**DRAFT Substantive Change Criteria**

The Accrediting Commission for California Community and Junior Colleges requires that institutions accredited by ACCJC submit a Substantive Change Report when an addition of a program our course represents a significant departure from an institution’s current programs and curriculum. Guidance from the California Community College Chancellor’s Office indicates that a new program or a program revision resulting in a significant departure from current programming should be submitted in tandem to the CCCC0 and to the ACCJC. The ACCJC *Substantive Change Manual* (2015) gives some examples of these types of changes including the following (bold my emphasis):

Offering courses or programs outside the geographic region currently served.

Establishing an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.

A Program **previously** offered **only** in face-to-face format is now offered 50% or more online.

A program, degree or certificate is offered 100% online.

An institution offers a **new** program in a field requiring substantial new curriculum, faculty, equipment, or facilities, **such as a program with a clinical component.**

**Addition of a new degree or certificate program that represents a significant departure from an institution’s current programs.**

Parsing what is meant by a “significant departure” in curriculum which does not involve the addition of a clinical component is helpful for the college to understand when we would plan to submit a Substantive Change Report to ACCJC before advertising a program to students.

An existing program under revision or a proposed program provisionally assigned to a TOP code which presents a significant departure from the college's existing offerings will likely require the submission of a substantive change proposal to ACCJC before the program may be advertised to students.

Since "significant departure" is a somewhat subjective term, the college should also examine the job categories associated with a new program or an existing program's revision to determine if the change proposed represents a significant departure from our current curriculum in order to determine if a substantive change report will be necessary.

Here are two examples for guidance. GCC has a Biology AA degree. Let’s imagine that the college was to create a new program with courses and the program coded primarily in the TOP code of Mortuary Science. Even though there may be some overlap in coursework, in this hypothetical example let us assume that the majority of courses were in a new TOP code (Mortuary Science) with only a few biology courses such as Anatomy. Further let us assume that the job categories are significantly different for program completers. As such, in this case a Substantive Change Report would be required.

In another related example, let’s imagine that the college was to create a new biotechnology program coded with the Biotechnology TOP code. Assuming that the coursework in the new Biotechnology program had significant overlap with the courses in college’s existing Biology AA degree, we would not submit a substantive change. If the coursework was fairly evenly divided between courses in the Biology and Biotechnology TOP codes then the Research and Planning Unit as well as the Dean of CTE/Workforce Development should work with the Vice President, Instruction, the Accreditation Liaison Officer, and the Faculty Senate President to reach a reasonable conclusion as to whether a substantive Change Report should be submitted.