

3. Appendices

Appendix A: What to Submit for Approvals

This appendix provides an enumerated list – an outline – of the required content for each prospectus and teach-out plan requiring SACSCOC Board of Trustees approval prior to implementation. Required content is provided for each type of substantive change requiring approval identified in the Specific Requirements by Type of Change section of this document; the content of this appendix is arranged by the same categories – Institutional Changes, Program Changes, and Off-campus Instructional Site Changes – and in the same order.

Use the enumerated list as the verbatim outline of the prospectus or teach-out plan. Provide the information in the same order the information is listed in this appendix: substantive change readers know exactly what they need to see for a particular substantive change type and where it is expected to be in the prospectus. All listed content is required; do not leave any items unanswered even if the institutional response is “no” or “does not apply” – in those circumstances, provide an explanation.

Prospectuses are limited to 25 pages exclusive of appendices. Make judicious use of appendices by including only information necessary to support the institution’s proposed change: volume is not a valid substitute for substance. Moving content to an appendix is acceptable to meet the 25-page limit; Faculty Rosters, for example, may be moved to an appendix as necessary at the institution’s discretion. Respect substantive change reviewers’ time and professional judgment by providing direct, relevant, and complete information.

Prospectuses must be self-contained. The prospectus may not include materials by reference by linking to an external website. All information proffered by the institution in support of the proposed change must be on file.

Before beginning the prospectus, ensure the guidance and requirements provided in the General Requirements section and in the Procedures section of this document have been thoroughly reviewed and are understood.

Common Content

Many substantive change prospectuses contain the same standard or common content. Rather than listing that content for every substantive change type, the common content is identified here. In the enumerated list of required content by substantive change type, common content is identified and can be copied-and-pasted from this section into the outline for the prospectus.

Common Content A – Background and Context

1. A Substantive Change Cover Sheet [\[PDF\]](#).
2. A transmittal letter signed by the CEO or institutional liaison briefly explaining the submission.
3. A list of programs offered by the institution (excerpt from the catalog or a printout of a webpage is acceptable).
4. Abstract (one page maximum)
 - a. Briefly describe the proposed change to include the intended implementation date.
 - b. Provide projected number of students, if applicable.
 - c. Indicate the projected life of the change, as applicable: one-time/limited duration or ongoing).
 - d. Describe the primary target audience or market.
 - e. Describe the strengths of the institution to undertake the change.
5. Describe how the need for the change was determined and how the change was approved by the institution.
6. Describe how the change is consistent with the mission and goals of the institution.
7. Provide documentation of faculty involvement in the planning and approval of the change.
8. Provide evidence of legal authority for the change if approval is required by the governing board or the state.

Note for reviews subject to approval by the Executive Council: If the change is pending approval by the institution's governing board or by a state board or authority, note the expected approval date. The institution will be contacted at the time of review for evidence of approvals pending at the time of submission; do not send approval documentation until requested.

Note for review subject to approval by the full Board of Trustees: Evidence of all required approvals must be included with the original submission.

Common Content B – Faculty Qualifications

1. Provide a completed Faculty Roster Form to include faculty members scheduled to teach in the proposed substantive change (program, site, arrangement, etc.). Follow the Faculty Roster Form Instructions which require the institution to demonstrate the qualifications of each faculty member to teach the courses assigned (refer to Standard 6.2a (faculty

- qualifications) of the *Principles of Accreditation*). Use the standard Faculty Roster Form and instructions; do not create a new form or format:
- a. Faculty Roster Form [[DOCX](#)]
 - b. Faculty Roster Form Instruction [[PDF](#)]
2. Include on the Faculty Roster Form all faculty members for the courses *to be taught*; do not include historical teaching assignments unless they are also to be taught in the proposed change.
 - a. For a program: list the faculty members for all courses in the curriculum; exclude general education courses, if applicable, unless the general education curriculum is the substantive change being submitted for review.
 - b. For an off-campus instructional site: list the faculty members for all courses to be taught at the site for the first 12 months of operation.
 3. Do not submit faculty curricula vitae or transcripts.
 4. Referring to Standard 6.2a (faculty qualifications):
 - a. For a program: demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and/or teach in the program.
 - b. For a site: demonstrate the institution has at least one faculty member qualified in the discipline to teach at the site.
 5. Provide narrative with supporting evidence to demonstrate the number of full-time faculty members will be adequate to support the proposed change. In addition to at least one faculty member qualified in the discipline, include any to-be-hired faculty members, if applicable, on the Faculty Roster Form (e.g., “To-be-hired #1,” “To-be-hired #2,” etc.) with the expected qualifications for teaching the courses assigned. Describe the impact on faculty workload of the proposed change.
 6. For a graduate program,
 - a. demonstrate scholarship and research capability of faculty members teaching in the program and
 - b. if applicable, document faculty experience in directing student research or creative work (always applicable for doctoral programs).

