This handout accompanies the October 16, 2019, webinar
Changes to Current Programs

A few things to keep in mind:

- This handout is intended to *supplement* the webinar. Content and interpretations will be covered in the webinar. Be careful drawing conclusions or making decisions based only on this handout.
- This is a preliminary version of the slides; the slides you see in the webinar may be slightly different.
- You can print this handout in black and white with no information loss.
- We realize this handout when printed is *really* hard to read due to the dark background: apologies and lesson learned. Upcoming webinars are already prepared, but we won't do this again for new materials.

Changes to Current Programs

SUBSTANTIVE
CHANGE
W E B I N A R S

SACSCOC

Kevin
Sightler

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Objectives

At the end of this webinar, you'll know –

1. institutional obligations when making changes to existing programs, including…

Objectives *(continued)*

- clock-credit hour conversions,
- changes in program length (increase or decrease), and
- degree completion programs;

more…

Objectives *(continued)*

2. program changes that are not substantive and require no action

more…

Objectives *(continued)*

3. other webinars on related topics.

1.
Changes to Existing Programs

Clock-credit hour conversions

Policy:
- "Justify reasons for change, indicate calculation of equivalency…" (p. 8)
- "…clear explanation of the formula used to calculate equivalency of credit awarded" (p. 17)

- Demonstrate other characteristics of the program are unchanged, viz., student learning outcomes and expected time to completion.

- Show how the conversion complies with the institution's credit hour policy
- Submit in narrative form; i.e., you do *not* have to follow the Appendix B prospectus template

- Requires Board approval
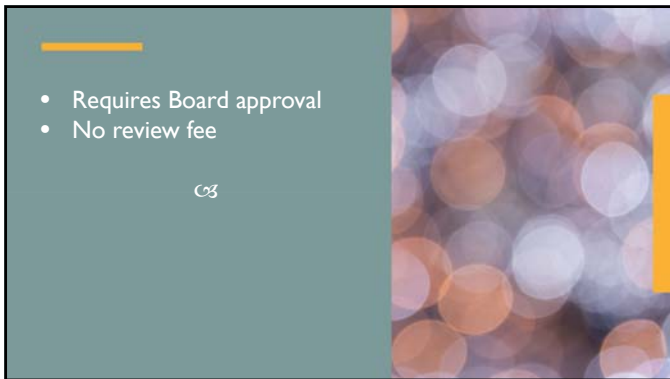- No review fee

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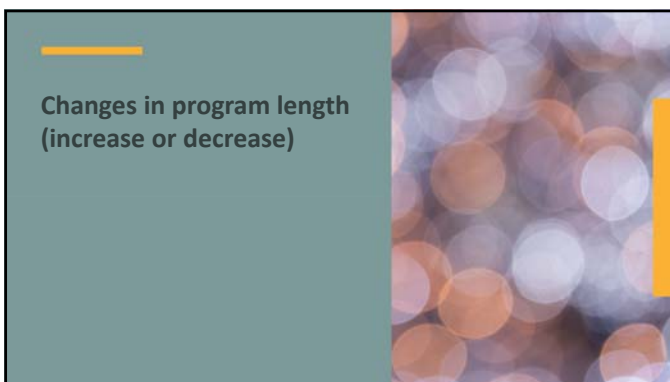
Changes in program length (increase or decrease)
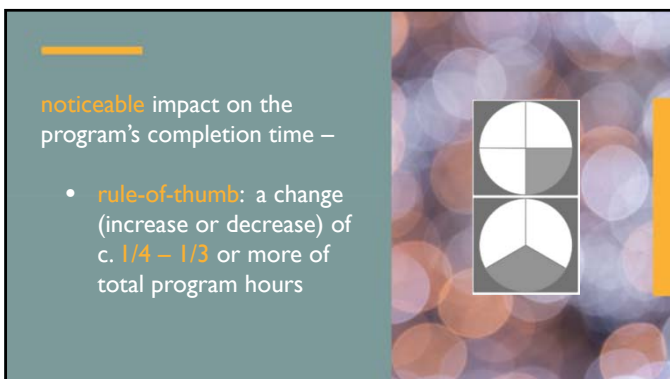
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noticeable impact on the program's completion time –

- rule-of-thumb: a change (increase or decrease) of c. 1/4 – 1/3 or more of total program hours

- Submit in narrative form; i.e., you do *not* have to follow the Appendix B prospectus template

- What to include in narrative?

