Substantive Change - Establishing or Closing Off-Campus Instruct. Site or Branch Campus

Instructions

Substantive Change Policy

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 the substantive change should be submitted within a brief cover letter from the program director outlining 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 Sponsoring Institution [Standard A1]

This includes acquisition by another institution or program.

2. Change in Delivery Method of Didactic Coursework [Standards A1.3.1; A1.3.2; B1; B2; C2.4; C3]

Any permanent 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 (i.e., a program currently offers 13 courses in person and would like to transition 3 of these courses to an online/distance learning format).

3. Establishing a new off-campus instructional (not including fieldwork) site or closing an approved off-campus instructional site or branch campus. [Standards A1.2; A1.3; C3]

4. Increase in Program Enrollment [Standards all of A; all of B]

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 (e.g. new program approval or site visit).

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.

Establishing or Closing Off-Campus Instruct. Site or Branch Campus

Establishing a new off-campus instructional (not including fieldwork) site or closing an approved off-campus instructional site or branch campus. [Standards A1.2; A1.3; C3]

Program Information

Q1

What is the projected date of the change of operations at the off-campus location?

Q2

What is the address of the new off-campus site and what is the distance from the main campus? What transportation and housing are available for students at the new site? For closing off-campus sites, please describe the impact of the site closure on housing and transportation for students.

Q3

Please provide the rationale for this change and a description of how outcomes of the change will be assessed.

No document provided

Q4

For new off-campus sites, please provide a description of physical facilities, support services and learning resources available at the location. For closing sites, please provide a description of how the loss of physical facilities, support services, and learning

resources at the off-campus branch will be addressed.

Q5

Please provide a description of the current and prospective student communications regarding the off-campus instructional site change:

Q6

Please outline how, if at all, the change affects the program's compliance with the accreditation standards?

No document provided

Resources - Establishing or Closing Off-Campus Instruct. Site or Branch Campus

Please provide evidence of sufficient fiscal, physical, and technological resources to support and sustain the change and an analysis of fiscal impact on the institution's budget.

No document provided

Fiscal Year

What is the institution's fiscal year cycle (month/day to month/day)?

Month	Day		Month	Day

Budget

Complete the budget template below. The table should only include income and expenses that are specific to the operating budget of the program.

Budget Years	Year 1 (Current Fiscal Year)	Year 2	Year 3
PROGRAM INCOME			
Tuition recovery			
Continuing Education Programs			
Other program income (specify and include extra rows if necessary			
TOTAL PROGRAM INCOME			

Budget Years	Year 1 (Current Fiscal Year)	Year 2	Year 3
PROGRAM EXPENSES			
Personnel			
Honoraria			
Supplies			
Equipment			
Fees			
Memberships			
Travel (faculty and staff)			
Travel (students, if applicable)			
Other (specify and include extra rows, if necessary)			
TOTAL PROGRAM EXPENSES			

Budget Years	Year 1 (Current Fiscal Year)	Year 2	Year 3
STUDENT SUPPORT			
Stipends			
Work Study			
Graduate Assistantships			
Financial Aid			
Scholarships			
Intradepartmental/Intramural Grants			
Other (specify and include extra rows as necessary)			

TOTAL STUDENT SUPPORT			

REFERENCE: Applicable Standards

A1.2

A1.2 Institutional Resources

A1.2.1

Financial Resources

There must be financial resources to operate the educational program in order to fulfill obligations to matriculating and enrolled

Show More

A1.2.2

Program Income

    a. Tuition recovery;

Show More

A1.2.3

In-Kind Contributions

    a. Staff/faculty;

Show More

A1.2.4

Program Expenses

    a. Salaries;

Show More

A1.3

A1.3 Physical and Learning Resources

The program has physical facilities and learning resources needed to successfully operate the educational program and to fulfill obligations to matriculating and enrolled students.

A1.3.1

Facilities

Physical facilities relate to office, classroom and/or other educational spaces that are necessary for student learning. This

Show More

A1.3.2

Learning Resources

Academic resources include instructional materials, medical information and current literature, other reference materials

C3

Student Evaluation

The program must define the process by which it will perform regular and ongoing student evaluation and identify areas for growth and remediation. All documentation regarding student performance and evaluation must be maintained in the student's record.

C3.1

C3.1

Student Notification

Each matriculating student must be provided in writing, at the beginning of their training, with the following:

C3.1.1

The criteria for successful completion of the program and for graduation;

C3.1.2

The evaluation methods that will be employed during training;

C3.1.3

The program's remediation policy;

C3.1.4

Policies regarding academic probation or dismissal.

C3.2

C3.2 Guidelines for Student Evaluation

C3.2.1

The constellation of student evaluations employed must encompass the program's stated objectives.

C3.2.2

The evaluations must include measures for assessing the acquisition of the PBCs. The evaluations must reflect the student's ability to meet defined learning objectives in all components of the program.

C3.2.3

Each student must receive specific and timely feedback at regular intervals on the acquisition of PBCs from supervisors and/or instructors, as well as formal summative evaluations at the end of each program component. For fieldwork training, mid-rotation

C3.2.4

Formal evaluations must be (1) documented in writing, with evidence of direct input by the appropriate faculty/supervisor; (2) reviewed by the program leadership; and (3) maintained in the student's record.

C3.2.5

There must be a formal mechanism by which the program leadership regularly communicates with each student about their overall progress, individual educational needs, and goals (minimum of twice per year). This communication must be

C3.2.6

Program leadership must conduct a formal evaluation of each student's readiness for graduation at least three months prior to program completion. Program leadership is expected to meet with each student to communicate their readiness, discuss

C3.2.7

When remediation is necessary, there must be documentation of deficiencies identified, the remediation plan that is agreed upon, and outcome of the remediation.

C3.2.8

Documentation must be maintained for all students who withdraw or are dismissed from the program, including reasons, retention efforts, and/or dismissal procedures followed.