

This document may be printed in black and white with no loss of information.







“A significant expansion of the nature and scope of an accredited institution”

The institution...

NOTIFIES

the Commission of changes in accordance with the substantive change policy

&

when required

SEEKS **APPROVAL**

prior to the initiation of the changes.

5

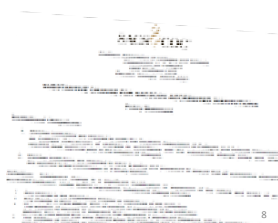


Why
is there
SUBSTANTIVE CHANGE ?

6

principles
versus
processes

7

**SUBSTANTIVE CHANGE FOR
SACSCOC ACCREDITED INSTITUTIONS
Policy Statement**



**Substantive change
includes...**

- Mission
- Legal status, form of control or ownership

Substantive change includes... (con't)

- Courses or programs – significant departure
- Level change
- Clock → credit

Substantive change includes... (con't)

- Substantial change in program length
- Contract or consortial relationships
- Additional location

Substantive change includes... (con't)

- Acquisition
- Adding teach-out location
- Joint and dual academic awards

Substantive change includes... (con't)

...and others not specifically
enumerated

Notification
vs.
Approval

acceptance \neq approval

Program Length
60 • 120 • 30

Updated interpretation
of **CR 2.7.1**



SIGNIFICANT DEPARTURE

SIGNIFICANT DEPARTURE

Related programs	<ul style="list-style-type: none">• Faculty• Courses• Library / learning• Equipment / facilities• Resource base
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SIGNIFICANT DEPARTURE

Substantive Change Policy, p. 4

Significant Departure: a program that is not closely related to previously approved programs at the institution and for the mode of delivery in question. To determine whether a new program is a "significant departure," it is helpful to consider the following questions:

- What previously approved programs does the institution offer that are closely related to the program and how are they related?
- Will significant additional equipment or facilities be needed?
- Will significant additional financial resources be needed?
- Will a significant number of new courses will be required?
- Will a significant number of new faculty members will be required?
- Will significant additional library/learning resources be needed?

SIGNIFICANT DEPARTURE


“The institution should determine...”

SIGNIFICANT DEPARTURE

? Initiating coursework or programs at a more advanced level than currently approved

Yes

SIGNIFICANT DEPARTURE

 Initiating programs at a lower level than currently approved

Yes

SIGNIFICANT DEPARTURE

 Expanding programs at the current credential level

Maybe

SIGNIFICANT DEPARTURE

 Small liberal arts college offers BA degrees in dance, theatre, and music...

SIGNIFICANT DEPARTURE

 ...combine existing programs into a BA in performing arts

No

SIGNIFICANT DEPARTURE

 Two-year technical college offers certificate and associate degrees...

SIGNIFICANT DEPARTURE

 ...will become a four-year institution offering associate and baccalaureate degrees

Yes

SIGNIFICANT DEPARTURE



College is approved to offer BA in business and in education and certificates in health professions...

SIGNIFICANT DEPARTURE



...institution is adding a BS in nursing

Yes

SIGNIFICANT DEPARTURE



Large research university offers multiple PhD programs in humanities and social sciences...

SIGNIFICANT DEPARTURE

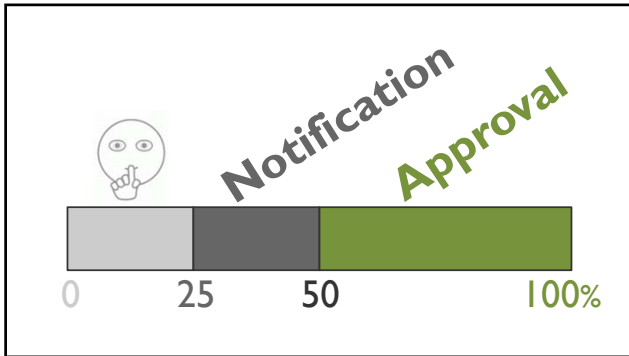
 ...and PhD programs
in **business** and in
education

