Instructions for the Crosswalk between a SACSCOC Prospectus Requirement and a THEC New Degree Proposal

(UT Crosswalk Revised July 2017)

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# Purpose

This document provides guidance on preparing the SACSCOC Substantive Change Prospectus, when one is required. The program should consult with the UT SACSCOC Liaison to determine if the proposed program change, program addition, or new off-campus location requires a prospectus. This document is designed to help program faculty create a cross-walk between the THEC documentation for a new degree program and the SACSCOC prospectus. It also outlines what material is required by SACSCOC and not by THEC.

# Overview

**Instructions**: When the THEC prospectus is completed, simply go through it and provide the page number where the information is located so the SACSCOC reviewers can find the specific information SACSCOC requires (SACSCOC Prospectus is included, see information beginning on page 3; it is also available from the SACSCOC website; direct link, <http://www.sacscoc.org/forms/principle/Prospectus-SubstantiveChange.docx>; path, sacscoc.org > Substantive Change, link in third bullet on this page). Exceptions are highlighted and you will need to provide additional information.

THEC Academic Policies and Forms are found on the THEC website, Institutions> More> Academic Programs > Academic Policies and Forms; direct link <http://www.tn.gov/thec/article/academic-policies-and-forms>.

The SACSCOC Liaison will prepare a cover letter and specify the attachments include this cross walk (without these introductory paragraphs as a cover page to the prospectus), the prospectus, and faculty roster. Cover letter will include where we are with our institutional approval process and the initiation date for the program. The letter will be electronically copied to the Chancellor, Provost, Vice Provost for Academic Affairs, Vice Provost and Dean of the Graduate School (for graduate degrees), the college dean, college associate dean for academic affairs, department head, and graduate or undergraduate director/coordinator, as appropriate. The cover letter and supporting documentation are posted to <http://sacs.utk.edu> under SACSCOC Reports and Correspondence>Substantive Changes. When the SACSCOC response is received, it will be posted as well and distributed to the same individuals.

The submission process can be done as a parallel process. Final approval from the Vice President for Academic Affairs, the UT System Board of Trustees, nor THEC is required for submission to SACSCOC.

**1. ABSTRACT**

a) Date of Implementation THEC page

b) Projected Number of Students THEC pages

c) Primary Target Audience THEC page

d) Projected Life of the Program THEC page

e) Instructional Delivery Methods THEC pages

NOTE: Specify where this program will be offered - Knoxville main campus, or off-campus location (currently registered locations are the UTSI in Tullahoma and the College of Social Work in Nashville).

**2. BACKGROUND INFORMATION**

a) Purpose of change per Mission/Goals THEC pages

b) Legal Authority for change Letter of Approval from THEC (separate attachment)

c) Location of Program THEC page

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

a) Rationale for the change THEC pages

b) Assessment of need THEC pages

c) Inclusion in Institutional planning THEC pages

d) Evaluation process THEC pages

**4. DESCRIPTION OF THE CHANGE**

a) Description of proposed change THEC pages

b) Learning objectives and outcomes THEC page

c) Schedule of course offerings THEC pages

**5. FACULTY**

a) Complete roster of faculty to teach THEC page XX and separate Faculty Roster

b) Faculty qualifications THEC page XX and separate Faculty Roster

NOTE: You will simply note that the SACSCOC Faculty Roster Form is attached and includes those on faculty during the most recently completed academic year.

**6. LIBRARY AND LEARNING RESOURCES**

a) Library Resources THEC page

b) Academic Support Resources THEC page

**7. STUDENT SUPPORT SERVICE**

**NOTE:** This section **is not** in the THEC document. See attached Required Components of the Prospectus guidelines for the type of information needed.

**8. PHYSICAL RESOURCES**

**NOTE:** This section **is not** in the THEC document. See attached Required Components of the Prospectus guidelines for the type of information needed.

**9. FINANCIAL SUPPORT**

a) Budget THEC page

b) Projected expenditures THEC page

c) Operational, management, and physical resources available See attached statement

