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SOUTHERN MISSISSIPPI®

“Substantive Change Process at USM”

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Why Substantive Change?

1. Policy

Overview

The Southern Association of College and Schools Commission on Colleges (SACSCOC) substantive change policy and procedures assure the public that all aspects of an institution continue to meet standards. It helps ensure substantive changes, if approved, do not hinder an institution's ability to continue meeting the SACSCOC *Principles of Accreditation*.

A substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Substantive change includes high-impact, high-risk changes and changes that can impact the quality of educational programs and services.

SACSCOC accredits an entire institution. Accreditation extends to all programs and services of an institution wherever located and however delivered. SACSCOC does not accredit individual programs, locations, or portions of an institution. However, some new programs, locations, and other institutional changes are subject to notification and/or approval as defined in *Substantive Change Policy and Procedures*.

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



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Substantive Change Challenges



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USM Substantive Change Policy

The Principles of Accreditation:

Foundations for Quality Enhancement

Adopted by the College Delegate Assembly

December 2023



2024 Edition

SECTION 14: Transparency and Institutional Representation

2. The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy. (*Substantive change*)



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USM Substantive Change Policy

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Status **Active** PolicyStat ID **10154021**

All Versions Print Share



Origination 09/2021
Last Approved 09/2021
Effective 09/2021
Last Revised 09/2021
Next Review 09/2025

Owner Masterson, Douglas: Sr Asc Prv Instl Succes & Prof
Area Institutional Effectiveness

Substantive Change Policy

Policy Statement

The University of Southern Mississippi is accredited by the Southern Association of Colleges and Schools' Commission on Colleges (SACSCOC) and complies with the Substantive Change for Accredited Institutions of the Commission on Colleges Policy Statement, requiring the University to report all substantive changes accurately and efficiently to the Commission.

Reason for Policy/Purpose

The substantive change process exists to ensure that The University of Southern Mississippi has the resources necessary to provide quality programming and ensure that students have access to promised programming. The University of Southern Mississippi must comply with Standard 14.2 of The Principles of Accreditation and the Substantive Change Policy and Procedures of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The document can be found at: <https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>. Failure to accurately report substantive changes to SACSCOC in a timely fashion can result in loss of accreditation status or loss of Title IV funding. The policy requires the establishment of an institutional substantive change policy (this document).

Who Needs to Know This Policy

All members of the University campus.

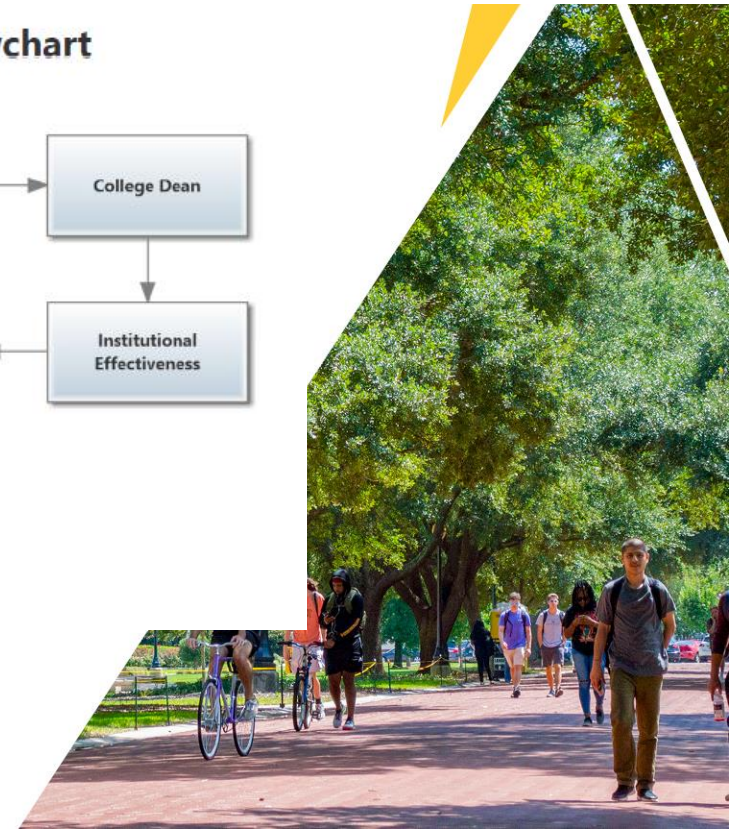
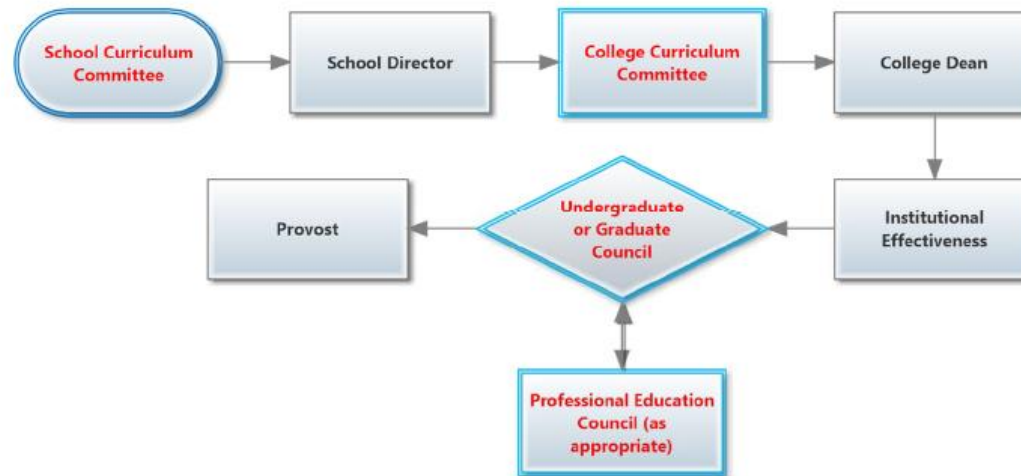