Common Content C – Resources

Library and Learning/Information Resources

1. List and describe discipline-specific learning resources to support a new program. Do not list all library resources; include only those related to the proposed change. If electronic databases are listed, describe the discipline-specific suites of resources rather than the name only of the database or the consortium through which it is accessed (Such as Galileo, Louis, TexShare, Viva, etc.).
2. Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.
3. Describe how students enrolled in a new program, at an off-campus instructional site, or in a distance education program can access discipline-specific library and learning/information resources.

4. Describe how students are made aware of library and learning/information resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.
5. Describe resources to support students in access to and use of library and learning/information resources.

Student Support Services

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

Physical Resources

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

Financial Resources

1. Describe in narrative the financial resources needed to initiate and provide on-going support of the proposed change.
2. Provide a budget for the first year of the proposed change. For a branch campus, provide a three-year budget. Do not provide an institutional budget.
3. Include in the budget resources to be directed to institutions or organizations for contractual or support services for the proposed change.
4. Include projected revenues and expenditures and cash flow for the proposed change.
5. Include a contingency plan should expected revenue not materialize or should costs exceed estimates.

Common Content D – Institutional Evaluation and Assessment Processes

1. Provide a brief description of institutional assessment processes.
 2. Describe how the institution will incorporate the proposed change into the institution-wide assessment infrastructure and processes.
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Institutional Changes

Change in Measure of Student Progress to Completion

Submit a prospectus to include the following:

1. A Substantive Change Cover Sheet [[PDF](#)].
2. Describe the current measure and the proposed measure of student progress to completion.
3. Describe the rationale for the change.
4. Provide a narrative explanation or a chart illustrating the conversion equivalency between the current method and the proposed method.
5. Demonstrate the proposed method will, for all programs, maintain compliance with the Standard 9.2 (program length) of the *Principles of Accreditation*. Provide equivalencies to semester credit hours, if applicable.
6. Provide evidence the proposed measure is published and accessible to all concerned parties (students, faculty, staff) in compliance with the Standard 9.7 (program requirements) of the *Principles of Accreditation*.
7. Provide evidence the proposed measure is published in institutional policy and accurately reflects how the policy and procedures will be implemented in compliance with Standard 10.1 (academic policies) of the *Principles of Accreditation*.
8. Describe how the institution will determine the amount and level of credit awarded for its courses under the proposed measure regardless of the method of delivery.
9. Describe how the institution will provide oversight of the policy in compliance with the SACSCOC *Credit Hours* policy and with Standard 10.7 (policies for awarding credit) of the *Principles of Accreditation*.

Competency-based Education by Course/Credit-based Approach – Institutional-level Approval

Submit a prospectus to include the following:

1. Provide Common Content A – Background and Context, relative to the proposed change.
2. Provide a description of the program or programs that will be taught via credit/course-based competency-based education methodology for the first time.
3. Describe the infrastructure to support credit/course-based competency-based education.
4. Describe how faculty members will be trained in credit/course-based competency-based education and how courses will be developed.
5. Describe technical support for students enrolled in courses delivered by credit/course-based competency-based education and technical support for faculty members.
6. Provide Common Content B – Faculty Qualifications, relative to the proposed change.
7. Provide Common Content C – Resources, relative to the proposed change.

8. Describe how effectiveness of programs offered via credit/course-based competency-based education will be assessed.
9. Provide Common Content D – Institutional Evaluation and Assessment Processes, relative to the proposed change.

Distance Education – Institutional-level Approval

Submit a prospectus to include the following:

1. Provide Common Content A – Background and Context, relative to the proposed change.
2. Provide a description of the first program that will be taught 50% or more via distance education.
3. Describe the infrastructure to support distance delivery methods to include the learning management system and the administrative structure the support distance education.
4. Describe how faculty members will be trained in distance delivery methodology and how courses will be developed.
5. Describe technical support for students enrolled in courses delivered by distance methods and technical support for faculty members.
6. Document compliance with Standard 10.6 (distance and correspondence education) of the *Principles of Accreditation*.
7. Document the institution’s approval in any state where distance education students may be located.
8. Provide Common Content B – Faculty Qualifications, relative to the proposed change.
9. Provide Common Content C – Resources, relative to the proposed change.
10. Describe how effectiveness of programs offered via distance delivery will be assessed.
11. Provide Common Content D – Institutional Evaluation and Assessment Processes, relative to the proposed change.

