

Substantive Change Application

Distance Education – 50% of Students or Courses

Directions: Complete each section, keeping narratives concise and direct. Should you have any questions, please contact substantivechange@accjc.org and we will be happy to assist you.

Email completed application to substantivechange@accjc.org.

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|--------------------------|--|---------------|--|---------------|--|
| Institution name: | | | | | |
| Address: | | | | | |
| ALO name: | | Phone: | | Email: | |

Select the type of Distance Education approval:

- 50 percent or more of all the institution's students enrolled in at least one course offered through distance education

____ Total number of students | ____ Total number of students enrolled in at least one distance education course

- 50 percent or more of all the institution's courses available to be offered in the distance education modality

____ Total number of courses in catalog | ____ Total number of courses, not sections, available to be offered in distance education modality

It is the institution's responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards¹. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

Describe how the distance education modality is consistent with the mission of the institution (Standard 1.1).

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¹ 34 CFR § 602.16(a)

Describe how distance education will be integrated into the institution’s regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (Standard 1.3).

Describe how the distance education modality meets students and curricular needs and promotes equitable student learning and achievement (Standard 2.6).

Describe how the institution designs and delivers equitable and effective services and programs (e.g., counseling, advising, tutoring, library, etc.) that support students in the distance education modality (Standard 2.7).

Describe how the institution ensures that “regular and substantive interaction” occurs between students and instructors (Policy on Distance Education and Correspondence Education).

Describe how the institution authenticates students in distance education courses (Policy on Distance Education and Correspondence Education).

Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the distance education modality (Standard 3.1).

Describe the institution’s fiscal resources to support and sustain the distance education modality (Standard 3.4).

Provide a budget showing evidence the institution has the capacity to maintain distance education.

Describe the institution’s physical resources including, if applicable, equipment and supplies, to support and sustain the distance education modality (Standard 3.8).

Describe the institution’s technology resources to support and sustain the distance education modality (Standard 3.9).

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| Describe how the institution's decision-making structures support innovation and equitable student outcomes in the distance education modality (<i>Standard 4.3</i>). |
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Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

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| <ul style="list-style-type: none">• Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment.• Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.• Documentation of institution's implementation of the required components of the Title IV Program (if applicable), including:<ul style="list-style-type: none">○ Findings from any audits and program/other review activities by the U.S. Department of Education (ED)○ Evidence of timely corrective action taken in response to any Title IV audits or program reviews |
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See [Policy on Institutional Compliance with Title IV](#)

Supporting Evidence

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| Please provide any evidence that supports the narrative above as separate files. Please link evidence where appropriate in the narrative. Do not embed evidence files into the application. |
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