USM Substantive Change Policy

Principles of the USM Substantive Change Policy [Copy Link](#)

1. School directors, program coordinators, deans, and the Provost are responsible for being familiar with and complying with university and SACSCOC policies on substantive changes.
2. School directors consult the Office of Institutional Effectiveness early in developing program proposals that may lead to substantive change reporting requirements.
3. All proposals submitted to the Undergraduate or Graduate Council are required to submit information accurately to assist in substantive change determinations.
4. The Associate Provost for Institutional Effectiveness, serving as the accreditation liaison to SACSCOC, has the final authority to determine if a proposed change meets the criteria of a substantive change. Schools submitting proposals deemed by the Associate Provost for Institutional Effectiveness to rise to the level of a substantive change must provide any required information, evidence, or assistance in preparing the substantive change notification or prospectus to SACSCOC.
5. Substantive changes requiring SACSCOC approval can not be implemented until SACSCOC approval for the change has been received.
6. Substantive changes requiring SACSCOC notification can not be implemented until after notification has been received by SACSCOC. The Associate Provost for Institutional Effectiveness submits substantive change documentation to SACSCOC in June and December of each calendar year.
7. All courses and programs are to be coded accurately in SOAR as to campus, course locations, and mode of delivery.
8. As appropriate, Undergraduate and Graduate Council approval or notification is required for all substantive changes, with subsequent approval by the Provost and President (as appropriate).

