiation of new programs at a more advanced degree level.
2. A description of how the mission statement was developed and approved and how it is reviewed.

Exhibit B B7
3. A list of institutional publications where the statement of purpose is described.

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality, and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Minimum Documentation Required
1. A copy of the institution’s strategic plan, including how the plan relates to the new degree program(s). Indicate how the new degree program(s) are integrated with other units of the institution.
2. A brief description of the institution’s planning and evaluation processes and identification of who is responsible for ensuring that the processes function systematically. Include an explanation of how the planning and evaluation processes interact with the budgeting process.
3. A description of the educational goals and expected outcomes in the new degree program(s).
4. A description of the process for determining how achievement of educational goals will be ascertained in the new degree program(s) and a timeline by which the processes function.
5. A description of how the new program(s) will be evaluated and how the findings will be used to make any necessary changes to the programs.

2.7

2.7.1 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. 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. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/ fine arts, social/behavioral sciences, and natural sciences/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education course. (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy “Core Requirement 2.7.4: Documenting an Alternate Approach.”) (Course work for Degrees)

Minimum Documentation Required
1. Catalog containing information regarding the institution’s degree programs.

Exhibit B
2. A description of each new program, the number of hours required for each, and the minimum and maximum period of time that a student has to obtain each new degree.
3. If the new programs are undergraduate, provide a list of courses in the required general education core and the number of hours required.
4. Written purpose and goals for the general education program. Course description of each course designated as a "general education" course.
5. A justification and rationale for program equivalency, if appropriate.
6. Justification of an alternative approach to offering courses in the new programs, if applicable.

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 its academic programs. (Faculty)

Minimum Documentation Required
1. A faculty roster for the program. (See Part A "Faculty Resources and Qualifications" for directions on reporting.)
2. A list of full-time faculty and a list of part-time faculty in the program(s). A description of loads and duties (such as advising, committee service, curriculum/program review) establishing the adequacy of the number of full-time faculty.
3. A list of all faculty members who have been assigned supervisory responsibility for a major within each new program, the major for which the faculty member is responsible, the professional and scholarly credentials of the faculty member, and a list of courses to be taught by the faculty member.
4. A copy of the Faculty Handbook.

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)

Minimum Documentation Required
1. Description of library/learning resources that have been acquired to support the new program(s) or copies of contracts with institutions that provide library services or access to learning resources (written, formal agreements with other libraries for resource materials and services). Describe the relevancy of their collections to the proposed program.
2. Financial plan for supporting the expansion of library resources/the contracts needed for the new program(s) and the locus of that support.

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

Minimum Documentation Required
1. A description of student development services specifically relevant to the new programs.
2. A copy of the Student Handbook
3. Organizational chart for Student Support Services.

2.11

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services
issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is approved by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. (Financial Resources)

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (Physical Resources)

Minimum Documentation Required

1. A copy of the audit and management letter from the most recent audited fiscal year.
2. A projected budget (revenues and expenses) for the first year of operation of the new program(s).
3. A description of the effect of the new program(s) on the total budget of the institution.
4. Describe the physical resources that will be used by the new program(s) and document their adequacy.
APPENDIX A: Sample Netiquette Guideline

*Netiquette* is a way of defining professionalism through network communication. Students who violate proper Netiquette will be administratively dropped by Professor XXX from the course. Here are some Student Guidelines for the class:

- Do not dominate any discussion.
- Do not use offensive language.
- Never make fun of someone’s ability to read or write.
- Use simple English.
- Use correct spelling and grammar.
- Share tips with other students.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Be aware of the University’s Academic Honesty Policy.
  - Think before you push the “Send” button.
  - Do not hesitate to ask for feedback.
  - When in doubt, always check with your instructor for clarification.

Source: