

# Commission on Colleges

Southern Association of Colleges and Schools

[Home](#) | [FAQs](#) | [Site Map](#)

[About the Commission](#)

[Accrediting Standards](#)

[Accreditation Actions & Disclosure Statements](#)

[Announcements & Other News](#)

[Application Information](#)

[Committee Resources](#)

[Institutional Resources](#)

[Meetings & Events](#)

[Membership Directory](#)

[Policies & Publications](#)

[Recent Changes to Web Site](#)

[Substantive Changes](#)

[Links](#)

[Third Party Comments](#)

## What is a substantive change and how should it be handled?

Substantive change is a significant modification or expansion in the nature and scope of an accredited institution. The types of substantive change and the procedures for addressing them appropriately may be found in the Commission's [policy on substantive change](#).

- Some changes, such as offering courses on-line that amount to less than 25% of the coursework needed to complete a degree, certificate or diploma, do not need to be reported to the Commission.
- Others, for example offering from 25% to 49% of the coursework required for a program on-line, simply require that the Commission be notified in advance of the implementation of the change.
- Larger scale changes, such as adding significantly different programs to the academic curriculum or offering a majority of the coursework needed to complete a degree, certificate or diploma on-line, require written notification at least 6 months in advance and approval of a [prospectus](#), which must be submitted at least 3 months prior to the anticipated implementation date.
- Institutions seeking to offer coursework at a more advanced level than that for which they are currently approved must notify the Commission of their intent at least 12 months in advance, and submit an [application](#) for level change at least 9 months before the expected start of the proposed programs.

Prospectuses and applications for level change should include a faculty roster (see [Faculty Roster Form](#) and [Faculty Roster Instructions](#)), presenting the qualifications of each faculty member in the program to teach the courses they are assigned.

It is expected that the CEO of an institution will notify the Commission President of substantive changes at that institution. Every institution has an [Accreditation Liaison](#) whose charge is to ensure compliance with accreditation requirements. The Accreditation Liaison should take the time to become familiar with the Commission's policies and procedures, ensure that substantive changes are recognized and reported in a timely fashion, and consult with the institution's COC staff member about any questions.

Certain types of substantive changes, for example adding branch campuses, level changes, mergers/consolidations, and changes in governance require a visit by a substantive change committee to determine continued compliance with the Commission's [Principles of Accreditation: Foundations for Quality Enhancement](#). When a committee visit has been authorized by the President of the Commission, the institution will be asked to provide documentation of the impact of the change on selected requirements in the [Principles of Accreditation](#). [Click here](#) to access materials relating to visits of substantive change committees.

[Frequently asked questions about substantive change.](#)

[Click here](#) for additional information that may be useful when reporting substantive changes.



*Commission on Colleges  
Southern Association of Colleges and Schools  
1866 Southern Lane  
Decatur, Georgia 30033-4097*

## **FACULTY CREDENTIALS**

### **- Guidelines -**

Comprehensive Standard 3.7.1 of the *Principles of Accreditation* reads as follows:

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

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

*Approved: College Delegate Assembly, December 2006*



**Commission on Colleges  
Southern Association of Colleges and Schools**

**REPORT OF THE SUBSTANTIVE CHANGE  
COMMITTEE**

**Statement Regarding the Report**

*The Commission on Colleges will make its determination on the accreditation of an institution based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with the Commission on Colleges.*

**Name of the Institution:**

**Date of the Review:**

**COC Staff Member:**

**Chair of the Committee** *(title, institution, addresses and contact numbers):*



## **Part I. Overview and Introduction to the Institution:**

**Directions for Part I:** *Briefly describe the nature of the substantive change (e.g., for program expansion; the name or names of degree programs; the name of the advanced degree for an institution previously approved at the new degree level; a list of newly-initiated off-campus sites/locations; description of distance learning programs reviewed; etc.). Describe the purpose of the committee visit and acknowledge the arrangements and hospitality extended by the institution. (Personal references may be included here). Delete these directions prior to printing the final report.*

## **Part II. Assessment of Compliance**

**Directions for Part II:** *If the Committee determines that an institution is out of compliance with a standard or requirement, write a recommendation. Because a recommendation requires an institution to take corrective action, specific evidence of non-compliance must be included in the narrative. See Appendix I of the Handbook for Review Committees for guidelines for writing a recommendation. Number recommendations consecutively throughout the report and provide a summary list in Appendix C.*

*If the Committee determines that an institution is in compliance with a standard or requirement and a recommendation is not necessary, develop a comment in accordance with "Guidelines for Writing Comments for Committee Reports," available at [www.sacscoc.org](http://www.sacscoc.org). Delete these directions prior to printing the final report.*

### **A. Assessment of Compliance with Section 1: The Principle of Integrity**

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

Comment:

### **B. Assessment of Compliance with Section 2: Core Requirements**

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

Comment:

- 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/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)**

Comment:

- 2.3** The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

Comment:

- 2.4** The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

Comment:

- 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)**

Comment:

- 2.6 The institution is in operation and has students enrolled in degree programs. **(Continuous Operation)**

Comment:

- 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)**

Comment:

- 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)**

Comment:

- 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 science/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 courses. **(General Education)**

Comment:

- 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)**

Comment:

- 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)**

Comment:

- 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)**

Comment:

- 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)**

Comment:

- 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 systemwide 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 preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial Resources)**

Comment:

**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)**

Comment:

**2.12 (Quality Enhancement Plan)** Not Applicable

**C. Assessment of Compliance with Section 3: Comprehensive Standards**

**3.1.1** The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission).**

Comment:

**3.2.1** The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

Comment:

**3.2.2** The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

3.2.2.1 the institution's mission;

3.2.2.2 the fiscal stability of the institution;

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services;

3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

Comment:

**3.2.3** The board has a policy addressing conflict of interest for its members. **(Conflict of interest)**

Comment:

**3.2.4** The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. **(External influence)**

Comment:

**3.2.5** The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

Comment:

**3.2.6** There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/administration distinction)**

Comment:

**3.2.7** The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational structure)**

Comment:

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

Comment:

**3.2.9** The institution defines and publishes policies regarding appointment and employment of faculty and staff. **(Faculty/staff appointment)**

Comment:

**3.2.10** The institution evaluates the effectiveness of its administrators on a periodic basis. **(Administrative staff evaluations)**

Comment:

**3.2.11** The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of intercollegiate athletics)**

Comment:

**3.2.12** The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated. **(Fund-raising activities)**.

Comment:

**3.2.13** Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. **(Institution-related foundations)**

Comment:

**3.2.14** The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. **(Intellectual property rights)**

Comment:

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

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.4 research within its educational mission, if appropriate

3.3.1.5 community/public service within its educational mission, if appropriate

Comment:

**3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

Comment:

- 3.4.2** The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing education/service programs)**

Comment:

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

Comment:

- 3.4.4** The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. **(Acceptance of academic credit)**

Comment:

- 3.4.5** The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. **(Academic policies)**

Comment:

- 3.4.6** The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**

Comment:

- 3.4.7** The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution. **(Consortia relationships/contractual agreements)**

Comment:

**3.4.8** The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

Comment:

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

Comment:

**3.4.10** The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. **(Responsibility for curriculum)**

Comment:

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

Comment:

**3.4.12** The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

Comment:

**3.5.1** The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(College-level competencies)**

Comment:

**3.5.2** At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. **(Institutional credits for a degree).**

Comment:

- 3.5.3** The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. **(Undergraduate program requirements)**

Comment:

- 3.5.4** At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

Comment:

- 3.6.1** The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

Comment:

- 3.6.2** The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

Comment:

- 3.6.3** The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through institution offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits through instruction offered by the participating institutions. **(Institutional credits for a degree)**

Comment:

- 3.6.4** The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly

accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

Comment:

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

Comment:

- 3.7.2** The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

Comment:

- 3.7.3** The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**

Comment:

- 3.7.4** The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**

Comment:

- 3.7.5** The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

Comment:

- 3.8.1** The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/information resources)**

January 2008

Comment:

- 3.8.2** The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of library use)**

Comment:

- 3.8.3** The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

Comment:

- 3.9.1** The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights)**

Comment:

- 3.9.2** The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data. **(Student records).**

Comment:

- 3.9.3** The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. **(Qualified staff)**

Comment:

- 3.10.1** The institution's recent financial history demonstrates financial stability. **(Financial stability)**

Comment:

- 3.10.2** The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution. **(Submission of financial statements).**

Comment:

**3.10.3** The institution audits financial aid programs as required by federal and state regulations. **(Financial aid audits)**

Comment:

**3.10.4** The institution exercises appropriate control over all its financial resources. **(Control of finances)**

Comment:

**3.10.5** The institution maintains financial control over externally funded or sponsored research and programs. **(Control of sponsored research/external funds)**

Comment:

**3.11.1** The institution exercises appropriate control over all its physical resources. **(Control of physical resources)**

Comment:

**3.11.2** The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional environment)**

Comment:

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

Comment:

**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. **(Substantive change)**

Comment:

**3.13.1** The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**

Comment:

**3.14.1** A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

Comment:

#### **D. Assessment of Compliance with Section 4: Federal Requirements**

**4.1** The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. **(Student achievement)**

Comment:

**4.2** The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**

Comment:

**4.3** The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

Comment:

**4.4** Program length is appropriate for each of the institution's educational programs. **(Program length)**

Comment:

**4.5** The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. **(Student complaints)**

Comment:

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

Comment:

- 4.7 The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. **(Title IV program responsibilities)**

Comment:

### Part III. Observations and Comments

**Directions:** *Although formal suggestions and commendations are no longer included in committee reports, the Committee may make advisory and laudatory comments regarding the institution and either include them here or embed them in the comments for the respective Core Requirement, Comprehensive Standard, or Federal Requirement. Delete these directions prior to printing the final report.*

## APPENDIX A

### Roster of the Substantive Change Committee

**Directions:** *Include the name, title, institution, city and state of each member. Delete these directions prior to printing the final report.*

## APPENDIX B

### Off-Campus Sites or Distance Learning Programs Evaluated as Part of the Substantive Change Review

Examples:

New Orleans, LA: B.S. in Accounting offered at 322 St. Charles Street

Charleston, SC: General education courses, BBA, BS in Accounting offered at 611 Calhoun Ave.

BS in Accounting and BBA offered to approximately 125 students on the Web

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

## APPENDIX C

### List of Recommendations Cited in the Report of the Substantive Change Committee

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

Examples:

CR 2.11, Recommendation 1:

The Committee recommends that the institution provide an audit for the most recent fiscal year.

CS 3.2.1, Recommendation 2:

The Committee recommends that the institution provide evidence that the president is evaluated on a periodic basis.

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