

VII. Substantive Change Policy

A. *Substantive Changes*

It is the responsibility of each accredited program to notify the Executive Office of substantive changes in a program to ensure maintenance of accreditation status and protection of students. Failure to report a substantive change might place the accreditation of a program in jeopardy. Program directors are encouraged to contact the Executive Office with any questions about whether a contemplated change would be considered substantive under ACGC policies and seek approval before implementing the change.

Notification of substantive change is submitted by letter from the program director to the Executive office and must document the nature and scope of the substantive change, as well as the rationale for the change. The letter must outline how, if at all, the change affects the program's compliance with the accreditation standards. The program is responsible for documenting that it has the necessary resources in place to implement the proposed change.

A substantive change is a significant modification or expansion of the nature and scope of a program. A substantive change includes, but is not limited to:

1. **Change in Established Program Budget**

Any change in the budget that results in a reduction of revenue or resources of the program by more than 15% in a single year or 20% cumulative over 3 years or increase in costs by more than 15% as compared to the most recently submitted program budget. *Standards A1.2.1*

Documentation required:

- Budget Table Template
- Letter from the Univ. administration documenting commitment to ensuring
- Letter of rationale from the Program Director

2. **Change in Established Program Mission or Goals**

Any change that substantively impacts the previously stated mission or goals of a program, such that the professional trajectory for enrolled students could be considered to have changed. *Standards A3.2.3*

Documentation required:

- Letter of rationale, including how the change impacts the overall program (examples include, but are not limited to: curriculum, current and future students, faculty, student evaluation, fieldwork experience, and degree requirements)
- New and old mission and goals

3. Change in Curriculum

Any change in curriculum that affects 20% or more of the course work credit hours or 4 or more didactic courses, whichever is smaller, required for degree completion. This does not include fieldwork experiences or rotation credit hours because that is addressed as a separate change. *Standards: B1.1.2; B1.1.3; B1.1.5; B1.3.1; B2.1; B2 (B2.2.1 - B2.2.9)*

Documentation required:

- Letter of rationale
- New course syllabi
- New faculty biosketches, if applicable
- Table mapping educational objectives and the required content to the PBCs (Tables B.I.A – B.I.D)
- New budget table, if the change impacts the budget

4. Change in Fieldwork Placement and Affiliation Sites

Any permanent change in fieldwork placements that affects 25% or more of the program's fieldwork sites or loss of a specific fieldwork specialty (e.g. cancer, prenatal, pediatrics, adult, laboratory). *Standard A1.1.3, B3.1*

Documentation required:

- Letter of rationale
- Rotation schedule for two years
- Confirmation of affiliation agreements and appropriate fieldwork supervisors

5. Change in Established Sponsoring Institution including acquisition by another institution. *Standard A1.1, A1.2, A3.1*

Documentation required:

- New Program Application and accompanying application fee

6. Change in Delivery Method of Didactic Coursework

Any change in the delivery method of didactic coursework in which more than 10% of the curriculum will be offered through a different modality than previously reported (e.g., a program currently offers 13 courses in person and would like to transition 3 of these courses to an online/distance learning format). *Standard A1.4.1, B1.1, B2*

Documentation required:

- Rationale for the change to instructional delivery mode and impact on program facilities.

- Description of how faculty will be trained for this new delivery mode.
- Description of how effectiveness of the new delivery mode will be evaluated, including documentation of student learning outcomes (SLOs).
- Documentation of information to be provided to students regarding the new delivery mode (e.g., equipment requirements; access to help desk, etc.).

7. Establishing a new off-campus instructional (not including fieldwork) site or closing an approved off-campus instructional site or branch campus. *Standard A1.2.2, B1.1.*

Documentation required:

- Projected date of the change of operations at the additional location.
- Address and distance from main campus; transportation and housing available for students.
- Rationale for change and impact on current students
- Description of current and prospective student communication regarding program instructional site change.
- Description of support services and learning resources available at the location.
- Compliance with Standards in Section A.
- Letter of support from new site administration.

8. Change in Program Enrollment

Any change in student enrollment not previously approved by ACGC that increases the total number of students enrolled in the program by more than 10% or 4 total students (whichever is smaller). Student enrollment is defined as the class size at the time of the most recent accreditation decision. *Standards A1.2.1, A1.2.2, A2.1.1, A2.2.2, A2.3, A2.4, B3.1.7, B3.1.8, B3.1.9, B3.2.6*

Documentation required:

- Provide a letter of rationale, including compliance with Facilities and Learning Resources (Standard sections to be specified) of the Standards.
- Describe proposed change in student enrollment over the accreditation period.
- Provide updated budget.
- Provide proposed fieldwork rotation schedule map (for two cohorts) with list of fieldwork sites/supervisors.

The substantive change notification is reviewed by the Board of Directors. Upon review of the notification, the Board of Directors may act to approve the change or may request additional information. The Board's review of a substantive change application may result in additional reporting requirements, or a focused or comprehensive on-site evaluation. In the event the program undertakes a substantive change without prior notification to ACGC or otherwise does not follow

the Substantive Change Policy, the program's accreditation could be negatively impacted. Late notification may be subject to additional fees and jeopardizes a program's compliance with the Standards.

A denial of a substantive change is subject to reconsideration and appeal in accordance with [Section VIII](#) of [ACGC policies and procedures](#).