

## **TALLADEGA COLLEGE SUBSTANTIVE CHANGE POLICY**

**Standard 14.2** of the Compliance Certification document suggests, Talladega College must submit a notification of substantive change to SACSCOC prior to implementation of the change. This policy establishes a procedure to assist in recognizing what constitutes a substantive change, as well as a procedure to approve the change and notify SACSCOC in a timely manner.

### **Talladega College Policy Statement on Substantive Change Notification**

All substantive changes will be reported to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on a timely basis consistent with the Commission's policy on substantive changes.

### **Definition of Substantive Change**

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

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs

### **Substantive Change Notification Responsibilities**

Talladega College's accreditation liaison is responsible for coordinating the College's substantive change notification actions. The College's liaison will present an overview of the Commission on Colleges' substantive change policy to the President's Cabinet at the beginning of each academic year and inform the Cabinet of important updates as necessary.

In addition, the SACSCOC liaison will consult with the President of the College and the President's Cabinet concerning strategic initiatives that may be classified as substantive changes according to SACSCOC policy. It is the responsibility of the members of the President's Cabinet to inform the College's liaison of any initiatives that could potentially be classified as substantive changes and to present the initiatives to the Cabinet at least eight months prior to implementation. Some initiatives may require earlier notice.

## **Procedures for Reporting Substantive Changes**

1. In consultation with the College's SACSCOC liaison and the President's Cabinet, initiatives presented to the Cabinet will be reviewed based on SACSCOC substantive change policy.
2. The College's SACSCOC liaison will prepare a timeline for each approved initiative that has been identified as a substantive change, including when the College will submit the initiative to its governing board; when SACSCOC must be notified; and when any supporting documentation must be submitted to both agencies.
3. The President of the College will notify the Commission on Colleges of a substantive change in the form of a letter to the President of the Commission on Colleges summarizing the proposed change, providing the intended implementation date, and listing the complete physical address if the change involves the initiation of an off-campus site or branch campus.
4. The College's SACSCOC liaison will work with the President's Cabinet in preparing any documentation required by SACSCOC on a timely basis.
5. There are three procedures for addressing the different types of substantive changes included in this document:
  - Procedure One for the Review of Substantive Changes Requiring Notification and Approval Prior to Implementation
  - Procedure Two for the Review of Substantive Changes Requiring Only Notification Prior to Implementation (some changes also require submission of additional documents).
  - Procedure Three for Closing a Program, Site, Branch Campus or Institution.

Procedures for the following types of changes are included in a separate document, [“Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status,”](#) located on the SACSCOC website include:

- initiating mergers or consolidations
- acquiring any program or site from another institution
- adding as a permanent location any site where the institution is conducting a teach-out for students of another institution that is closing
- changes in governance, ownership, means of control or legal status

Procedures for approval of direct assessment competency-based education programs are in a separate document, [“Direct Assessment Competency-Based Educational Programs.”](#)

The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation.

**Talladega College  
Substantive Change Worksheet**

Under federal regulations, substantive change includes the actions cited in Table 1 below. However, this list is not exhaustive.

**Directions Table 1:** Mark (X) beside the appropriate change, then complete Table 2 if necessary.

**Table 1: Substantive Change Checklist**

<b>Mark (X)</b>	<b>Substantive Changes /SACSCOC Procedure: (1)Prior notification and approval; (2) Prior notification; (3) Closing site, campus, or institution</b>
	1. Any change in the established mission or objectives of the institution (1 – Prospectus required)
	2. Any change in legal status, form of control, or ownership of the institution (1 – Prospectus required)
	3. The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated (1 – Prospectus required)
	4. The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation (1 – Application for Level Change required)
	5. A change from clock hours to credit hours (1-Prospectus required)
	6. A substantial increase in the number of clock or credit hours awarded for successful completion of a program (1 – Prospectus required)
	7. The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program (1 – Prospectus required)
	8. The establishment of a branch campus (1 – Prospectus required)
	9. Closing a program, off-campus site, branch campus or institution (3)
	10. Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution (2)
	11. Acquiring another institution or a program or location of another institution (1 – Prospectus required)
	12. Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution (1-Prospectus required)
	13. Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs (1-Prospectus required)
	14. Other initiative that may qualify as a substantive change

**Directions Table 2:** As indicated in table 1, most substantive changes require the completion of a SACSCOC prospectus. If the substantive change identified in Table 1 requires a prospectus, complete Table 2 below. The completed Table 2 will provide an initial outline for the prospectus.

**Table 2: Substantive Change Prospectus Outline**

Cover Sheet	<ul style="list-style-type: none"> <li>- Includes name, phone number, and e-mail address of person to be contacted with questions regarding the prospectus</li> <li>- List degrees that the institution is authorized to grant. As a subset of each degree, list majors available (Photocopy from catalog is acceptable).</li> <li>- List certificate, diploma, and degree programs which are related to the proposed program(s)</li> <li>- List institutional strengths that facilitate the offering of the proposed program(s)</li> </ul>
1. Abstract (limit to one page or less)	Describe the proposed change; list the initial date of implementation; projected number of students, if applicable; description of primary target audience; projected life of the program (single cohort or ongoing); instructional delivery methods and, if the change involves the initiation of an off-campus site, its complete physical address,
2. Determination of Need for the Change/Relationship to Mission/Planning and Approvals for Change	Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals; evidence of the legal authority for the change (if authorization is required by the governing board or the state); provide documentation that faculty and appropriate other groups were involved in planning for and approval(s) of the change.
3. Assessment of Need and Program Planning / Approval	Briefly discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.
4. Faculty	<p>Provide a complete roster (using the <u>Faculty Roster (Faculty Roster Instructions)</u>) of those faculty employed to teach in the program(s), including a description of those faculty members' academic qualifications and other experiences relevant to the courses to be taught in the program in question, course load in the new program, and course work taught in other programs currently offered. Provide a narrative with supporting evidence that the number of full-time faculty members-is adequate to support the program; and describe the impact of the new initiative on faculty workload.</p> <p>For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research</p>

	<i>capability of faculty; for doctoral programs, document faculty experience in directing student research.</i>
5. Library and learning resources	<i>Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortia or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.).</i>
6. Student Support Services	<i>Describe specific programs, services, and activities which will support students enrolled in the new program and/or at a new off-campus site and/or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change.</i>
7. Physical resources	<i>Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.</i>
8. Financial support	<p><i>Provide a business plan that includes <b>all</b> of the following:</i></p> <ul style="list-style-type: none"> <li><i>○ a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus)</i></li> <li><i>○ projected revenues and expenditures and cash flow</i></li> <li><i>○ the amount of resources going to institutions or organizations for contractual or support services</i></li> <li><i>○ the operational, management, and physical resources available for the change.</i></li> </ul> <p><i>Provide contingency plans in case required resources do not materialize.</i></p> <p><b><i>The institution must disclose if it is currently on reimbursement for Title IV funding.</i></b></p> <p><b><i>For institutions currently on sanction with the Board of Trustees for financial reasons, provide a copy of the most recent audit (audits from all institutions involved in consolidations/mergers).</i></b></p>
9. Evaluation and assessment	<i>Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other</i>

	<i>changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For compressed time frames describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.</i>
10. Appendices	<i>Appendices may include items such as copies of library and other cooperative or contractual agreements, the actual Faculty Roster document, course descriptions, and other items of documentation to support the narrative.</i>