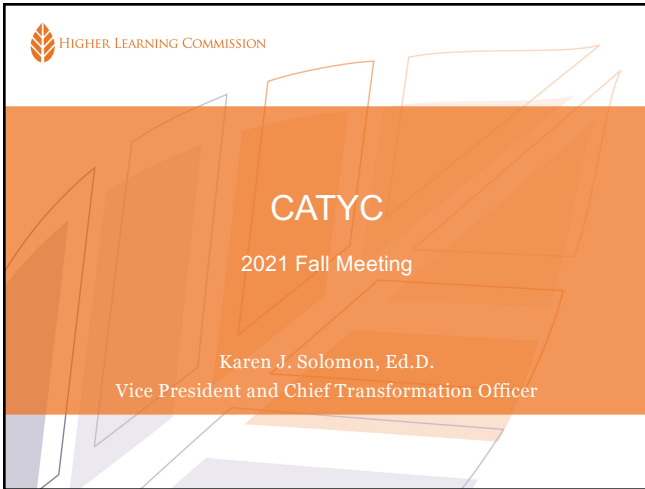


# CATYC 2021 Fall Meeting



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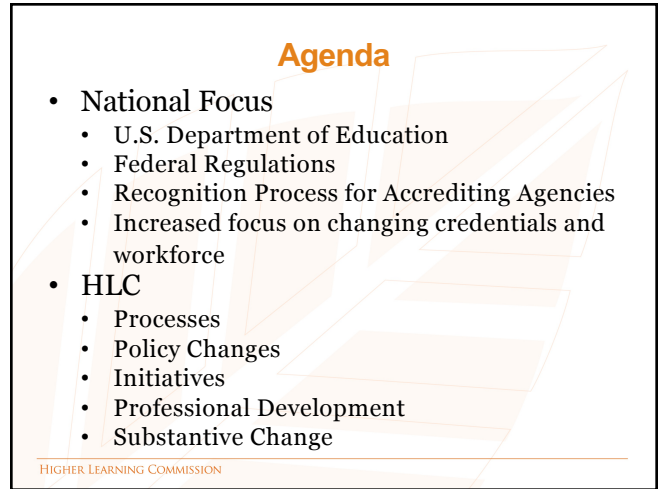
**CATYC**

2021 Fall Meeting

Karen J. Solomon, Ed.D.  
Vice President and Chief Transformation Officer

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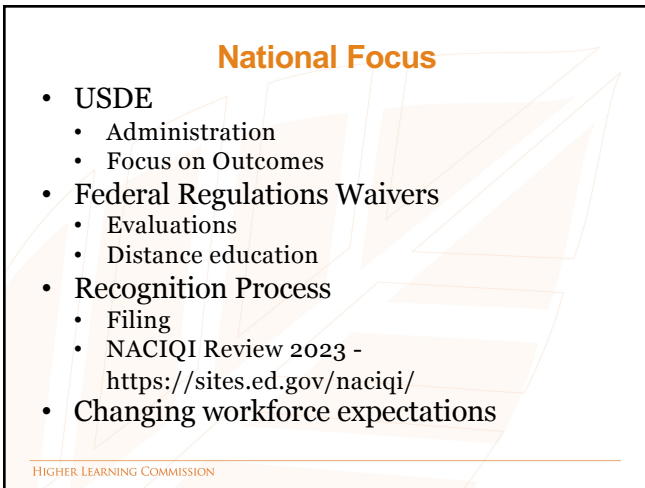
**Agenda**

- National Focus
  - U.S. Department of Education
  - Federal Regulations
  - Recognition Process for Accrediting Agencies
  - Increased focus on changing credentials and workforce
- HLC
  - Processes
  - Policy Changes
  - Initiatives
  - Professional Development
  - Substantive Change

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**National Focus**

- USDE
  - Administration
  - Focus on Outcomes
- Federal Regulations Waivers
  - Evaluations
  - Distance education
- Recognition Process
  - Filing
  - NACIQI Review 2023 - <https://sites.ed.gov/naciqi/>
- Changing workforce expectations

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**HLC**

- Processes
- Policy Changes
- Initiatives
- Professional Development
- Substantive Change

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**HLC**

- Processes
  - 2021-22 Evaluations
  - Introduction of portal
- Policy Changes
  - Expansion of Jurisdiction
  - Accelerated Initial Accreditation

