

Appendix B: Glossary

This glossary provides basic definitions of commonly used substantive change words and phrases. It is designed as a quick reference only. Refer to the more complete and detailed information elsewhere in this policy and in related policies.

Acquisition: Acquisition is the sale, exchange, or transfer of a component of an institution’s or entity’s assets to a SACSCOC accredited institution.

(See also merger/consolidation)

Additional location

See off-campus instructional site / additional location

Approval: An official action by the SACSCOC Board of Trustees enabling an institution to implement a proposed substantive change. All changes requiring approval are defined in *Substantive Change Policy and Procedures*. An institution secures approval by submitting a substantive change prospectus or application subject to satisfactory review by the Board of Trustees.

Branch campus: An off-campus instruction site / additional location

- that is geographically apart from an institution’s main campus,
- where instruction is delivered, and
- is independent of the main campus of an institution.

An off-campus instructional site is independent of the main campus if it

1. is permanent;
2. offers courses in educational programs leading to a degree, diploma, certificate, or other for-credit credential;
3. has its own faculty and administrative or supervisory organization; and
4. has its own budgetary and hiring authority.

Closure: The ending of instruction

- in an educational program,
- at off-campus instructional site,
- in an educational program at an off-campus instructional site or main campus,
- by a method of delivery, or

- at an entire institution
- such that a student cannot complete their program of study as planned.

(See also teach-out agreement and teach-out plan)

Competency-based education: A method of delivery in which competencies are learned through interaction with faculty and an academic credential is earned based on what students demonstrate they can do. A competency is a well-defined statement of what a person can do as a result of learning. Progression and completion are measured by demonstrated attainment of competencies.

(See also competency-based education by course/credit-based approach, competency-based education by direct assessment, and method of delivery)

Competency-based education by course / credit-based approach:

Demonstrating competencies is embedded in a traditional curriculum with courses completed, credits earned, and a credential awarded. Students typically enroll in an academic term and course credits are awarded at the end of the term by demonstrating mastery of the competencies associated with a course. Students may accelerate learning through demonstration of competencies. Transcripts record courses and grades, though the institution may opt to maintain a separate transcript of competencies.

Competency-based education by direct assessment:

Progression and completion of a program is based solely on demonstrating mastery of prescribed competencies. There are no academic terms (i.e., calendars), courses, or credit hours. Students progress through a program’s competencies at their own pace within limits, if any, established by the institution. The academic transcript consists of

successfully demonstrated competencies and the level of mastery attained.

Cooperative academic arrangement: An agreement between a SACSCOC-accredited institution and another entity (or entities) to deliver program content recorded on the SACSCOC institution’s transcript as its own (see also Standard 10.9 (Cooperative academic arrangements) of the *Principles of Accreditation*). Examples include geographic or denominational consortia, statewide distance education agreements, collaborative agreements with international institutions, and contractual instruction.

Correspondence courses: Courses in which students and instructors are not in the same locations and in which instructional materials and learning assessments (such as examinations, assignments, creative works, etc.) are delivered electronically or by mail. Interaction between instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Courses are usually self-paced within limits.

Direct Assessment

See competency-based education by direct assessment

Distance education: A method of delivery in which 50% or more of instruction occurs when students and instructors are not in the same location. It includes synchronous (live or in real-time) and asynchronous (not live or in real-time) instruction.

(See also method of delivery)

Distance learning

See distance education

Dual academic award: A student receives instruction at two (or more) institutions in prescribed curricula leading to each institution granting academic awards at the same

credential level.

(See also joint academic award)

Educational program

See program

Face-to-face instruction: A method of delivery in which 50% or more of instruction occurs when students and instructors are in the same location.

(See also method of delivery)

Federal regulations: Rules and regulations of the U.S. Department of Education (USDE) as codified in the Code of Federal Regulation (C.F.R.) including but not limited to 34 C.F.R. § 600, 602, 603, 654, 668, and 674 (*Federal Register*, Vol. 84, No. 212, November 1, 2019/Rules and Regulations; pp. 58834-58933), viz., § 600.2 (definitions), § 602.22 (substantive changes and other reporting requirements), and § 602.24 (additional procedures certain institutional agencies must have).

Geographically apart (or geographically separate): Non-contiguous locations independent of distance.

See also off-campus instructional site / additional location (and branch campus)

Instructional level: For courses and programs, the level of content and rigor corresponding to traditional academic degree levels: associate, baccalaureate, master’s, education specialist, or doctoral.

Joint academic award: A student receives instruction at two (or more) institutions in prescribed curricula leading to the institutions granting a single academic award bearing the names, seals, and officials’ signatures of each participating institution.

(See also dual academic award)

Merger/consolidation: The sale, exchange, or transfer of all assets of at least one institution or entity to a SACSCOC accredited institution. Following a merger/consolidation, only one institution remains in operation as a separate

institution or entity.
(See also acquisition)

Method of delivery: The principal method by which instruction is delivered to include:

- competency-based education (all forms),
- distance education, and
- face-to-face instruction.

Notification: An official communication from an institution to SACSCOC as defined in *Substantive Change Policy and Procedures*. A notification is complete only when accepted by SACSCOC upon satisfactory review by staff.
(See also approval)

Off-campus instructional site / additional location: A location

- geographically apart from an institution’s sole main campus and
- where instruction is delivered.

An off-campus instructional site may qualify as a branch campus.
(See also branch campus)

Oversight Entity: Under the federal Prison Education Program (PEP), the state department of corrections, Federal Bureau of Prisons, or other entity responsible for facilities where confined or incarcerated students are located.

Program: a coherent course of study leading to a for-credit credential including a degree, diploma, certificate, or other generally recognized credential.

Exception: General education, for substantive change purposes, is usually considered a program even if a credential is not awarded. See also Standard 8.2.b (Student outcomes: general education) Standard 9.3 (General education

requirements) of the *Principles of Accreditation*.

Prison Education Program (PEP): A federal program providing Pell Grant access to confined or incarcerated students.

Substantive Change Restriction: Additional or different requirements for institutions meeting defined criteria. The criteria are defined in this policy and the additional or different requirements are identified for each substantive change type. These restrictions and the criteria for which institutions are affected are required by federal regulations.

Teach-out: The process and time period of a teach-out plan.

(See also closure, teach-out agreement, and teach-out plan)

Teach-out plan: A written plan developed by an institution for students to complete their programs of study because it decided to end a program, off-campus instructional site, method of delivery, or to close the institution. A teach-out plan provides an orderly process, the equitable treatment of students, minimal disruption and additional costs to students, and covers all enrolled students regardless of their progress to completion.

(See also closure, teach-out, and teach-out agreement)

Teach-out agreement: An optional written agreement with an institution or entity under which students covered by a teach-out plan may complete their programs of study. A teach-out agreement may include student eligibility criteria, time limits, fee waivers, tuition parity, or other negotiated terms.

(See also closure, teach-out, and teach-out plan)