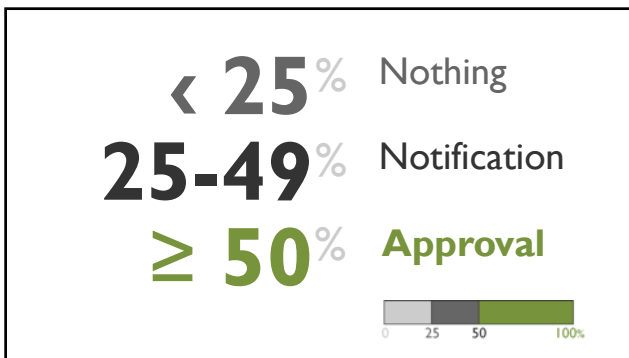
SIGNIFICANT DEPARTURE

 ...institution plans to
add a PhD program in
Women's Studies

No

Off-campus
instructional sites and
Distance Learning





Repeat Performance

For programs already offered concurrently at three sites, a modified prospectus is acceptable

Modified Prospectus

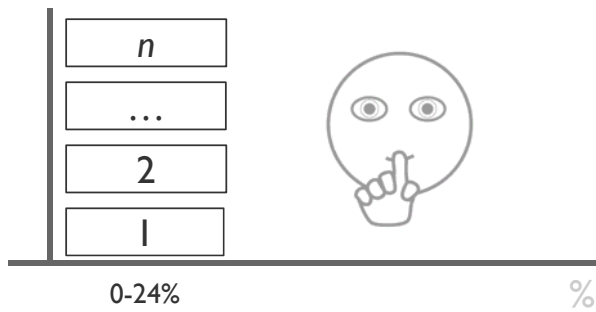
For programs already offered concurrently at **three** sites –

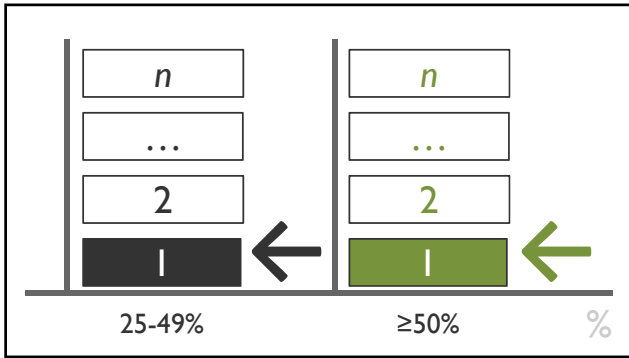
- Faculty roster
- Discipline-specific library resources
- Student support services
- Physical resources
- Course descriptions

Off-campus sites –

Reviewed within **5** years

First **3** sites must be visited





Distance Learning

An institution is approved for distance learning **only once**

Policies and Procedures



Workforce Development Certificates

Offered to employees, usually on-site, on short-notice and temporary

Verifications for USDE, DHS, Others

Send requests to Sarah Armstrong
sarmstrong@sacscoc.org

Other types of substantive change...

- Degree completion program

Substantive change includes... (con't)

- Relocation of main or branch campus
- Relocation or change of address of an off-campus instructional site serving the same student pool

Substantive change includes... (con't)

- certain general education changes

Mergers,
Consolidations,
Change of
Governance,
Ownership,
Means of Control

- 6-month notification
- Prospectus for Board review
- 30-day implementation window

2016 submission deadlines for Board of Trustees

April 8 for June
September 15 for December

Board of Trustees Reviews

- 1 Board Committees + Full Board
June + December
- 2 Executive Council
c. every two weeks

1 Board Committees + Full Board June + December

- ✓ mergers + consolidations
- ✓ change of governance, ownership, control, or legal status
- ✓ items referred by staff
- ✓ policy + procedure reviews
- ✓ most level changes

2 Executive Council
c. every two weeks

- ✓ 13-member representative subset for all "Procedure One" approvals not referred to Board committees + the full board
- ✓ No deadlines per se, but...

 Submit prospectuses
at least

months
before starting date, and ...

56

 Submit prospectuses
for a **January** starting
date by

Sept 1

57

Program Closures and Teach-out Plans

* All program closures require approval

Developing a Prospectus

*Hints, tips, and
suggested practices*

Oops!



