

This handout accompanies the August 20, 2019, webinar
Implementing New Programs – Part I


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.

Implementing New Programs – Part I

 SUBSTANTIVE CHANGE WEBINARS

 SACS COC™




Objective

At the end of this webinar, you'll have the knowledge and tools to make a professional judgment of whether a new program requires approval prior to implementation


Outline

- Webinars on programs
- Webinars on other topics
- Discrete v. integrated
- Approval v. notification



Outline (continued)

- Policy and guiding questions
- Institutional obligations
- Guidelines and suggested practices
- Consulting with staff representatives



SUBSTANTIVE CHANGE CATEGORIES

Institutional changes	Off-campus instructional site changes	Program changes
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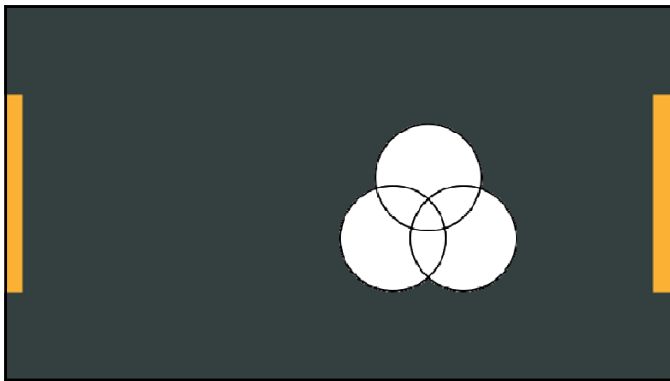
SUBSTANTIVE CHANGE WEBINARS – 2019-2020

	Institutional changes	Off-campus instructional site changes	Program changes
	0	1	5

PROCESS	Creating prospectuses	Changes that are not substantive	
	1	1	
CONTENT	Institutional changes	Off-campus instructional site changes	Program changes
	0	1	5

Program changes webinars

- 1 Implementing New Programs: Part I
- 2 Implementing New Programs: Part II
- 3 Changes to Existing Programs
- 4 Dual and Joint Academic Awards
- 5 Program Through Partnerships



APPROVAL <hr/> <p>Defined in policy Approved by Board</p>	NOTIFICATION <hr/> <p>Defined in policy Accepted by Staff</p>
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New programs requiring approval

“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*

i.e., Is the program materially new for the institution?

Guiding Questions

Substantive change policy, p.4

- What **previously approved programs** does the institution offer that are **closely related** to the new program and how are they related?

Guiding Questions (continued)

Substantive change policy, p.4

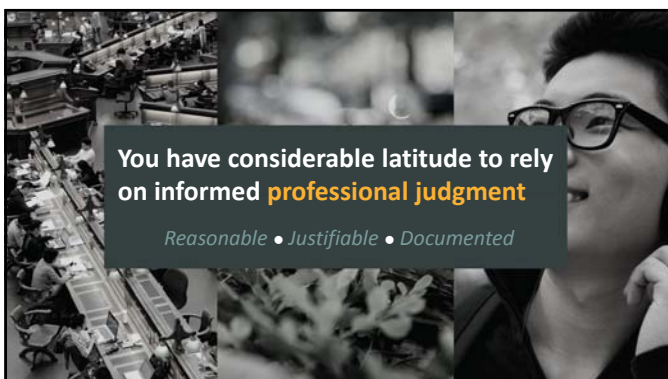
- Will significant **additional equipment or facilities** be needed?
- Will significant additional **financial resources** be needed?
- Will a **significant** number of **new courses** will be required?

Guiding Questions (continued)

Substantive change policy, p.4

- Will a significant number of **new faculty** members will be required?
- Will significant **additional library/learning resources** be needed?







