

This handout accompanies the January 7, 2019, webinar  
**Determining Significant Departure**

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.

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**Determining Significant Departure**

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**OBJECTIVE**

At the end of this webinar, you will have the knowledge, tools, and examples of *significant departure* to help you make determinations for your institution.

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**TAKE-AWAYS**

1. Know the policy and definition of significant departure
2. Understand the guiding questions for significant departure
3. Know institutional obligations

*more...*

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**TAKE-AWAYS (continued)**

4. Understand institutional context in making determinations
5. Suggested practices
6. Scenarios

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**1. Know the policy and definition of significant departure**

“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”

—Substantive change policy, p.1

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**2. Understand the guiding questions for significant departure**

“To determine whether a new program is a ‘significant departure,’ it is helpful to consider the following questions...”

—Substantive change policy, p.4

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**2. Understand the guiding questions for significant departure (continued)**

- a) What previously approved programs does the institution offer that are closely related to the new program and *how* are they related?
- b) Will significant additional equipment or facilities be needed?
- c) Will significant additional financial resources be needed?

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**2. Understand the guiding questions for significant departure** *(continued)*

- d) Will a significant number of new courses will be required?
- e) Will a significant number of new faculty members will be required?
- f) Will significant additional library/learning resources be needed?

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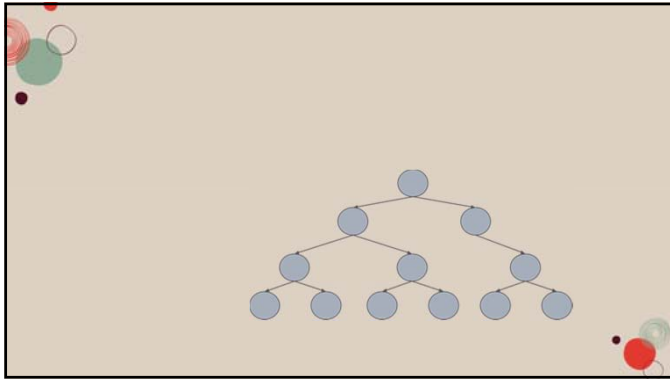
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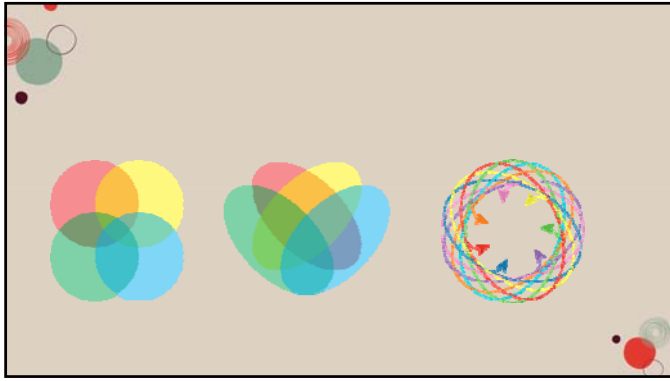
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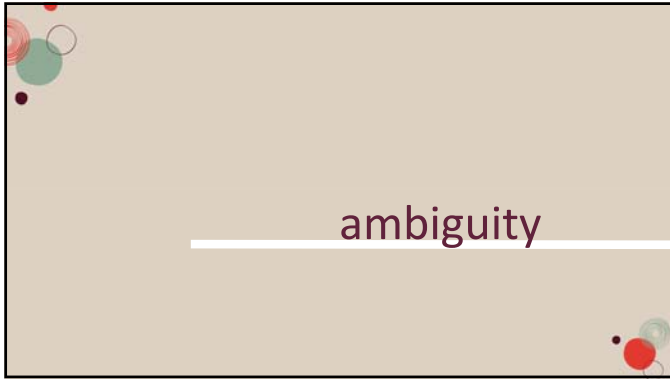
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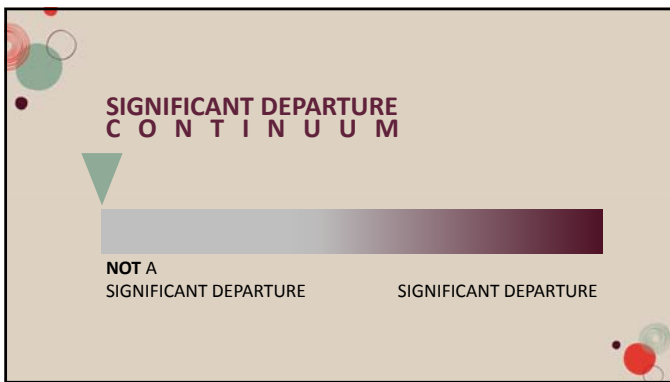
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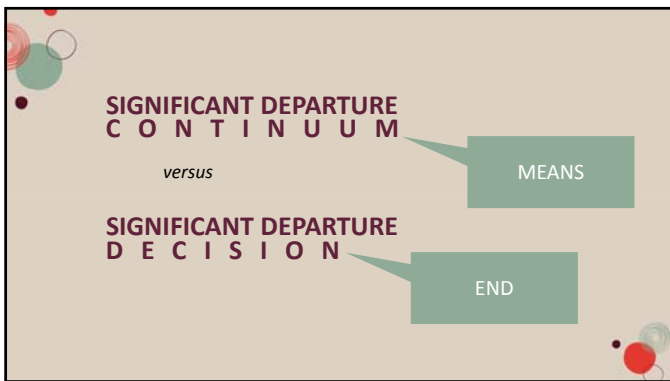
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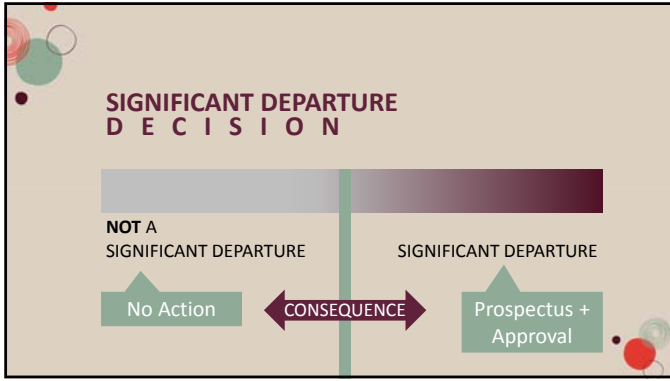
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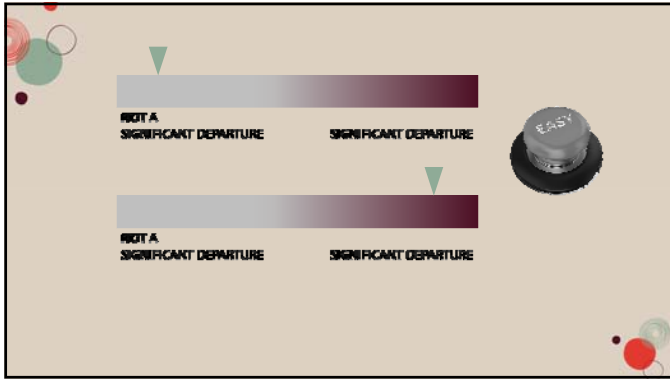
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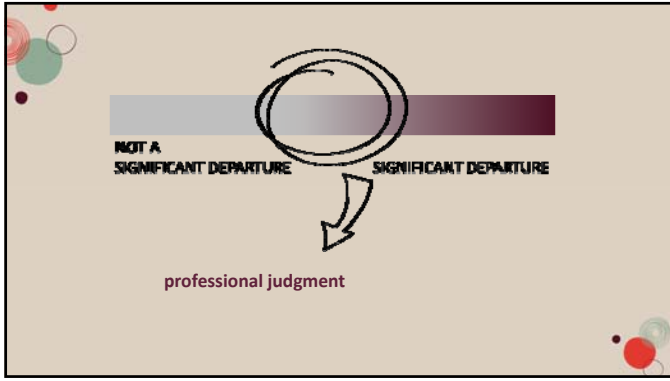
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**SIGNIFICANT DEPARTURE**