See also handout –

Decrease in program length

A significant decrease in program length and/or credit hours is a substantive change requiring review and approval by the Board of Trustees. The institution should provide the following information to the Commission:

- a description of the program,
- the rationale for the decrease,
- a 'before' and 'after' comparison of the curricula,
- the change in student learning outcomes,
- an analysis of the impact of the change in student learning outcomes,
- an explanation of how program quality and integrity are maintained with fewer credit hours and/or a shorter time-to-completion, and
- an explanation of the impact on staffing and faculty workloads.

See also handout –

Increase in program length

A significant increase in program length and/or credit hours is a substantive change requiring review and approval by the Board of Trustees. The institution should provide the following information to the Commission:

- a description of the program,
- the rationale for the increase,
- a 'before' and 'after' comparison of the curricula,
- the change in student learning outcomes,
- an analysis of the impact of the change in student learning outcomes,
- an explanation of the impact on students' time-to-completion,
- an explanation of the financial impact to students, and
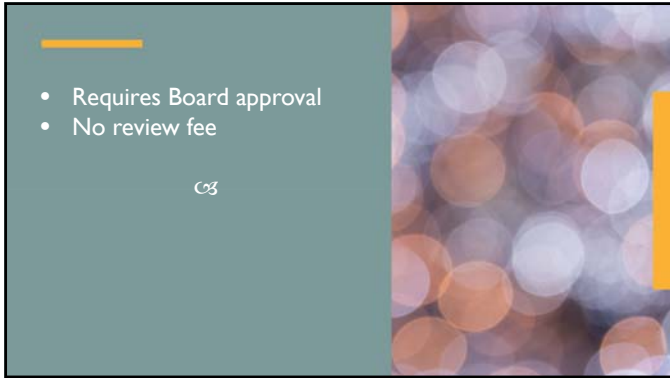- an explanation of the impact on staffing and faculty workloads.

- Requires Board approval
- No review fee

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Degree completion programs

- Working definition: requires prior completion of college-level credit as a condition of admission
- *May* be time-compressed delivery (non-traditional terms)
- *May* have non-degree completion analog

- Policy interpretation: all degree completion programs require approval prior to implementation
- Note policy criteria assume time-compressed delivery – that may or may not be the case for your program
- So…

Prospectus content – see items #3 and #4 in policy (p. 28-29) and keep this in mind –
- What you are demonstrating is the degree completion delivery will not compromise the quality and integrity of the credential

more…

…continued
- If applicable, the degree completion delivery does not materially differ from the non-degree completion delivery of the program in quality and qualifications of the teaching faculty.

more…

...continued
- Describe the five program characteristics in policy (Appendix B) if they don't apply to your program
- Exception to Appendix B: you can address only items #3 and #4 referenced above in a narrative form prospectus

2.
Program Changes that are Not Substantive

- Program and course name changes
- Alignment to state naming requirements
- Offering existing programs at already-approved off-campus instructional sites
- Relatively small changes in program length

- CIP code changes, but determine if significant enough to be a new, different program
- Administrative realignment of programs, e.g., moved into different departments or colleges within the institution

- Delivering an existing program by distance delivery (e.g., online) *if* the institution has been approved for distance delivery

- On-going curriculum development

APPROVAL

Defined in policy
Approved by Board

NOTIFICATION

Defined in policy
Accepted by Staff

SUGGESTIONS

Rely on your
professional judgment

Create and maintain a
consistent system of internal
processes and documentation
of decisions

**3.
Other Webinars on
Related Topics**

Already-available webinars on demand –

- Implementing New Programs – Parts I and II
- Managing Off-campus Instructional Sites
- What Not to Report

Upcoming webinars –

- Dual and Joint Academic Awards – January 16, 2020
- Programs Through Partnerships – February 10, 2020
- Changes that are Not Substantive – March 6, 2020

Questions + Answers

Type your questions in the Q + A window

Changes to Current Programs

SUBSTANTIVE CHANGE WEBINARS

SACS COC