Institution Closure

Submit a teach-out plan to include the following:

1. Communication
 - a. Describe a communication plan to inform students, faculty, staff, and other stakeholders of the institution’s closure. The plan
 - i. must not rely on a single medium (e.g., email only),
 - ii. must be appropriate to each stakeholder,
 - iii. must include how it will inform students how to access transcripts, other academic records (such as advising plans), financial records (such as payments due to the institution), and financial aid records (such as loan processors),

- iv. must explain how it will inform students of any additional costs associated with teach-out options, and
 - v. must provide copies of all planned communication from the institution and from the teach-out institution(s) related to the closure to demonstrate the institutions are making accurate statements about students' ability to transfer credits to the teach-out institution(s).
2. Student academic records
 - a. Describe a plan to preserve and make available to former students all academic transcripts including validations/confirmations of academic credentials awarded to former students.
 - b. Identify the party to whom academic records will be entrusted and include a physical address and contact information.
 - c. Identify any state or other governmental agency requirement regarding disposition of academic records.
 - d. Describe a plan to inform current and former students how they may request transcript copies.
 - e. Include a description of any encumbrances placed on access to academic records such as withholding transcript copies if a former student has an outstanding balance owed *to the institution*.
3. Student accounts receivable
 - a. Describe a plan to collect outstanding balances owed *to the institution* by students and former students after the closure.
 - b. Include a description of how students and former students will be informed of the institution's intention to collect.
4. Refunds and loan discharges
 - a. Describe a plan to provide all potentially eligible students with information about how to obtain a closed school discharge and, if applicable, information on State refund policies.
5. Re-employment
 - a. Explain how the institution will assist faculty and staff in finding new employment.
6. Programs (report on spreadsheet template; see below)
 - a. Provide a list of all academic programs offered by the institution for all credentials (e.g., certificates, diplomas, degrees) and for all instructional levels (associate, baccalaureate, master's, education specialist, or doctoral, as applicable to the institution).
 - b. The program list must include for *each* program
 - i. at least two teach-out institutions offering comparable programs where students could complete their program of study, and
 - ii. for each program / teach-out institution combination,
 1. a statement of assurance that the method of delivery is comparable,
 2. a good faith assessment of the number and types of credits each teach-out institution is willing to accept prior to students' enrollment,

3. a statement of assurance that the curricular requirements at the teach-out institution meet requirements for professional licensure or certification as applicable to the program,
 4. a statement of assurance that students are not required to move or travel substantial distances or durations with possible exceptions for highly specialized programs, and
 5. the institution's plan to provide a clear statement to students of the tuition and fees of the educational program and the number and types of credits that will be accepted by the teach-out institution.
7. Teach-out institutions (report on spreadsheet template; see below)
- a. Provide a list of all institutions identified as offering comparable programs where students could complete their programs of study to include
 - i. the name and web address of each institution,
 - ii. the institution's accreditor or accreditor(s),
 - iii. a good faith statement of assurance that the institution is in good standing with its institutional accreditor(s), the U.S. Department of Education, and is not under investigation, subject to an action, or being prosecuted for an issue related to academic quality, misrepresentation, fraud, or other severe matters by a law enforcement agency.
8. Students (report on spreadsheet template; see below)
- a. Provide a list of all enrolled students by academic program to include each student's current progress to completion
9. Spreadsheet templates
- a. Information for items 6 (Programs), 7 (Teach-out institutions), and 8 (Students) above must be reported on SACSCOC-provided spreadsheet templates. The templates may be accessed from the substantive change webpage under "Documents and Templates." Instruction and guidance are provided within the templates.
10. Teach-out agreements
- a. A teach-out agreement is usually required if any significant consideration *other than* the transfer of academic credit is agreed upon between the institution and a teach-out institution. If the teach-out institution is only transferring credit and making no additional consideration for students covered under a teach-out plan, then the institutions are, in essence, executing a transfer articulation agreement and a teach-out agreement is not necessary. Teach-out agreements are subject to approval separate from the approval of the teach-out plan.

Institution Relocation

Submit a prospectus to include the following:

1. A Substantive Change Cover Sheet [[PDF](#)].
1. Provide the current physical address and the proposed (new) physical address.
2. Provide the intended implementation or effective date of the relocation.
3. Describe the rationale and need for the relocation.
4. Provide evidence the relocation has been approved by the institution's governing board and, if required, the state governing board or authority.
5. Describe the planned process for the relocation (e.g., move at one time or phase-in with date of implementation).
6. Provide projected number of students to be impacted.
7. Describe the instructional methods of delivery to be used at the proposed location and if they differ from the current location.
8. Describe the educational programs offered at the current location and programs to be offered at the proposed location, identifying any programs that will not continue to be offered once the institution relocates.
9. Provide narrative with supporting evidence that the number of full-time faculty members at the new location will be adequate to support the mission and goals of the institution.
10. Describe the impact of relocation on library and learning/information resources.
11. Describe the impact of relocation on student support services.
12. Describe the physical facilities of the proposed location and demonstrate how they are adequate to appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.
13. Describe how the institution will provide a health, safe and secure environment for all members of the campus community at the new location.
14. Describe financial resources available for the relocation, including a three-year budget.
15. Provide a contingency plan in the event required resources to fund the relocation do not materialize.
16. Describe the impact of the relocation on the assessment of student learning outcomes for each educational program.
17. Describe the impact of the relocation on the assessment of academic and student services that support student success.