**10. EVALUATION AND ASSESSMENT** THEC pages

# How to Submit the Prospectus

* Each submission must include the following in the order listed:
1. Transmittal letter signed by an institutional representative which briefly explains the submission. **NOTE:** Is is prepared and signed by the UT SACSCOC Liaison.
2. “Cover Sheet for Submission of Substantive Changes Requiring Approval” form (available on the Substantive Change webpage at [www.sacscoc.org/SubstantiveChange.asp](http://www.sacscoc.org/SubstantiveChange.asp)).
3. Name, telephone number, and email address of the person who may be contacted concerning questions about the prospectus.
4. A list of degrees and majors which the institution is authorized to grant (photocopy from the catalog is acceptable)
5. A list of existing approved off-campus sites and their addresses. Note: an approved site is one for which a prospectus has been submitted and which SACSCOC has approved to offer 50% or more of a program. A site where 25-49% of a program is offered is not considered to be an “approved” site; it is a site for which only notification has been accepted by SACSCOC. 6. Prospectus (should be no longer than 25 pages plus appendices)
* Submit only one copy of the above materials to the President of SACSCOC at the address listed on the Cover Sheet.
* Submit the Transmittal Letter and Cover Sheet in hard copy (paper).
* Submit the body of the prospectus itself in hard copy (paper), flash drive, CD or DVD.

# Required Components of the Prospectus

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

* Describe the proposed change with its date of implementation.
* If a new program, identify where it will be offered.
* If a new off-campus site or branch, list its complete physical address.
* Provide projected number of students, if applicable.
* Indicate the projected life of the program or site, if applicable (single cohort or ongoing).
* Describe the primary target audience.
* Describe the instructional delivery methods to be used.
* Describe strengths of the institution to undertake this change.

## 2. DETERMINATION OF NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE

* Describe how the change is consistent with the mission and goals of the institution.
* Describe the rationale and need for the program to include how the institution determined need.
* Provide evidence of legal authority for the change if approval is required by the governing board or the state.
* Provide documentation that faculty and appropriate other groups were involved in planning for and approval(s) of the change.

## 3. REQUIRED INFORMATION FOR THE SPECIFIC SUBSTANTIVE CHANGE (SELECT THE CHANGE RELEVANT TO THE PROSPECTUS AND PROVIDE ALL INFORMATION REQUIRED FOR THAT PARTICULAR CHANGE)

### For a NEW PROGRAM provide the following information:

* Provide the curriculum for the program and a projected schedule of course offerings.
* Provide specific programmatic goals (objectives) and specific student learning outcomes for the program.

**NOTE**: From past experience, the assessment plan needs to be solid with

* clearly stated outcomes, realistic
* appropriate assessment methods
* clearly stated benchmarks or levels of achievement.
* Describe how the student learning outcomes **for the program** will be assessed.
* Provide course descriptions for all courses in the proposed program.
* Describe admissions and graduation requirements for the program.
* Demonstrate compliance with FR 4.9 (Definition of Credit Hours) of the Principles of Accreditation.
* Describe administrative oversight to ensure the quality of the program.
* For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.
* Follow instructions in item 4 below for providing information concerning number and qualifications of faculty scheduled to teach in the program.

### For a NEW OFF-CAMPUS SITE OR BRANCH CAMPUS provide the following information:

* Identify whether the site is a branch campus or an instructional site. The definitions of “branch campus” and “instructional site” may be found on pages 5-6 of the Principles of Accreditation. See also Procedure One in the policy entitled “Substantive Change for SACSCOC Accredited Institutions”. **Note: An institution is required to present itself and its sites to SACSCOC in the exact way it presents itself to the U.S. Department of Education.**
* Describe the educational program(s) to be offered at the site or branch. If a program to be offered at the site or branch is a new program requiring approval, also respond to the requirements for a new program listed above.
* Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site or branch or any special arrangements for grading, transcripts, or transfer policies.
* Describe how programs at the new site or branch will be monitored and evaluated and how they will be incorporated into the institutional evaluation and assessment processes.
* Describe the administrative structure for overseeing the site or branch campus.
* Describe how services and operations at the new site or branch will be evaluated.
* Follow instructions in item 4 below for providing information concerning number and qualifications of faculty scheduled to teach at the site or branch campus.

### For the OFFERING OF PROGRAM(S) VIA DISTANCE METHODOLOGY (ELECTRONIC OR CORRESPONDENCE) DELIVERY FOR THE FIRST TIME provide the following information:

**NOTE:** UT is authorized to offer programs for distance delivery. We typically do not need to submit for new programs.

* Describe the infrastructure to support distance delivery methods to include the learning management system and administrative structure for electronic delivery.
* Describe how faculty members will be trained in distance delivery methodology and how courses will be developed.
* Describe technical support for students enrolled in courses delivered by distance methods and technical support for faculty members.
* Describe how effectiveness of programs offered via distance delivery will be assessed.
* Document compliance with Comprehensive Standards 4.8.1, 4.8.2, and 4.8.3.
* Follow instructions in item 4 below for providing information concerning number and qualifications of faculty scheduled to teach courses provided by distance methodology.
* Describe processes in place to ensure that students have structured access to faculty members.