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**HLC**

- Initiatives
  - Criterion 4 review
    - Areas of Concern
    - Assessment Task Force
    - Potential Timeline
  - Differential Accreditation
  - Evolving Credentials
  - Student Right to Know Guide

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**HLC**

- Professional Development
  - Member Education
    - ongoing
  - Annual Conference
    - April 1-5, 2021
    - Hybrid option
  - Accreditation Workshop
    - Moved to Fall 2022
  - OLC workshops and webinars
    - Fall 2021
    - Taped workshops - open access

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**Online Learning Consortium**

- New Fall 2021 Workshops and Webinars to be offered
- Webinars (taped for HLC) recorded in Jan/Feb 2021 are available to support efforts of administrators and educators on website

Training Resources for ALOs

Recordings of Past Webinars

Online Learning Consortium Webinar Series

Facilitating Synchronous Sessions  
Recorded February 2021

Many of us see meeting, teaching and presenting in face-to-face, synchronous online sessions where we can feel closer than ever to students and colleagues in online learning environments. This Online Learning Consortium Workshop provides an overview of strategies for conducting these types of sessions.

watch now

<https://www.hlcommission.org/Programs-Events/alo-training-resources.html>

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**HLC**

- Substantive Change
  - Distance Education
    - Federal definitions
    - Waivers
    - Stipulations
  - Academic Programs
    - Changes to Existing Programs

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**Focus on Distance Education**

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**Definitions – Distance Education**

For purposes of this definition, **substantive interaction** is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—

- Providing direct instruction;
- Assessing or providing feedback on a student’s coursework;
- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or,
- Other instructional activities approved by the institution’s or program’s accrediting agency.

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**Definitions – Distance Education**

An institution ensures **regular interaction** between a student and an instructor or instructors by, prior to the student’s completion of a course or competency—

- Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.

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### New Federal Regulations

Rescission of Dear Colleague Letter GEN-06-17 as of 1/19/2021 states that any portion of a program that is taught at a distance is considered a distance education program. **There is no longer a 50% threshold that defines a distance education program.**

Inventory offerings to include any “distance education” programs.

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### Distance vs. Correspondence

- Separate HLC approval paths for distance and correspondence education.
- Review of distance education also occurs at comprehensive evaluations and if triggered for other reasons.

Key differences in definitions:

- Regular and substantive interaction...
- Time and pacing

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### HLC Stipulations

Currently, approximately 180 institutions are at the course only or course and one program level.

**Scenario A:** The institution’s current distance education courses all reside in one to three different programs. The institution should complete an application for initiation of distance education and approval to offer “courses and up to three programs.”

**Scenario B:** The institution’s current distance education courses reside in more than three programs. The institution should complete an application for initiation of distance education and approval to offer “courses and programs.”

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### Requirements Related to Existing Programs

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### Important Note for Institutions

- For institutions that have not been placed on a sanction or under a Show-Cause order since July 1<sup>st</sup> 2020, much of the following requires notification to HLC (within 30 days); in some cases approval might be required according to HLC policy
- For institutions that were placed on a sanction or under a Show-Cause order since July 1<sup>st</sup> 2020 (and for three years after their sanction is removed) – **will need approval for all of the following**

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### Section 602.22 (b) Changes for Approval or Notification

- A change in an existing program's method of delivery.
- Examples: Changing a program from in person to distance education, increase or decrease in CBE programs, etc.

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### HLC Guidance around Delivery

- Declare when program changes from on-line to on-the-ground or other way
  - If institution has the highest level of distance delivery approval, this will be notification
  - If institution's stipulation below the highest, might need distance education approval, start with declaration
- CBE, same process as above for CBE stipulation, start with declaration
- All direct assessment (DA) has to be approved, so moving to DA requires an application

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### Section 602.22 (b) Changes for Approval or Notification

- An aggregate change of 25 percent or more of the clock hours, credit hours, or content of a program since the agency's most recent accreditation review
  - Accreditation review includes: comprehensive review, Assurance Review, Probation visit or Show-Cause visit

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### What is considered “content”?

- Federal guidance on content:
  - “We meant a single change, or the sum total of the aggregate changes, to a program’s **curriculum, learning objectives, competencies, number of credits required\***, or **required clinical experiences**. This would include changes in the general education courses required for program completion and not merely the courses within the discipline, program, or major.”