Institutional Contingency Teach-out Plan

Submit a teach-out plan to include the following:

1. Communication
 - a. Describe a communication plan to inform students, faculty, staff, and other stakeholders of the institution's closure. The plan
 - i. must not rely on a single medium (e.g., email only),
 - ii. must be appropriate to each stakeholder,

- iii. must include how it will inform students how to access transcripts, other academic records (such as advising plans), financial records (such as payments due to the institution), and financial aid records (such as loan processors),
 - iv. must explain how it will inform students of any additional costs associated with teach-out options, and
 - v. must provide copies of all planned communication from the institution and from the teach-out institution(s) related to the closure to demonstrate the institutions are making accurate statements about students' ability to transfer credits to the teach-out institution(s).
2. Student academic records
- a. Describe a plan to preserve and make available to former students all academic transcripts including validations/confirmations of academic credentials awarded to former students.
 - b. Identify the party to whom academic records will be entrusted and include a physical address and contact information.
 - c. Identify any state or other governmental agency requirement regarding disposition of academic records.
 - d. Describe a plan to inform current and former students how they may request transcript copies.
 - e. Include a description of any encumbrances placed on access to academic records such as withholding transcript copies if a former student has an outstanding balance owed *to the institution*.
3. Student accounts receivable
- a. Describe a plan to collect outstanding balances owed *to the institution* by students and former students after the closure.
 - b. Include a description of how students and former students will be informed of the institution's intention to collect.
4. Refunds and loan discharges
- a. Describe a plan to provide all potentially eligible students with information about how to obtain a closed school discharge and, if applicable, information on State refund policies.
5. Re-employment
- a. Explain how the institution will assist faculty and staff in finding new employment.
6. Programs (report on spreadsheet template; see below)
- a. Provide a list of all academic programs offered by the institution for all credentials (e.g., certificates, diplomas, degrees) and for all instructional levels (associate, baccalaureate, master's, education specialist, or doctoral, as applicable to the institution).
 - b. The program list must include for *each* program
 - i. at least two teach-out institutions offering comparable programs where students could complete their program of study, and
 - ii. for each program / teach-out institution combination,

1. a statement of assurance that the method of delivery is comparable,
 2. a good faith assessment of the number and types of credits each teach-out institution is willing to accept prior to students' enrollment,
 3. a statement of assurance that the curricular requirements at the teach-out institution meet requirements for professional licensure or certification as applicable to the program,
 4. a statement of assurance that students are not required to move or travel substantial distances or durations with possible exceptions for highly specialized programs, and
 5. the institution's plan to provide a clear statement to students of the tuition and fees of the educational program and the number and types of credits that will be accepted by the teach-out institution.
7. Teach-out institutions (report on spreadsheet template; see below)
- a. Provide a list of all institutions identified as offering comparable programs where students could complete their programs of study to include
 - i. the name and web address of each institution,
 - ii. the institution's accreditor or accreditator(s),
 - iii. a good faith statement of assurance that the institution is in good standing with its institutional accreditator(s), the U.S. Department of Education, and is not under investigation, subject to an action, or being prosecuted for an issue related to academic quality, misrepresentation, fraud, or other severe matters by a law enforcement agency.
8. Students (report on spreadsheet template; see below)
- a. Provide a list of all enrolled students by academic program to include each student's current progress to completion
9. Spreadsheet templates
- a. Information for items 6 (Programs), 7 (Teach-out institutions), and 8 (Students) above must be reported on SACSCOC-provided spreadsheet [templates](#). The templates may also be accessed from the substantive change [webpage](#) under "Documents and Templates." Instruction and guidance are provided within the templates.
10. Teach-out agreements (optional at the institution's discretion)
- a. A teach-out agreement is usually required if any significant consideration *other than* the transfer of academic credit is agreed upon between the institution and a teach-out institution. If the teach-out institution is only transferring credit and making no additional consideration for students covered under a teach-out plan, then the institutions are, in essence, executing a transfer articulation agreement and a teach-out agreement is not necessary. Teach-out agreements are subject to approval separate from the approval of the teach-out plan.