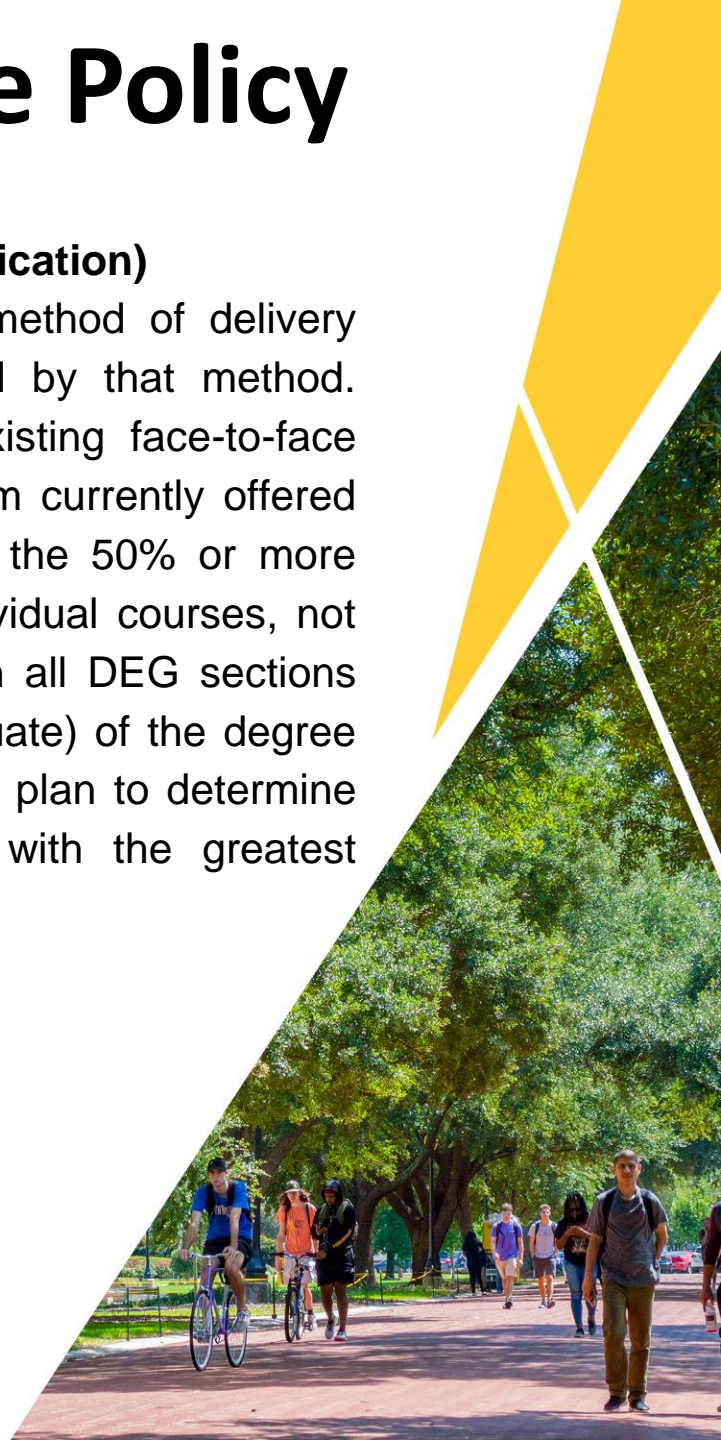
Curriculum Approval Process Flowchart



USM Substantive Change Policy

Adding a Mode of Delivery for a Program (SACSCOC Notification)

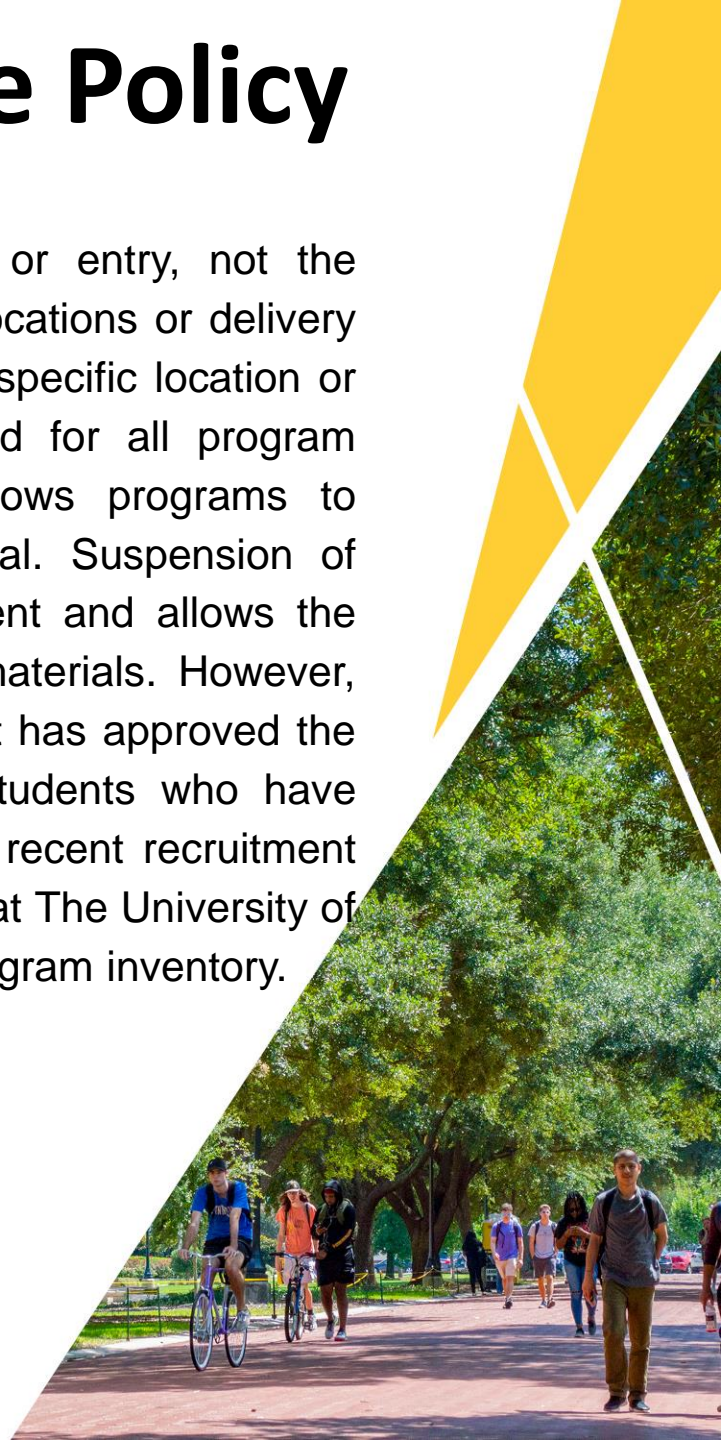
A notification to SACSCOC is required if a specific method of delivery requires 50% or more of a program to be delivered by that method. Examples include adding an online delivery to an existing face-to-face program or adding a face-to-face delivery for a program currently offered online. The University of Southern Mississippi defines the 50% or more mode of delivery rule to be calculated on required individual courses, not credit hours, owned by the program school included in all DEG sections (undergraduate) or Course Requirements section (graduate) of the degree plan. Where more than one path exists within a degree plan to determine the 50% or more mode of delivery rule, the path with the greatest percentage applies.



