**Substantive Change: New Degree Program Proposal (Assoc, Bach, Masters)**
***Note:*** For doctoral degree programs, use the Doctoral Program template.

Please read these instructions carefully before beginning. Proposals filled out incorrectly will not be forwarded to the Substantive Change Committee.

**INSTRUCTIONS**
This form is to be completed for the following types of programs at the Associates, Bachelors, or Masters level:

- New degree program offered at any location (main campus or any off-campus location, including international)
- Distance education program (if 50% of more of the program will be offered by distance modality)
  - Defined as a program that delivers instruction to students who are separated from the instructor, either synchronously or asynchronously, via these technologies: 1) the internet; 2) one-way or two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband, fiber optic, satellite, or wireless communication devices; or 3) audio conferencing.
- Joint or dual degree program

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IMPORTANT NOTE RE: DISTANCE EDUCATION PROGRAMS AND OFF-CAMPUS LOCATIONS:
If you are proposing to convert an existing degree program to a distance education program, you may be eligible for an expedited review process if the institution has:
- Three or more substantive change approvals in the modality with those programs in operation for at least one year, and
- The recommendation of your WSCUC staff liaison.

If you are proposing to offer an existing degree program at a new off-campus location (domestic only), please use the template: **Standalone Location or Branch Campus**.

Please contact John Hausaman, Director of Substantive Change and Committee Relations, for more information at jhausaman@wascsenior.org.

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**COMPLETING THE PROPOSAL**

- Please answer each question. If a question is not applicable, enter "N/A" in the appropriate section. Do not delete the questions.
- We strongly recommend that you review the document Common Issues in Substantive Change Proposals which identifies common areas of weakness in proposals and can be a useful tool as you draft your proposal.
- The proposal should be no more than 10,000 words, not including the words in the template questions or attachments.
- The proposal must be saved as a Microsoft Word document. Attachments are preferred as PDF.

**NAMING YOUR PROPOSAL AND ATTACHMENTS**

Use the following naming convention for your document.
**[Tentative Review Year-Month], [Institution Name]: [Degree/Program Name]**
Example: 2016-02, Sunshine University: BS in Engineering

Please make sure that all attachments are named consistently and referenced with the same name in the appropriate place in the narrative. The name of the attachment should begin with the Section number and question to which it is referring. For example, "Attachment III.B.2: Curriculum Map", would reference the curriculum map requirement in Section III, question B.2.  Attachments are preferred as PDFs.

**REVIEWING YOUR PROPOSAL**

Before submitting your proposal, the Accreditation Liaison Officer (ALO) should conduct a review of the proposal noting the following:

- The proposal uses the appropriate form and is named correctly.
- All questions in the proposal are answered completely and directly, or marked as "N/A".
- The narrative is complete, clear, and understandable to someone outside of the department or institution.
- All attachments open.
- All attachments are referenced in the narrative in the appropriate section.
- All hyperlinks function appropriately. Hyperlinks should be used sparingly. As much as possible, please summarize the information requested or copy the appropriate information in an attachment to the proposal.
- There are no font or formatting inconsistencies that might distract the readers.

**SUBMITTING YOUR PROPOSAL**

- Refer to the "READ ME FIRST Sub Change Proposal Submission Instructions" document in the Box.com folder for this proposal.
- Request that your institution's Accreditation Liaison Officer notify Konami Chisholm (kchisholm@wascsenior.org) once the proposal is complete and has been uploaded to Box.com.

**RESOURCES**
For more information on substantive change policy and procedures, please refer to:

- The Substantive Change Manual.
- For Masters programs, see Guidelines for the Review of Graduate Programs.
- Information on the Degree Level Approval Policy.
- Samples of substantive change proposals may be found at: http://www.wascsenior.org/samples.
- The rubric used by the Committee for scoring can be in the Box.com folder for your proposal.
- Additional resources and documents may be found on the Substantive Change page or in the Document Library on the WSCUC website.

**NEXT STEPS**

Once the proposal is uploaded into Box.com, WSCUC staff will conduct a preliminary review of the proposal to determine if additional information is needed before forwarding the proposal to the Substantive Change review panel. It is very unusual that a proposal is not returned to the institution with at least a couple of clarifying questions.

Approximately one month prior to the conference call date, the ALO will receive an email notification requesting response to any questions. Detailed information about how to revise the proposal will also be provided. You will have one week to respond. After the revised proposal is submitted, it will be forwarded to the Substantive Change Committee for their review.

**Degree or Program Name:**

## Section I: Program and Institutional Overview

### A. Program Overview

1. List the percent of the program being offered:

On-campus:                                    Via distance education:

Off-campus:                                   Location of new site:

Internationally:                              Location of new site:

If the program will be delivered in a hybrid/blended format, please briefly explain how the program will be delivered (example: *The program contains a combination of face-to-face courses held on-campus, online courses, and several weekend residencies at an off-campus location*).