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sarmstrong@sacscoc.org

Dr. Kevin Sightler
ksightler@sacscoc.org

**SUBSTANTIVE CHANGE
WORKSHOP**
at Shelton State Community College









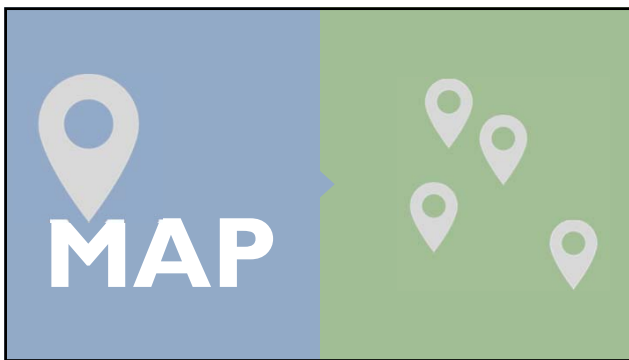
How to Write an Effective Substantive Change Prospectus

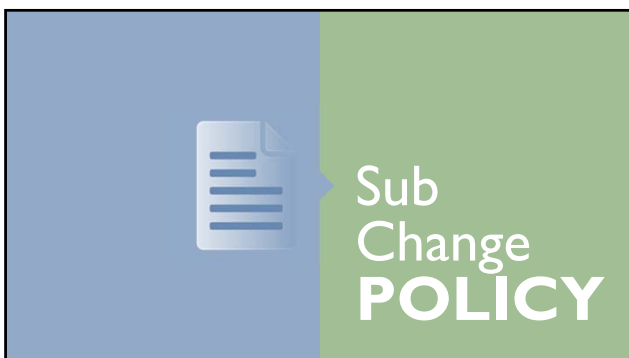
 Objectives
 Guiding principles
 Suggested practices

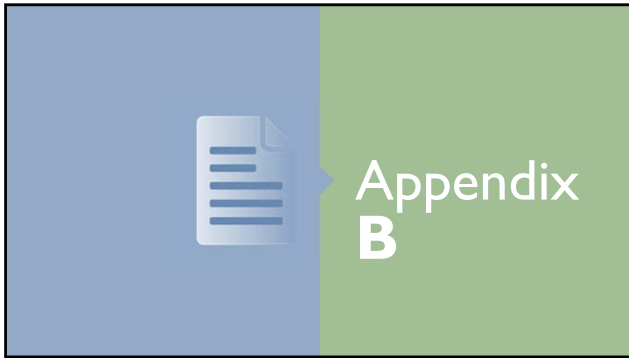
Objectives of a prospectus	
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SACSCOC Board of Trustees	
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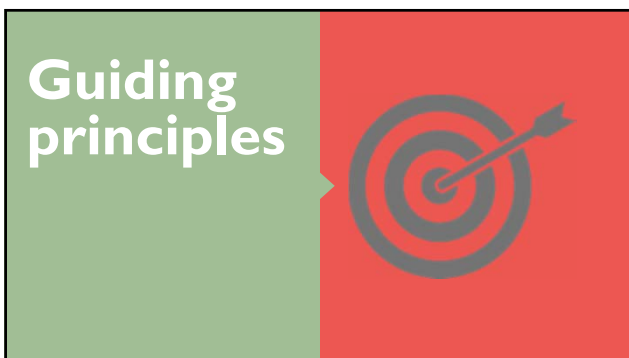












Know what to include

and to eliminate

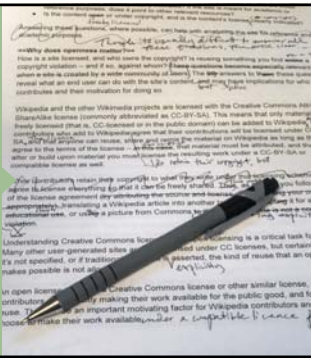
SELF-contained

Plain language

*...as simple possible,
but no simpler*


How to Write an Effective Substantive Change Prospectus

to
CREATE
or to
REVISE




The graphic shows a document with text and a pen. The text is partially legible and includes phrases like "Why does someone matter?", "Wikipedia and the other Wikimedia projects are licensed with the Creative Commons Attribution-ShareAlike license (commonly abbreviated as CC-BY-SA). This means that only material freely licensed (that is, CC licensed or in the public domain) can be added to Wikipedia.", "Understanding Creative Commons licensing is a critical task for...", and "Creative Commons license or other similar license...".