USM Substantive Change Policy

Program Closure (SACSCOC Approval)

SACSCOC defines closure as "closed to admission or entry, not the cessation of instruction." Program closure includes all locations or delivery methods and includes ending a completion option at a specific location or specific delivery method. A teach-out plan is required for all program closures. The University of Southern Mississippi allows programs to suspend admission while awaiting SACSCOC approval. Suspension of admission allows programs to cease student recruitment and allows the program to be removed from recruiting and website materials. However, suspension of admission can not occur until the Provost has approved the program closure. Programs need to be aware that students who have applied and been admitted to the program in the most recent recruitment cycle must be included in the teach-out plan. A program at The University of Southern Mississippi occupies a line on the university program inventory.



USM Substantive Change Policy

New Program (SACSCOC Notification)

A new program is a significant departure if 25-49% new content is required. New content is defined as coursework not currently offered by the University of Southern Mississippi. The University of Southern Mississippi requires the 25-49% new content to be calculated on required individual courses, not credit hours, owned by the program school included in all DEG sections (undergraduate) or Course Requirements (graduate) of the degree plan. Where more than one path exists within a degree plan to determine the 25-49% new content, the path with the greatest percentage applies. *Special note: the 25-49% new content rule will include newly developed courses from all schools involved in the collaborative development of new academic programs.*

New programs include any academic credential that will occupy a line on the university program inventory and includes majors, stand-alone minors, certificates, and proficiency badges. For example, a school wishing to offer a new certificate program that requires the completion of four courses would require a substantive change notification if one new course needed to be developed.