2. What is the anticipated start date of classes?

3. If 50% or more of the program will not be in English, identify the language of instruction. See WSCUC's Policy on Instruction in Languages Other than English.

### B. Institutional Context (CFRs 1.1, 1.2, 2.2, 2.2a, 2.2b, 4.6, 4.7)

1. Provide a brief description of the institution including the broader institutional context in which the new program or site will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

2. To demonstrate prior experience, list the number, variety and longevity of other programs at the proposed degree level and/or modality, and include a brief summary or profile of one of these programs.

3. If this is the first degree program at this level, provide the rationale for the change in degree level and description of what the institution has done to build an appropriate academic culture at that level (i.e., research expectations, opportunities, and funding for faculty, research opportunities for graduate students, appropriate library resources.)

## C. Accreditation History Relevant to Substantive Change (CFR 1.8)

1. What other degree programs have been reviewed by the Substantive Change Committee in the past 12 months and/or planned for review in the next 12 months?   Provide a brief summary of issues noted by WSCUC in <u>prior substantive change reviews</u> since the institution's last comprehensive review and the institution's response to these issues, even if the programs reviewed were at a different degree level or offered in a different discipline.

2. Provide the institution's response to issues noted by WSCUC in <u>prior Commission or other Committee action letters or visiting team reports</u> that are relevant to the proposed substantive change. Contact your WSCUC staff liaison if you need more information.

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and attach as PDF a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation or when in the program's schedule that the review will be scheduled.  Provide similar information for licensure purposes.

## Section II: Program Need and Approval

### A. Program Need (CFRs 1.1, 1.7, 1.8, 2.1, 2.12, 4.1–4.3, 4.6, 4.7)

1. Describe the program need/rationale framed by the institution's mission and strategic goals.

2. Describe the methods used to collect evidence (surveys, focus groups, documented inquiries, etc.) that supports the enrollment projections and the conclusion that interest in the program is sufficient to sustain it at expected levels. Evidence should demonstrate interest in this program specific to your institution, as well as broader trends and employment outlook. Please provide a summary of the findings, not the full study.

3. Attach the recruitment and/or marketing plan for the program, including the geographic scope of the program. Financial resources committed to marketing this program should be clearly explained in the budget. Note that all materials regarding this program should clearly state, "Pending WSCUC approval" prior to Commission ratification. Include a hyperlink to the program website, if available.

4. If the program is planned to be offered for a finite period, provide the enrollment projections for the length of the program. If the program is planned to be offered continuously, provide enrollment projections including projected attrition rates for the first three years. These enrollment projections should be reflected in the budget.

### B. Planning/Approval Process (CFRs 1.8, 4.1, 4.2)

1. Describe the planning and approval process within the institution (and system, if applicable), indicating how the faculty and other groups (administrators, trustees, stakeholders, system office, etc.) were involved in the review and approval of the new site or program. Attach documentation of necessary approvals. CSU campuses must attach a letter of approval from the Chancellor's office.

2. Describe the external and/or internal partners contributing and/or participating in this proposal, if applicable. Attach any Memoranda of Understanding (final and signed) between the requisite parties. If this is the first program offered 50% or more online at the institution, or if the LMS provider has recently changed, please provide the contract with the provider.  If the program will be offered under contract with an institution or organization not certified to participate in Title IV, HEA programs, please see WSCUC's [Agreements with Unaccredited Entities Policy and Guidelines](#) and explain how this arrangement conforms with the policy.

3. For international programs ONLY:

a.) Attach evidence that any necessary governmental licensure or approvals required to operate in the host country have been attained.

b.) Is the institution recognized by an accrediting agency or the Ministry of Education in the proposed country? Describe the due diligence conducted to qualify the partner and what criteria were used.

c.) Describe the nature of the relationship with the partner institution in terms of admissions, faculty, governance, finances, and support services.

## Section III: Program Description and Evaluation

### A. Curriculum (CFRs 2.1–2.5, 2.8, 3.5, 4.1, 4.4, 4.7)

1. Provide an overall description of the program including the alignment of the program philosophy, curriculum design, and pedagogical methods/instructional theory with the target population, modality and degree nomenclature selected.

1.a. If 50% or more of the program will be offered via distance education: provide guest log-in access to the learning management system for at least one course for which a syllabus is provided. The course must be part of the proposed program, not from another program.

2. How has the curriculum design and pedagogical approach been adapted to the modality of this program?

3. Attach a list of courses for the major, identifying which are required and including the units earned in each course. Also include the number of elective units required for the program, if any, and provide a link to the institution's GE requirements (for undergraduate programs).