Mission Change

Submit a prospectus to include the following:

1. A Substantive Change Cover Sheet [[PDF](#)].
 2. Provide the current mission statement.
 3. Provide the proposed mission statement.
 4. Provide the intended implementation or effective date of the change.
 5. Provide evidence of the institution's governing board approval of the mission change
 6. Describe the impetus and rationale for the mission change.
 7. Assess the impact on the number and mix of programs in the institution's portfolio.
 8. Assess the impact on the number and composition of the institution's faculty in the short- and long-term.
 9. Assess the impact on staff members.
 10. Describe the impact on the non-academic operations of the institutions, e.g., business services, facilities and maintenance, intercollegiate athletics, etc.
 11. Describe the current financial stability of the institution.
 12. Assess the financial impact of the mission change.'
 13. Describe any expected, forthcoming substantive change because of (not concurrent with) the mission change, e.g., new program prospectuses, off-campus instructional site prospectuses, level change application, etc.
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Program Changes

Clock-Credit Hour Conversion

Submit a prospectus to include the following:

1. A Substantive Change Cover Sheet [[PDF](#)].The name of the program.
2. The credential of the program (e.g., associate of applied science, certificate, etc.).
3. The instructional level of the program (associate, baccalaureate, master's, education specialist, or doctoral, if not apparent from the credential).
4. The effective date of the change.
5. Description of the conversion: clock hours to credit hours or credit hours to clock hours.
6. Explain the motivation and rationale for the change.
7. Demonstrate the equivalency between the current measure and the proposed measure and the formula used to make the conversion.
8. Demonstrate the conversion will not negatively impact student learning outcomes.
9. Demonstrate the conversion will not negatively impact expected time to completion.
10. Assess the change relative to the requirements in the SACSCOC *Credit Hours* policy.

Cooperative Academic Arrangement with Non-Title IV Entities – Approval

Submit a prospectus to include the following:

1. A Substantive Change Cover Sheet [[PDF](#)].
2. The program or programs for which the entity/entities will provide academic content.
3. The rationale for entering into the agreement.
4. A description of the expected benefits to (a) the students and (b) the institution.
5. The name and contact information for at least one person at the institution and at each participating entity.
6. Demonstrate the institution's determination that the entity or entities in the agreement are non-title IV entities for the purpose of substantive change as provided in the *Cooperative Academic Arrangements Definitions and Guidelines* section of this policy.
7. A statement of the institution's intent for students enrolled in the program(s) covered under the agreement to be eligible to receive title IV federal financial aid including the portion of each program or programs that will be eligible.
 - a. If the intent is for students to receive title IV aid,
 - i. demonstrate the institution has assessed and reached a good-faith conclusion of the program(s) title IV eligibility under the terms of the agreement, and
 - ii. if any portion of any program or programs will not be eligible for title IV aid, demonstrate the institution's plan to communicate this information to the affected students prior to initial matriculation and to any other impacted party/parties.
 - b. If the intent is students will not receive title IV aid, demonstrate the institution's plan to communicate this information to the affected students prior to initial matriculation and to any other impacted party/parties.
8. Provide Common Content B – Faculty Qualifications, relative to the proposed change.
9. A copy of a signed and dated written agreement amongst all parties to include:
 - a. roles and responsibilities of all parties,
 - b. a description of the regularly scheduled evaluation process to validate quality and integrity of the content,
 - c. a description of the regularly scheduled review and approval by all parties of course content and, as warranted, program curricula,
 - d. assessment of student learning outcomes and acceptable thresholds of demonstrated student learning,
 - e. boilerplate language that SACSCOC accreditation does not extend to the non-SACSCOC entities and stipulating the institution is responsible for ensuring compliance by the participating entity/entities, and
 - f. provisions for the regular review of the agreement including renewal and termination of the agreement.

Joint Academic Award with non-SACSCOC Institution(s) or Entity(ies)

Submit a prospectus to include the following:

1. A Substantive Change Cover Sheet [\[PDF\]](#).
2. For each partnering institution, provide
 - a. the name, address, and web address of the institution,
 - b. the institutional accreditor of each institution,
 - c. if the accreditor of each institution is a U.S. Department of Education (USDE) recognized institutional accreditor.
3. For each partnering institution, provide the name and contact information of the primary responsible party who for the proposed program.
4. A copy of a dated and signed agreement between or amongst all participating institutions.
5. For each partnering institution accredited by USDE recognized institutional accreditor, document each institution is not on public sanction by the accreditor.
6. Describe the program curriculum and graduation requirements.
7. Document the institution meets provisions of Standard 10.9 (cooperative academic arrangements) of the *Principles of Accreditation*,
8. Document how the institution considers and award transfer credit from another institution, as applicable.
9. Describe the institution's plan to monitor and ensure that the quality of contributions made by the partner institution(s) meets SACSCOC expectations.
10. A plan and process produced by the SACSCOC-accredited institutions ensuring that the agreement does not result in the appearance of extending SACSCOC accreditation to partner institutions through promotional materials, academic publications, student transcripts, credentials verifying program completion, and releases to the new media (See the disclaimer statement in the *Agreements Involving Joint and Dual Academic Awards: Policy and Procedures*).
11. Describe how courses and other program requirements will be transcribed and which institution(s) will maintain the official academic transcript.
12. Describe the institutions plan to award a single credential or diploma bearing the imprints and signatures of the officers of each participating institution. Demonstrate how the institution will represent, via the diploma and transcript, that the academic credential was jointly award by multiple institutions.

If one or more partnering institution is not accredited by a USDE-recognized accreditor, provide the following additional information:

13. Demonstrate that the written agreement includes boilerplate language that SACSCOC accreditation does not extend to the non-SACSCOC entities and stipulating that the SACSCOC accredited institution(s) is(are) responsible for ensuring compliance by the participating entity/entities.
14. A description of
 - a. any external governmental or accrediting agency approval for the institution(s) or program(s) involved in the agreement, excluding the SACSCOC institution(s);
 - b. the process of quality assurance used by the agency granting this approval; and

- c. any required legal or licensing approvals.
15. Documentation that faculty involved in the collaboration are qualified to teach assigned components or courses and a description of the means by the SACSCOC-accredited institution(s) will monitor these qualifications. Provide Common Content B – Faculty Qualifications, relative to the joint academic award.
16. Documentation of the physical resources and learning resources contributed by the institution(s) not accredited by a USDE-recognized accreditor.

Method of Delivery – Approval

Submit a prospectus to include the following:

1. A Substantive Change Cover Sheet [[PDF](#)].
2. The name of the program (to indicate the discipline).
3. The credential to be awarded (e.g., Associate of Arts, Master of Accounting).
4. The instructional level (associate, baccalaureate, master's, education specialist, or doctoral, if not obvious from the credential).
5. The method of delivery to be added: competency-based education, distance education, or face-to-face instruction.
6. The intended implementation date.
7. An assessment of the impact of the addition of a method of delivery relative to the reason the institution is on SUBSTANTIVE CHANGE RESTRICTION.
8. Demonstrate the addition of a method of delivery will not negatively impact student learning outcomes, student support services, library and learning/information resources, or institutional financial stability.

Reminder: Method of delivery approval is required only for institutions on SUBSTANTIVE CHANGE RESTRICTION.

New Program – Approval

Submit a prospectus to include the following:

1. Provide Common Content A – Background and Context, relative to the proposed change.
2. Provide the curriculum for the program.
3. Provide a projected schedule of course offerings for the program
4. Provide program-specific goals (objectives) and specific student learning outcomes for the program.
5. Describe how the student learning outcomes for the program will be assessed.
6. Provide course descriptions for all courses in the proposed program. Do not provide syllabi or catalogs (though course description *excerpts* from a catalog are acceptable).
7. Describe admissions and graduation requirements for the program.
8. Provide the planned method(s) of delivery, as defined in policy, of the program.

9. Provide the planned location(s) at which the program will be delivered, i.e., on-campus and/or at specific off-campus instructional site(s). (Providing this information does not replace submitting a notification or prospectus for approval, if necessary, of an off-campus instructional site as required by policy.)
10. Demonstrate compliance with Standard 10.7 (policies for awarding credit) of the *Principles of Accreditation*.
11. Describe administrative oversight to ensure the quality of the program.
12. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in the traditional formats have been achieved.
13. Provide Common Content B – Faculty Qualifications, relative to the proposed change.
14. Provide Common Content C – Resource, relative to the proposed change.
15. Provide Common Content D – Institutional Evaluation and Assessment Processes, relative to the proposed change.

Program Closure

Submit a teach-out plan to include the following:

1. A Substantive Change Cover Sheet [[PDF](#)].
2. Provide the closure date, defined by SACSCOC as the date when students are no longer *admitted*.
3. An explanation of how affected parties – students, faculty, and staff – will be informed of the impending closure.
4. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.
5. Explain whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified.
6. Copies of signed teach-out agreements with other institutions, if applicable.
7. A description of how faculty and staff will be redeployed or helped to find new employment.

Note: Do not submit individually identifiable student information.

Program Designed for Prior Learning – Approval

Submit a prospectus to include the following:

1. A completed Substantive Change Cover Sheet [[PDF](#)].
2. The name of the program (to include the program's discipline).
3. The credential to be awarded (e.g., Bachelor of Applied Science, Master of Professional Studies, etc.).