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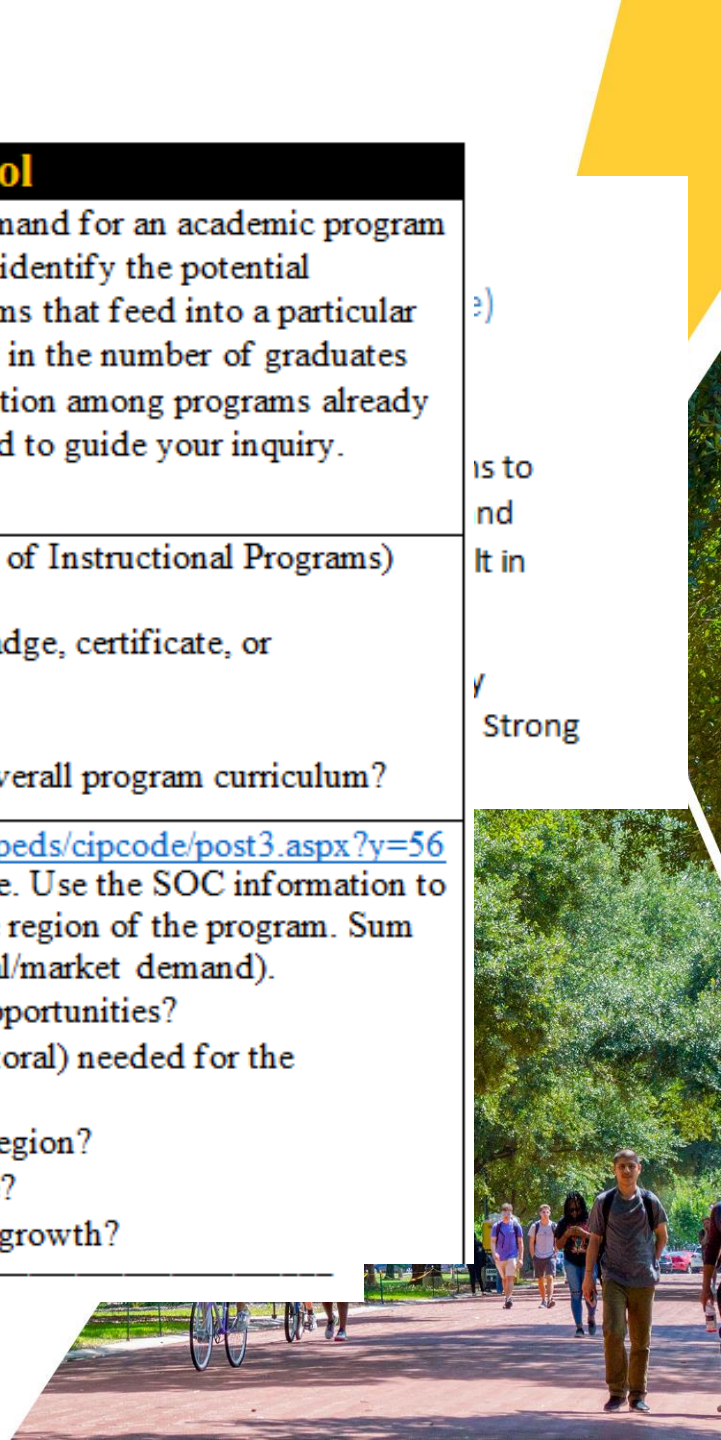
USM Permission to Plan

Academic Program Demand Protocol

The protocol listed below allows for a better understanding of the potential demand for an academic program from the viewpoint of the occupations it serves. The protocol includes steps to identify the potential occupations served by a particular academic program and the academic programs that feed into a particular set of occupations. This protocol will allow units to determine if any gaps exist in the number of graduates and the occupational demand and to determine if there will be internal competition among programs already in place at USM and other MS institutions. In each step, use the questions listed to guide your inquiry. Summarize your findings for each step of the protocol.

| | |
|----------------------|--|
| <p>Step 1</p> | <p>Identify the best fitting and unique six-digit CIP (Classification of Instructional Programs) code for the program that is being analyzed.</p> <ul style="list-style-type: none"> • Is the CIP code already in use at USM? If so, consider a badge, certificate, or concentration. • Does the name of the program resemble the CIP Title? • Does the CIP definition accurately describe the intended overall program curriculum? |
| <p>Step 2</p> | <p>Use the CIP to SOC crosswalk available at https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56 to identify all occupations associated with the program CIP code. Use the SOC information to determine occupational market demand for the intended service region of the program. Sum the number of anticipated jobs for each occupation (occupational/market demand).</p> <ul style="list-style-type: none"> • Does the proposed program feed numerous occupational opportunities? • Is the proposed program level (baccalaureate, masters, doctoral) needed for the occupations? • Are there reliable estimates of occupational growth in the region? • Are the occupations mature or emerging in the marketplace? • Do you have additional evidence of potential occupational growth? |

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Tools for

Collect Analyze Report Inform

CIP

Institution Name

Degree Code

IHL Overall

INSTRUCTIONS

Data Dictionary

Note: Reports to which you have access will appear with blue text hyperlinked to the report. Reports in black text are those to which you do not have access.

