

APPENDIX

The Content of the Substantive Change Prospectus

One print copy of a prospectus should be submitted to the Commission on Colleges and include all applicable information below regarding the change. The document should include concisely worded narrative with information specified in this appendix. Please note that the Commission on Colleges reserves the right to make amendments to the requirements outlined below for certain types of changes.

Reminder: An institution initiating a level change must complete an "Application Form" and submit it in quadruplicate *in lieu of completing a prospectus*.

Cover Sheet for Substantive Change Prospectus

- Include name, phone number, and e-mail address of person to be contacted with questions regarding the prospectus
- List all off-campus sites at which 50 percent or more of a program's credits are available
- List all off-campus sites at which 25-49 percent of a program's credits are available
- List programs for which 50 percent or more of the program's credits are approved for electronic delivery
- List degrees which institution is authorized to grant. As a subset of each degree, list majors available.
(*Photocopy from catalog is acceptable*)
- List certificate and/or degree programs which are related to the proposed program(s)
- List institutional strengths which facilitate the offering of the proposed program(s)

1. **ABSTRACT** (limit to one page or less)

Describe the proposed change; list the street address, if the change involves the initiation of an off-campus site; initial date of implementation; projected number of students, if applicable; description of primary target audience; projected life of the program (single cohort or ongoing); and instructional delivery methods.

2. **BACKGROUND INFORMATION**

Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals; evidence of the legal authority for the change (if authorization is required by the governing board or the state); and whether the proposed degree program or similar program is offered on the main campus or at other off-campus sites.

3. **ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL**

Discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

4. **DESCRIPTION OF THE CHANGE**

Provide a description of the proposed change, including the specific outcomes and learning objectives of the program, a schedule of proposed course offerings for the first year, and a copy of course syllabi. In the case of a change involving the initiation of a branch campus or of an off-site program, indicate the educational program to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered.

5. **FACULTY**

Provide a complete roster (using the Faculty Roster form at www.sacscoc.org/inst_forms_and_info1.asp) of those faculty employed to teach in the program(s), including a description of those faculty member's academic qualifications and other experiences relevant to the courses taught, and course load in the new program as well as course work taught in other programs currently offered; evidence that faculty members are adequate to support the program; and the impact of the new initiative on faculty workload.

For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research.

6. **LIBRARY AND LEARNING RESOURCES**

Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. For doctoral programs, document **discipline-specific refereed journals and primary source materials**.

7. **PHYSICAL RESOURCES**

Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.

8. **FINANCIAL SUPPORT**

Provide a business plan that includes the following: (a) a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus); (b) projected revenues and expenditures and cash flow; (c) the amount of resources going to institutions or organizations for contractual or support services; and (d) the operational, management, and physical resources available for the change. Provide contingency plans if required resources do not materialize. For consolidations/mergers, and for institutions currently on sanction with the Commission for financial reasons, provide a copy of the most recent audit (audits from all institutions involved in consolidations/mergers).

9. **EVALUATION AND ASSESSMENT**

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For distance learning instruction or compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

10. **APPENDICES**

Appendices may include items such as (1) vitae of key faculty, (2) selected letters of support, (3) copies of library and other cooperative agreements, etc.