PRINT
versus
**E
L
E
C
T
R
O
N
I
C**



The graphic shows a USB drive. The text "PRINT" is in a large, bold, white font on a green background. The text "versus" is in a smaller, italicized, white font. The text "ELECTRONIC" is in a large, bold, white font on a red background.

**SUGGESTED
PRACTICES**



The graphic shows a target with an arrow. The text "SUGGESTED PRACTICES" is in a large, bold, white font on a red background. The target is a grey circle with a smaller inner circle and an arrow pointing to the center.

COVER LETTER

- **Include** always
- **State** the specific change
- **Identify** program or site by consistent name

COVER LETTER

(con't)

- **Identify** program type, e.g., certificate, master's, etc.
- **State** the implementation date

COVER LETTER

(con't)

In responding to a deferred action, include:

- date of SACSCOC letter
- attach copy of letter

COVER LETTER
(con't)

- Include a physical address for off-campus sites
- Signed by CEO or liaison only

Define
ALL
abbreviations
and acronyms

RHMASLDDYOTQIQMVJXSXCTIDE
QEDQAHEHRQPVQKUCQLGXTE
CLAUDFNRIZMJQARZTOHZBCHG
GSJBVVPRXOCCNFPPGGRMDFTGI
KIFOCXBBJNIUIULVOBIKDPZYFDI
CPWZGCOGPDSSZPRJJHOXESDOI
BUPWZTJAHYMUNHSMXBMRNXR
QSKRMARBIT EYWOIVKZEYEOYJS
YDKAPCGATZYXGDDAABOYJVLH
WMBPTRNGVOVVQKJBNKARAVE
DTLMXOJOERVXTEQAJZQSSZZ
DIXDXAXPKELLNSIVCQXFTCARN
NIBOEKABANYSXZPFYIIIZXATVA
MYBFSWQVCFWBKJXWIDFCSJH
ZRANNOAOVNILXPWZYTEUMBSR
KLMAHQONQUPHWOWMIIYIHNTV
TISEYJNLBZELKCHKJIKKFERGVDD
OFPKWPXQKUBUPKCFRSIDTCRIY
OXQWDURZYWRPHJKIUSBWMTL
AXUHQXCPJNHYOQZEXHRIWQA
XQELOLOMXPIHCWMYDURTOAT

Consider an
EDITOR

or other
disinterested
person for final
document review

**CONSIS-
TENCY**

- Program names
- Site names
- Titles
- Abbreviations

**ADAPTING
EXISTING
DOCUMENTS**

IF...

- All required information included
- All required information in table of contents

**ADAPTING
EXISTING
DOCUMENTS**
(con't)

- Organize table of contents by requirements
- Eliminate unnecessary content

Common Errors of OMIS ION

- Incomplete Faculty Roster
- Course descriptions
- Missing sections (e.g., student services)

Common Errors of OMIS ION
(con't)

- Critical information *within* required sections; e.g., instruction for accessing library resources

Common Errors of OMIS ION
(con't)

“Mind the commas”

Common Reasons for **DEFERRAL** of Decisions

c. **90%**
due to incomplete or insufficient information

FACULTY ROSTER

- List courses to be taught (not historical)
- Match courses on roster to curriculum – ensure all are covered

FACULTY ROSTER
(con't)

- Note earned credentials **AND** discipline
- Use “Additional Qualifications” column to demonstrate compliance

'Prospective' statements are okay... → ...with caveats

Not all prospectus types have defined content → (e.g., altering program length)
• Consult staff rep or sub change staff

ONE SUBMISSION
for
ONE SUBSTANTIVE CHANGE → Avoid embedding multiple changes in a single prospectus



DOs
 DON'Ts


DO...

- number pages
- label flash drive
- liberally use internal hyperlinks
- tab appendices

DO...


- address discipline-specific library and learning resources for new programs
- allow sufficient lead time

DON'T...



- create “consolidated” prospectuses or replies to requests for additional information unless directed by staff

DON'T...



submit —

- syllabi
- vitas
- copies of prospectuses to staff members



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