Student Lifecycle Dashboards



Academic Advisors



Admissions



Completions



Course Credit Hours



Enrollment Trends



Financial Aid



GEC



Graduate Assistants



IPEDS



Program Review



Retention and
Graduation



USM Data Facts

Finance Dashboard Links



Budget Vs Actuals



Budget Forecast



Finance Reports



Institutional Aid Analysis



Net Tuition Revenue

Administrative Dashboards



Academic
Unit
Management



Budget
Rubric



Course
Investment



Faculty
Market
Analysis



Faculty
Success



Instructional
Capacity



KPI's



Presidential
Summary



Program
Costing



Resource
Allocation



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Plan



Substantive Change and Curricula

24-25 New IHL Program Form - Undergraduate and Graduate
Other

Proposal Information

This form may be launched after the Provost approves [Permission to Plan](#) a new IHL program.

Program Implementation Timeline Disclaimer

New programs and programs undergoing substantive change are subject to delays due to IHL and SACSCOC approval schedules. It is advised that programs plan for a minimum of two years from the launch of a proposal for all processes to be cleared and admissions portals to be ready for the acceptance of students.

By checking this box, the School recognizes that it could take two years to accept students into the program.*

The School understands the program implementation timeline

STEP 1: Program Information

Complete the following fields.

Signed Permission to Plan attached?*

- Yes
 No
 N/A

Name and Degree as to appear on IHL Inventory*

An IHL form is required. The Appendix 8 IHL form can be found [here](#).

USM has established a standard method of completing the financial components of the IHL form. Please work with Kathryn Lowery (Kathryn.Lowery@usm.edu) to complete the financial sections.

IHL form attached?*

- Yes
 No



Substantive Change and Curricula

24-25 Deletion Form - Major, Certificate, Minor, Campus, or Mode
Other

Proposal Information

Please watch the [Teach Out Plan Video](#) prior to completing this form.

All items on this form must be completed regardless of current enrollment.

STEP 1: General Information

Complete the following sections.

To delete an IHL program or certificate, an IHL Form must be submitted. An IHL form **is not required** to delete an **emphasis area** or **minor**. However, SACSCOC approval is required for all deletions.

Program Form: [Suspension or Deletion of an Existing Academic Degree Program \(Appendix 9c\)](#)

Certificate Form: [Intent to Offer, Modify, or Delete a Certificate Program \(Appendix 16\)](#)

IHL Form Attached?*

- Yes
 No
 N/A

For program or certificate deletion.

Does this proposal require Professional Education Council (PEC) review?*

- Yes
 No



Substantive Change and Curricula

Teach Out Coordinator

The individual who will coordinate the teach-out process must be a faculty member who would qualify to be a program coordinator.

Individual who will coordinate teach-out process*

Effective Bulletin Year

The admissions portal will be closed on August 1 of that Bulletin Year. All students admitted in previous year must be included in the Teach Out Plan.

Effective Bulletin Year*

How will currently admitted students be informed of the impending closure of the offering? *

Sample correspondence to students attached?*

- Yes
 No

Explain how all affected students will be helped to complete their programs of study with minimal disruption.*

Explain here or provide attachment.

Provide a detailed schedule of course offerings that will allow students to complete their programs of study within the Teach Out time frame.*

Explain here or provide attachment.

Provide an indication as to whether the teach-out plan will incur additional charges/expenses to the students.*

Expenses to students includes additional travel requirements.

If there will be additional charges/expenses to the student, how will students be notified?*

Type N/A if students will not incur additional charges.

How were faculty and staff notified of the closure?*

Explain how faculty and staff will be reemployed or helped to find new employment, if pertinent. *



Teach Out Coordinator. The individual who will coordinate the teach-out process must be a faculty member who would qualify to be a program coordinator.

The individual who [REDACTED] will coordinate the teach-out process. *

1. Effective Bulletin Year. Please note admissions portal will be closed on August 1 of that Bulletin

4/19/2024, 8:37

Year. All students admitted in previous year must be included in the Teach Out Plan.

Effective Bulletin Year* 2024-2025

2. Estimated date current and admitted students will complete teach-out plan:

Estimated Date Spring 2025

3. How will current and admitted students be informed of the impending closure of the offering? Provide a sample correspondence.

Explain

Students will be contacted by the Undergraduate Coordinator ([REDACTED]) about the teach out plan. She will communicate to students the added benefits of the new curriculum and will lay out a detailed plan. She is offering to meet with each student individual to ensure the transition is seamless.

Please see attached correspondence.

Thank You!



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