



COLLEGE ADMINISTRATIVE PROCEDURE MANUAL

Procedure Title	Procedure Number	Page(s)	Date Adopted:
Substantive Change	GK - I	3	8/26/2025

BASED ON BOARD POLICY

Section	Policy Title	Policy Number	Date Adopted:
G — Community and Governmental Relations	Relations with Educational Accreditation Agencies	GK	8/26/2025

PURPOSE

The purpose of the McLennan Community College Substantive Change procedure is to ensure MCC compliance with the SACSCOC guidelines on substantive change. See <http://sacscoc.org/accrediting-standards/substantive-changes/> for the current SACSCOC guidelines.

Member institutions of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) are required to notify the Commission of changes in accordance with the substantive change procedure and, when required, seek approval prior to the initiation of changes. Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion.

DEFINITION

Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes:

- Substantially changing the established mission or objectives of an institution or its programs.
- Changing the legal status, form of control, or ownership of an institution.
- Changing the governance of an institution.
- Merging / consolidating two or more institutions or entities.
- Acquiring another institution or any program or location of another institution.
- Relocating an institution or an off-campus instructional site of an institution (including a branch campus).
- Offering courses or programs at a higher or lower degree level than currently authorized.

- Adding graduate programs at an institution previously offering only undergraduate programs (including degrees, diplomas, certificates, and other for-credit credential).
- Changing the way an institution measures student progress, whether in clock hours or credit-hours; semesters, trimesters, or quarters; or time-based or non–time-based methods or measures.
- Adding a program that is a significant departure from the existing programs, or method of delivery, from those offered when the institution was last evaluated.
- Initiating programs by distance education or correspondence courses.
- Adding an additional method of delivery to a currently offered program
- Entering into a cooperative academic arrangement.
- Entering into a written arrangement under 34 C.F.R. § 668.5 under which an institution or organization not certified to participate in the title IV Higher Education Act (HEA) programs offers less than 25% (notification) or 25-50% (approval) of one or more of the accredited institution's educational programs. An agreement offering more than 50% of one or more of an institution’s programs is prohibited by federal regulation.
- Substantially increase or decreasing the number of clock hours or credit hours awarded or competencies demonstrated, or an increase in the level of credential awarded, for successful completion of one or more programs.
- Adding competency-based education programs.
- Adding each competency-based education program by direct assessment.
- Adding programs with completion pathways that recognize and accommodate a student’s prior or existing knowledge or competency.
- Awarding dual or joint academic awards.
- Re-opening a previously closed program or off-campus instructional site.
- Adding a new off-campus instructional site/additional location including a branch campus.
- Adding a permanent location at a site at which an institution is conducting a teach-out program for students of another institution that has ceased operating before all students have completed their program of study.
- Closing an institution, a program, a method of delivery, an off-campus instructional site, or a program at an off-campus instructional site.
- Participating in the federal Prison Education Program providing Pell Grant access to confined or incarcerated students.

(Policy Statement for SACSCOC Accredited Institutions, December 2024)

PROCEDURES

All academic changes at MCC are reviewed and approved by the Instructional Council. The Vice President of Instruction & Student Engagement and the SACSCOC Liaison sit on this committee

and review all items for potential substantive change. The results are documented using the Substantive Change Consideration Form. An approved form is required for all items (with minor exceptions) to be placed on the Instructional Council agenda.

In order to monitor off-campus instructional sites, the Director of Educational Partnerships, who oversees the dual credit program, will present the dual credit schedule to Instructional Council the beginning of each term. The dual credit schedule will be accompanied by a report from the Office of Institutional Research and Effectiveness showing the courses taught by site, program, and years during a four-year window. The President also reviews and approves all agreements with high schools for dual credit coursework.

For non-academic changes (such as the establishment of a branch campus, acquiring an institution, or entering into a contract with another entity), both the Vice President of Instruction and the SACSCOC Liaison are members of the College's Leadership Team and review such changes as necessary in the regular meetings of that group.

APPENDIX A

All actionable agenda items in Instructional Council are required to have an accompanying Substantive Change Consideration Form except for the following:

- Course title name changes
- Updating course titles name change on degrees/certifications/ skills awards
- Prerequisite changes. (The course is already approved and in MCC's inventory)