See: <https://www.govinfo.gov/content/pkg/FR-2019-11-01/html/2019-23129.htm>

*\*Institutions changing the credit hours required for completion of an educational program by 25% or more (significant increase/decrease) AND institutions placed on sanction since July 1, 2020 changing the credit hours of a program by an aggregate of 25% or more since the last accreditation review, need prior approval per HLC Substantive Change Policy (INST.F.20.040)*

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### What is NOT considered “content”?

- Content is NOT;
  - New course name
  - Change of book assigned
  - Length of semester
  - Change of schedule, assessments, requirements, institutional policies on grading, honesty, etc.
  - Department reorganization/name change

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### Changes to Content and/or Credit Hours

- An aggregate change to content of 25% or more since the last accreditation review is notification to HLC
- An aggregate change to credit hours for a program of 25% or more since the last accreditation review requires an application per HLC’s substantive change policy

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### What is considered a “program”?

- HLC does NOT have its own definition of a program, but DOES accept federal definition:

*A legally authorized postsecondary program of organized instruction or study that:*

- 1. Leads to an academic, professional, or vocational degree, or certificate, or other recognized educational credential, or is a comprehensive transition and postsecondary program, as described in 34 CFR part 668, subpart O; and, ii. May, in lieu of credit hours or clock hours as a measure of student learning, utilize direct assessment of student learning, or recognize the direct assessment of student learning by others, if such assessment is consistent with the accreditation of the institution or program utilizing the results of the assessment and with the provisions of 34 CFR § 668.10.
- 2. The Secretary does not consider that an institution provides an educational program if the institution does not provide instruction itself (including a course of independent study) but merely gives credit for one or more of the following: instruction provided by other institutions or schools; examinations or direct assessments provided by agencies or organizations; or other accomplishments such as “life experience.”
- “Educational program” is synonymous with HLC’s use of the terms “academic offering(s)” and “academic program(s).”

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### Section 602.22 (b) Changes for Approval or Notification

- The development of customized pathways or abbreviated or modified courses or programs to:
  - Accommodate and recognize a student's existing knowledge, such as knowledge attained through employment or military service; and
  - Close competency gaps between demonstrated prior knowledge or competency and the full requirements of a particular course or program.

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### Customized Pathway: Prior Learning Assessment (PLA)

- Declaring PLA as a customized pathway is notification to HLC
- HLC appreciates institutions sharing additional information about their PLA offerings, which will be sent as follow-up questions (participation is optional)
- If an institution is one that needs prior approval, the optional questions above are required and become the material reviewed for consideration of approval

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### Overview of New Process Steps

- All institutions will start by submitting an *Inquiry Form for Changes to Existing Degree Programs*
- HLC Substantive Change Team and Liaison will review the information submitted
- Institution will receive an email from [Changerequests@hlcommission.org](mailto:Changerequests@hlcommission.org) within two weeks

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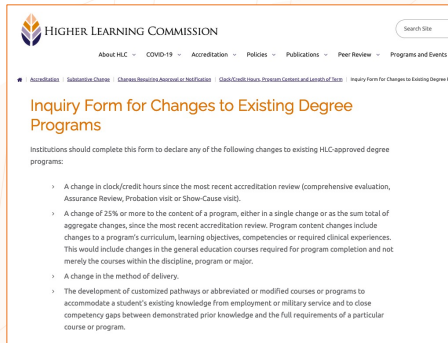
### Inquiry Form for Changes to Existing Degree Programs

- Use the form for new or modified information about existing programs
- Need to submit one form for each academic program that is being modified according to the new regulations
- You can declare multiple changes to the same program on the same form, for example, changes to modality and credit hour on the same form
- No fee to submit the form

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## Inquiry Form for Changes to Existing Degree Programs



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## Inquiry Form for Changes to Existing Degree Programs

- Possible outcomes from the form:
  - Notification only to HLC, no further action needed
  - Application required, institution will need to submit an application that will go to Institutional Actions Council (IAC) for final action
  - Approval required, but can be completed through Staff Action Recommendation to IAC as a consent agenda item, IAC provides final action

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## Academic Degree NEW Program Inquiry Form

- On-line form for new academic programs when unsure if need to submit application
- Piloted form in 2020
- 2020 received 441 submissions
- 2021 (as of 6/2021) received 540 submissions!!
- Working to streamline the process to provide clearer guidelines and more timely responses
- Watch for updates this fall

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## Questions?

**Karen J. Solomon, Ed.D.**  
Vice President and  
Chief Transformation Officer

[ksolomon@hlcommission.org](mailto:ksolomon@hlcommission.org)

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