4. Describe how library resources will be used in the curriculum.

5. For undergraduate programs, describe the information literacy competencies expected of graduates and how they will be evaluated.

6. Attach three sample syllabi that are representative of the program and appropriate to the degree level. If the program has a capstone/thesis or culminating experience, the syllabus for that course must also be provided. Syllabi must include:
   - specific student learning outcomes for the course
   - a course schedule including a schedule of all assignments
   - the number of credit hours earned in the course and expectations for how those hours are earned both in and out of class (seat time, lab time, homework, etc.)
   - use of the library and information resources, as appropriate
   - relevant university/departmental policies

Syllabi must also be adapted to the modality of the course, and be appropriate to the level of the degree. Online courses must include information about the learning management system and expectations for students participating in the online modality, netiquette, and other considerations specific to the modality.

7. Describe any internship or residency requirements and monitoring procedures, if an internship or residency is required.

8. Describe other special requirements for graduation, i.e. comprehensive examination, service learning, etc.

## B. Evaluating Educational Effectiveness (CFRs 1.2, 2.1–2.7, 2.9, 3.2, 3.3, 4.1–4.7)

1. Attach program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree.

2. Attach a curriculum map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression of levels of achievement from introductory to advanced levels.

3. Describe the process by which syllabi are reviewed and approved to determine that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; 3) pedagogy is appropriate for the modality of the course.

4. Describe the assessment plan for the program at various stages including achievement of student learning outcomes using direct and indirect measures. How will findings from the review be used to improve the program? Attach the assessment plan. (The assessment plan template linked below is provided as a model, but is not required. Feel free to modify the template as appropriate).

5. Describe the plan for data collection, analysis, and the incorporation of findings into the existing program review process.

6. Describe the procedures to evaluate teaching effectiveness in the proposed modality.

7. If 50% or more of the program will be offered off-campus, internationally, or via distance education:
a. Please include a summary of a recent program or curriculum review of the on-campus version of the program (if applicable) to determine if recommended modifications have been incorporated into the proposed program.

b. If applicable, explain how comparative assessment of program outcomes for students in different program modalities will be conducted (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.

Link:
Sample_Matrix_for_Assessment_Plans

## C. Schedule/Format (CFRs 1.6–1.8, 2.1–2.3, 2.5, 2.10, 2.12, 3.1, 4.1)

1. What is the length of time (in months) that the typical student is expected to complete all requirements for the program?

2. Provide the minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the program for a short period of time.

3. Describe the timeframe of courses, i.e. accelerated, weekend, traditional, etc. If courses are not offered in the traditional 10 week quarter or 15-16 week semester system, please explain how credit

hour and course content expectations can be met within the timeframe established for the program. An institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, the accelerated nature of the curriculum, and conform to the institution's Credit Hour policy.

3.a. Attach the institution's Credit Hour Policy, in compliance with [WSCUC's Policy on the Credit Hour,](#) adopted in September 2011.

3.b. If 50% or more of the program will be offered via distance education, please explain how the courses in this program meet the credit hour definition as described in [WSCUC's Policy on the Credit Hour](#).

3.c. For face-to-face programs with individual courses that contain elements other than traditional seat time requirements (i.e., laboratory work, internships, practica, studio work, hybrid courses, online courses, and other academic work leading to the award of credit hours), please identify these courses and explain how the time requirements are equivalent to the credit hour requirements as described in [WSCUC's Policy on the Credit Hour](#).

4. How will the institution define and monitor that timely and appropriate levels of interactions between students and faculty, and among students are maintained?

5. If 50% or more of the program will be offered via distance education, describe the provisions available to faculty to determine that the enrolled student is the student completing the coursework. How will the identity of students participating in the program be verified?

6. Attach a sample schedule of courses for a full cycle of the program with faculty assignments, if available.

## D. Admissions (CFRs 1.1, 1.6, 2.1, 2.2, 2.10, 2.12, 2.14)

1. Describe the admissions requirements and other qualifications expected of students in this program.

1a. For international programs ONLY: Describe how admissions criteria are similar to those used for international students admitted to the U.S. campus, including appropriate language proficiencies. (International students must meet admissions requirements of the home institution.)

2. Identify the type of student targeted (i.e., adult learners, full-time or part-time).

3. If 50% or more of the program will be offered via distance education, describe how the student's ability to succeed in the distance education modality will be addressed and linked to admission and recruiting policies and decisions.

4. Describe the [Transfer of Credit policies](#) including the number of credits that students may transfer in.

5. Describe the process for awarding credit for prior learning (applicable only to undergraduate level). See the [Credit for Prior Learning Policy](#).