4. The program’s instructional level (associate, baccalaureate, master’s, education specialist, or doctoral, if not obvious from the credential).
5. The intended implementation date.
6. A description of the prior learning required as a condition of admission.
7. A description of how the institution
 - a. will assess prior learning,
 - b. award credit, if applicable, for prior learning,
 - c. establish the validity of its prior learning assessment,
 - d. how faculty are involved in the assessment of prior learning,
 - e. how the faculty involved in the assessment of prior learning are qualified in the disciplines in which credit for prior learning is awarded, and
 - f. how the institution, with faculty involvement, periodically assesses third parties on which it relies for prior learning assessment, if applicable.
8. Demonstrate compliance with Standard 10.7 (Policies for awarding credit) for the *Principles of Accreditation*.
9. Provide specific programmatic goals (objectives) and specific student learning outcomes for the program.
10. Provide course descriptions for all courses in the proposed program (do not provide syllabi).
11. Describe administrative oversight to ensure the quality of the program.
12. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in the traditional formats have been achieved.
13. Provide Common Content B – Faculty Qualifications, relative to the proposed change.
14. Provide Common Content C – Resources, relative to the proposed change.
15. Provide Common Content D – Institutional Evaluation and Assessment Processes, relative to the proposed change.
16. An assessment of the impact of the addition of a program designed for prior learning relative to the reason the institution is on SUBSTANTIVE CHANGE RESTRICTION.

Reminder: A program designed for prior learning approval is required only for institutions on SUBSTANTIVE CHANGE RESTRICTION.

Program Length Change

Submit a prospectus to include the following:

1. A Substantive Change Cover Sheet [[PDF](#)].
2. Provided a description of the program.
3. Provide the intended implementation date.
4. Describe the rationale for the increase or decrease in program length.
5. Describe how the change was approved by the institution.
6. Describe how the faculty was involved in the review and approval of the planned change.
7. Provide a ‘before’ and ‘after’ comparison of the curriculum.
8. Describe changes in student learning outcomes because of the program length change.

9. Provide an analysis of the impact of the change in student learning outcomes.
 10. For a decrease in program length, explain how program quality and integrity are maintained with fewer credit hours and/or a shorter time-to-completion.
 11. Provide an explanation of the impact on students' time-to-completion.
 12. Provide an explanation of the financial impact to students.
 13. Provide an explanation of the impact on staffing and faculty workloads.
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Off-campus Instructional Site / Additional Location Changes

Off-campus Instructional Site Approval (including branch campus) by Extensive Review

Submit a prospectus to include the following:

1. A completed Substantive Change Cover Sheet [[PDF](#)].
2. If multiple sites are proposed in a consolidated prospectus (see qualifying criteria), address each site separately, viz., the description of the physical resources and a Faculty Roster Form separated by site.
3. Site name (must be unique, i.e., it cannot be the same as an institution's existing site).
4. The physical address or location of the site (i.e., no post office box numbers only).
5. The intended implementation date.
6. Indicate if the site will be a branch campus.
7. If the site will be a branch campus, demonstrate the site will meet each of the following criteria:
 - a. The site is geographically apart from an institution's main campus.
 - b. Instruction is delivered at the site.
 - c. The site is permanent.
 - d. The site offers courses in educational programs leading to a degree, diploma, certificate, or other for-credit credential.
 - e. The site has its own faculty and administrative or supervisory organization.
 - f. The site has its own budgetary and hiring authority.

For the institutional level review –

8. The institution must demonstrate, at an institutional level, the capacity to effectively oversee and provide ongoing support for off-campus instructional sites / additional locations (including branch campuses, as applicable), by the following:
 - a. Demonstrating how the institution will have administrative oversight of off-campus instructional sites / additional locations that ensures academic control of all off-campus instructional sites.

- b. Demonstrating how the institution will have academic assessment and evaluation processes that include the regular and robust assessment and evaluation of each of the institution's off-campus instructional sites / additional locations.
- c. Demonstrating how the institution will engage in ongoing and thorough long-range planning processes for expansion of instructional and other services to off-campus instructional sites / additional locations.
- d. Demonstrating financial resources and financial stability by submitting for review the institution's two most recent financial statement audits.