*Refer to handout*



NOT A SIGNIFICANT DEPARTURE      SIGNIFICANT DEPARTURE

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**3. Know institutional obligations**

- Approval of significant departures, through the review of a prospectus, prior to implementation
- Determination of significant departure is the responsibility of the institution

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**4. Understand institutional context in making determinations**

- Related programs and transferrable knowledge and expertise
- Similar programs at the same credential level: in general, first programs at a level are significant departures
- Interdisciplinary, multidisciplinary, transdisciplinary programs – existing expertise into a new focus or application area

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**5. Suggested practices**

- Develop internal process for making determinations
- Document, document, document
- If you determine a program is not a significant departure...

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**6. Scenarios**

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**a** **New associate degree program in business**

- Existing, established baccalaureate and master's degree programs in business
- Public institution
- No new faculty members required
- College president is former business dean
- All required major courses are already taught in the baccalaureate program

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**b** **New baccalaureate degree program in nursing**

- Existing, established associate degree program in nursing
- Institution currently offers B.S. degree programs in Information Technology, Kinesiology, Public Health, and Packaging Science
- Four current nursing faculty members; two new faculty members at start-up and two more within four years
- Library faculty has identified new materials deemed necessary to support the program

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**c** **New graduate certificate program in Synthetic Biology**

- Some curricular content from existing master's and doctoral degree program
- 9 credit hours (3 courses) in new content
- One new faculty member with expertise new to the institution in the discipline is necessary
- Certificate requires a total of 18 credit hours
- Some new specialized laboratory space and equipment is required but represents a minimal investment for the institution

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**d** **New master's degree program in Nanoscale Optoelectronic Materials**

- 36-hour program with no thesis but an applied industry-based project and non-credit internship
- There are 12 required courses in the curriculum, all created specifically to support the program
- Existing faculty will assemble into a new Center for Nanoscale Research
- Curricular content is drawn from existing graduate level instruction in electrical engineering, materials science, and mechanical engineering

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**e** **New master's degree program in Clinical Addiction**

"The program being considered is in the School of Medicine. We already offers master's degrees, including in Counseling in the School of Education. The Med School has faculty qualified in the area but may consider adding one more. No significant additional equipment, facilities, financial resources or additional library/learning resources would be needed."

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**e** **New master's degree program in Clinical Addiction (continued)**

**What additional information is needed to make a determination?**

- "Approximately two-thirds of the courses for the program would be new courses, not repackaged courses or content."

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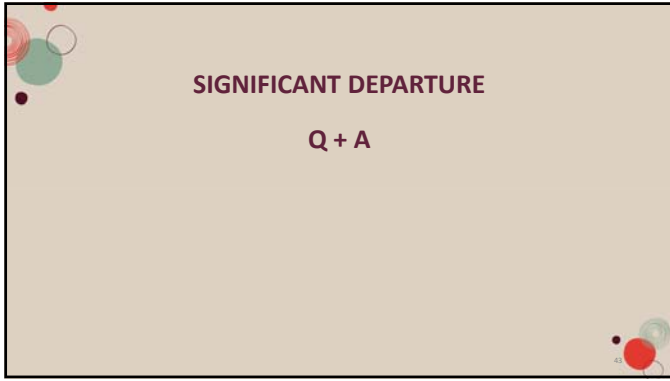
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