6. Describe the residency requirements, if applicable.

7. Provide a copy of the student handbook and/or pertinent catalog copy related to the proposal submitted.

8. Please attach a sample brochure or admissions material for this program that will be made available to prospective students. Note that these materials must clearly state "Pending WSCUC approval" prior to Commission ratification.

## Section IV: Resources

### A. Faculty (CFRs 2.1, 2.2b, 2.8, 3.1–3.5, 3.7)

1. Provide the number and FTE of faculty (distinguishing between full-time and adjunct/part-time) allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness. Include plans for new hires as enrollment grows.

2. What will the faculty-to-student ratio be for this program? If the program will be accredited by a specialized accrediting agency, does this ratio meet those requirements?

3. Provide information about the balance of full- and part-time faculty members involved, and how that balance will contribute to quality and consistency in instruction and advising.

4. Describe the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Describe the institution's expectations for faculty scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

5. Provide an overview of the key credentials and experience of faculty with leadership roles in the program. Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.).

6. Describe how off-campus, international, or distance education faculty will be oriented to the particular needs of the program and the ethos of the institution (if applicable).

7. If 50% or more of the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction. What faculty development opportunities are available? Include any faculty guidelines for online instruction and/or web links to online training resources.

### B. Student Support Services (CFRs 2.3, 2.11–2.14, 3.1, 3.5, 3.7, 4.7)

1. Describe the available student support services provided, appropriate to the modality of the program, including, but not limited to:

a. Ongoing academic advising and academic support

b. Financial aid advising

c. Career services

## C. Library and Information Resources (CFRs 2.3, 2.13, 3.4, 3.5)

1. Describe the access to library resources including library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and book and document delivery services that will be available for both faculty and students, on-site and remotely, as applicable. Include a web link to the library's home page.

2. Describe the library staff available to support students and faculty in this program, including hours of availability, on-site and remotely, as applicable.

3. How does the library staff support the development and assessment of information literacy competencies, such as providing instruction on how to use the library, conducting research, and gaining access to required information for students in this program?

4. If additional library and information resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to acquire them.

## D. Technology (CFRs 2.1, 2.13, 3.1, 3.3-3.5, 4.7)

1. Describe the institution's technological capacity to support teaching and learning in the proposed program.

2. Describe the institution's information technology support for students and faculty in the proposed program, including help desk hours.

3. Describe the institution's provisions for students in the proposed program to gain full access to course materials.

4. If 50% or more of the program will be offered via distance education, provide a detailed description of the type of distance education modality being proposed and the format (asynchronous, synchronous, online, teleconference, video on demand, etc.).

5. Describe how students will receive training on how to utilize program required technology.

6. Describe how the institution will plan for business continuity during system failures (major or minor) or scheduled service interruptions.

## E. Physical Resources (CFRs 3.4, 3.5)

1. If the proposed program will require physical resources not currently available on campus, please describe.

2. For off-campus or international programs: Describe the physical resources provided to support the proposed program(s)/site. This includes, but is not limited to the physical learning environment, such as classrooms, study spaces, student support areas.

## Section V: Financial Resources

## A. Financial Resources (CFRs 3.4, 3.5, 4.2, 4.3 4.6, 4.7)

1. Provide an assessment of the financial viability and sustainability of the program including

a. Narrative describing all start-up costs for the institution and how the costs will be covered, including direct program cost and institutional indirect cost. Explain how the institution effectively plans such that the impact of additional services and support for a new program will be adequately supported as the program grows (i.e., are indirect costs charged on a program basis). Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

b. Total cost of the program to students, including tuition and any special fees.

c. Financial impact of the change on the institution including evidence that the institution has the capacity and commitment to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required.

d. Statement of the minimum number of students per year necessary to make the program financially viable. The budget should reflect anticipated attrition and should include plans to respond to low enrollment.

e. Budget forecast, for at least the first three years of the proposed program, based on the projected enrollment data, including attrition, anticipated faculty hires, additional library resources, and other projected revenues and expenditures. The enrollment data should match the market analysis provided earlier in the proposal. The budget should include all budgetary assumptions. (The linked budget template is provided as a model of the level of detail the Committee expects, but use of this template is not required. The template may be modified as appropriate.)

Link:
[Budget_template](Budget_template)

## Section VI: Teach Out

### A. Teach-Out (CFRs 1.6–1.8)

CFR 1.6 and [WSCUC's Teach-Out Plans and Agreements Policy](WSCUC's Teach-Out Plans and Agreements Policy) require that institutions provide a teach-out plan or program discontinuation policy detailing how students who begin a program will be able to finish if the institution determines that the program is to be discontinued.

1. Please attach the institution's teach-out or program discontinuation policy.