Institutional Obligations

Significant departure?
If **YES**:

- secure approval through the review of a prospectus prior to implementation

If **NO**:

- no action is necessary



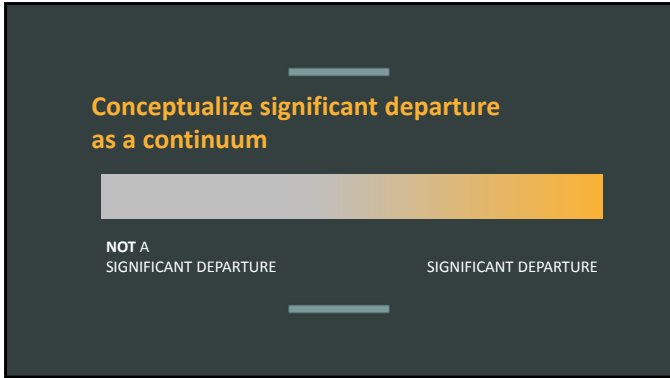
Institutional Obligations
(continued)

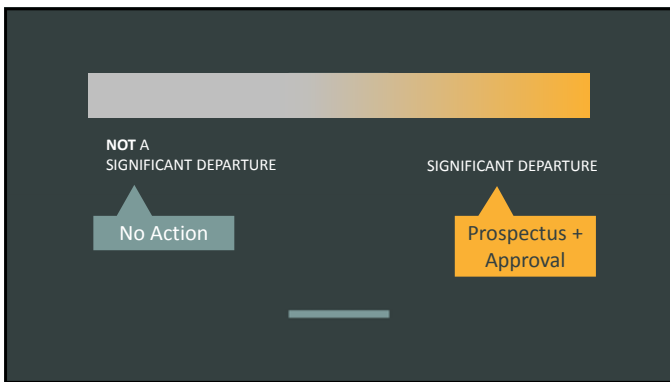
Determination of significant departure is the responsibility of the institution

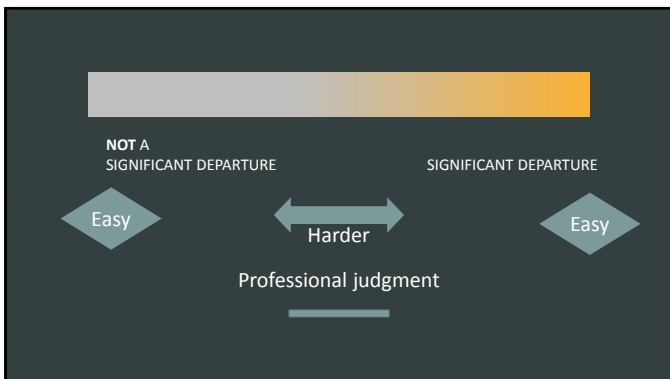


GUIDELINES AND SUGGESTED PRACTICES

Note: these are not policy







The first program in a discipline at an instructional level (baccalaureate, master's, etc.) is generally considered a significant departure

E.g., a master's degree in a discipline in which the baccalaureate is already offered

Repackaging of existing content into a new credential is not a significant departure

E.g., unbundling an associate's degree into stackable certificate programs

New courses may not necessarily mean new content

E.g., Reorganizing existing content into newly-created multi-disciplinary courses would generally not be considered new content

Rule-of-Thumb

25% to 33% new content is a presumptive threshold for significant departure

A suggested metric only

Rule-of-Thumb

When calculating the percentage of new content, exclude general education hours from the denominator

Use the non-course related guiding questions in the policy as tie-breakers when significant departure is unclear

The primary determinant is new content. If new content is near the presumptive threshold, use the non-course guiding questions to inform your professional judgment

Document determinations of non-significant departure

- Develop an institutional procedure for making determinations
- Retain documentation for your (and your successor's) reference
- Don't send to the Commission

Consulting With Staff

Your SACSCOC vice president or a member of the substantive change staff

- **Contact one person only**
- **Be patient for a reply** – VPs travel the majority of time and sub change handles heavy volume
- **Email works best**
- **Being concise is really appreciated**

Consulting on a determination of significant departure

- Email a concise summary – 1-2 paragraphs of 3-4 sentences
- No attached documents
- State your preliminary determination and rationale

Consulting on a determination of significant departure (continued)

- Staff will ask questions as needed, concur with your determination, or tell you why we disagree
- The determination is up to you – staff will not make the determination for you

Q + A