Note: *As part of the extensive review, the SACSCOC Board of Trustees will review the institution's audits and SACSCOC financial responsibility score based on financial data submitted by the institution as part of its annual financial profile. If it is not satisfied with the institution's financial stability, the SACSCOC Board of Trustee may deny approval.*

For the site-specific review –

9. Provide Common Content A – Background and Context, relative to the proposed change.
10. Describe the educational program(s) to be offered at the site. If a program to be offered at the site is a new program requiring approval, also provide the prospectus information for New Program – Approval.
11. Provide documentation of approval to operate in the state where the site is located if the site is outside of the state of the institution's main campus (in addition to the state approval evidence in Common Content A).
12. Provide the course schedule and course descriptions to be taught during the first year of operation; do not provide syllabi.
13. Provide Common Content B – Faculty Qualifications, relative to the proposed change. All courses to be taught during the first year of operation must be assigned to at least one faculty member on the Faculty Roster.
14. Provide Common Content C – Resources, relative to the proposed change.
15. Provide Common Content D - Institutional Evaluation and Assessment Processes, relative to the proposed change.

Off-campus Instructional Site Approval (including branch campus) by Limited Review

Submit a prospectus to include the following:

1. A completed Substantive Change Cover Sheet [[PDF](#)].
2. If multiple sites are proposed in a consolidated prospectus (see qualifying criteria), address each site separately, viz., the description of the physical resources and a Faculty Roster Form separated by site.
3. Site name (must be unique, i.e., it cannot be the same as an institution's existing site).
4. The physical address or location of the site (i.e., no post office box numbers only).
5. The intended implementation date.
6. Indicate if the site will be a branch campus.
7. If the site will be a branch campus, demonstrate the site will meet each of the following criteria:
 - a. The site is geographically apart from an institution's main campus.
 - b. Instruction is delivered at the site.
 - c. The site is permanent.
 - d. The site offers courses in educational programs leading to a degree, diploma, certificate, or other for-credit credential.
 - e. The site has its own faculty and administrative or supervisory organization.
 - f. The site has its own budgetary and hiring authority.
8. Provide Common Content A – Background and Context, relative to the proposed change.
9. Describe the educational program(s) to be offered at the site. If a program to be offered at the site is a new program requiring approval, also provide the prospectus information for New Program – Approval.
10. Provide documentation of approval to operate in the state where the site is located if the site is outside of the state of the institution's main campus (in addition to the state approval evidence in Common Content A).
11. Provide the course schedule and course descriptions to be taught during the first year of operation; do not provide syllabi.
12. Provide Common Content B – Faculty Qualifications, relative to the proposed change. All courses to be taught during the first year of operation must be assigned to at least one faculty member on the Faculty Roster.
13. Provide Common Content C – Resources, relative to the proposed change.
14. Provide Common Content D – Institutional Evaluation and Assessment Processes, relative to the proposed change.

Off-campus Instructional Site Relocation - Branch Campus

Submit a prospectus to include the following:

1. A completed Substantive Change Cover Sheet [[PDF](#)].
2. Provide the current physical address and the proposed (new) physical address of the branch campus.
3. Provide the intended implementation or effective date of the relocation.
4. Describe the rationale and need for the relocation.
5. Provide evidence the relocation has been approved by the institution's governing board and, if required, the state governing board or authority.
6. Describe the planned process for the relocation (e.g., move at one time or phase-in with date of implementation).
7. Provide the number of students to be impacted.
8. Describe the instructional methods of delivery to be used at the proposed location and if they differ from the current location.
9. Describe the programs offered at the current location and programs to be offered at the proposed location, identifying any programs that will not continue to be offered once the institution relocates.
10. Provide narrative with supporting evidence that the number of full-time faculty members at the new location will be adequate to support the mission and goals of the institution.
11. Describe the impact of relocation on library and learning/information resources.
12. Describe the impact of relocation on student support services.
13. Describe the physical facilities of the proposed location and demonstrate how they are adequate to appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.
14. Describe how the institution will provide a health, safe and secure environment for all members of the campus community at the new location.
15. Describe financial resources available for the relocation, including a three-year budget.
16. Provide a contingency plan in the event required resources to fund the relocation do not materialize.
17. Describe the impact of the relocation on the assessment of student learning outcomes for each educational program.
18. Describe the impact of the relocation on the assessment of academic and student services that support student success.

Off-campus Instructional Site Closure

Submit a teach-out plan to include the following:

1. A Substantive Change Cover Sheet [[PDF](#)].
2. Provide the closure date, defined by SACSCOC as the date when students are no longer *admitted*.

3. An explanation of how affected parties – students, faculty, and staff – will be informed of the impending closure.
4. If the institution is providing options for students to complete at another institution(s), provide copies of all planned communication from the institution and from the teach-out institution(s) related to the closure. All communication must demonstrate the institutions are making accurate statements about students' ability to transfer credits to the teach-out institution(s).
5. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.
6. Explain whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified.
7. Copies of signed teach-out agreements with other institutions, if applicable.
8. A description of how faculty and staff will be redeployed or helped to find new employment.

Note: Do not submit individually identifiable student information.
