APPENDIX B: The Substantive Change Prospectus
(Modified from SACSCOC Substantive Change Policy)

Each submission must include the following.
(IAE will prepare 1-5 and will assist with 6. Prospectus)

1. Transmittal letter signed by the Provost which briefly explains the submission
2. "Cover Sheet for Submission of Substantive Changes Requiring Approval" form
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
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.
6. Prospectus (should be no longer than 25 pages plus appendices)

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: <u>NEW PROGRAM</u>** [includes certificate and degree programs]:

   • 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.
   • 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 [See W&M's Credit Hour Policy].
- 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.

4. **FACULTY QUALIFICATIONS**
- Complete the Faculty Roster Form 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. …
- 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
     a) 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.
     b) projected revenues and expenditures and cash flow for the proposed change
     c) the amount of resources going to institutions or organizations for contractual or support services for the proposed change
     d) 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.

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.