### For the INITIATION OF DEGREE COMPLETION PROGRAMS provide the following information:

* Describe the degree completion program to include a description of how the degree completion program differs from the same program offered in traditional format.
* Describe how the institution ensures that student learning outcomes are the same for the program offered as a degree completion program as those for the program offered in traditional format.
* Describe assessment methods for determining achievement of student learning outcomes for the degree completion program.
* Describe admission requirements for students entering the degree completion program.
* Describe the format for offering the degree completion program (for example, compressed format, accelerated format, etc.).
* Follow instructions in item 4 below for providing information concerning number and qualifications of faculty members scheduled to teach in the degree completion program.

## 4. FACULTY QUALIFICATIONS

* Complete the *Faculty Roster Form* (contact the UT Office of Accreditation for this format and information required) for faculty members scheduled to teach in the new program, in a degree completion program, at a new site or branch campus, or in programs to be offered by distance methodology for the first time. Follow directions for completing the form which requires that the institution present the qualifications of each faculty member to teach the courses assigned to them. The form and instructions may be accessed at www.sacscoc.org under Institutional Resources or from a link on the Substantive Change page.
* For a new program, the institution must demonstrate that it has at least one qualified faculty member to develop and/or teach discipline courses in the new program. Refer to Comprehensive Standard 3.7.1 in the Principles concerning the determination of appropriate qualifications.
* Provide narrative with supporting evidence that the number of full-time faculty members will be adequate to support the initiative and describe the impact on faculty workload of the new program, new site, or distance delivery.
* Document scholarship and research capability of faculty members teaching in graduate programs and document faculty experience in directing student research.

## 5. LIBRARY AND LEARNING RESOURCES

* List and describe discipline-specific learning resources to support a new program. Please do not list all resources located in the library if they do not relate to the specific change.
* Document discipline-specific refereed journals and primary source materials.
* If the institution is reliant on agreements with other libraries, provide a signed copy of each formal agreement and describe how the collections support the program(s).
* Describe specifically how students enrolled in a new program and/or enrolled in a program at an off-campus location and/or enrolled in a distance education program access these discipline-specific learning resources.
* Describe how students and faculty members will access information electronically.
* Describe how faculty and students are instructed in the use of online resources as well as on site library resources.
* Describe resources to support students in access to and use of learning resources.

**Note:** If electronic databases are listed, describe the discipline-specific suites of resources and not just the name of the database or the consortium through which it is accessed (such as Viva, TexShare, Galileo, Louis, etc.).

## 6. STUDENT SUPPORT SERVICES

* Describe specific programs, services, and activities which will support students enrolled in the new program and/or enrolled at a new off-campus site and/or enrolled in distance education programs. *Do not* list student support services which are not relevant to the specific change.

## 7. PHYSICAL RESOURCES

* Describe the adequacy of physical facilities which will support the change.
* Describe equipment which will be available for a new program or available at a new site.
* Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

## 8. FINANCIAL SUPPORT

* Provide a business plan that includes all of the following (**NOTE: This applies to ALL submissions**)
1. a description of financial resources available to support the proposed change, **including a budget** for the first year of the proposed change (**a three-year budget is required for a new branch campus**). *Do not* send a copy of the entire institutional budget.
2. projected revenues and expenditures and cash flow for the proposed change
3. the amount of resources going to institutions or organizations for contractual or support services for the proposed change
4. the operational, management, and physical resources available for the change.
* Provide contingency plans in the event that required resources do not materialize.

**The institution must disclose if it is currently on reimbursement for Title IV funding.**

**Institutions currently on sanction with SACSCOC for financial reasons must provide a copy of the audit for the most recently completed fiscal year.**

## 9. DESCRIPTION OF INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES FOR THE CHANGE

* Provide a brief description of institutional assessment processes.
* Describe how the institution will incorporate the change (program, site, distance education or other change) into the institution-wide review and assessment processes.

## 10. APPENDICES

* Appendices may be used in hard copy (print) submissions to provide documentation supporting the narrative in the prospectus.
* **NOTE: In hard copy submission tabs must be provided identifying each appendix (by name or number) referenced in the narrative.**
* Links may be provided in electronic submissions to link to documentation supporting the narrative in the prospectus. **Be sure links allow reviewers to return to the narrative.**

SACSCOC Prospectus revision activity

June 2009

Edited: February 2013

Edited: January 2015

Edited: November 2015

Edited: May 2016, July 2016