

Fayetteville Technical Community College SUBSTANTIVE CHANGE PROCEDURES MANUAL

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*Fayetteville Technical Community College
P.O. Box 35236
Fayetteville, North Carolina 28303-0236
(910) 678-8400*

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X-1 GENERAL

X-1.1 Purpose

This manual establishes the processes for identification, creation and submission of Substantive Changes. The manual is not intended to replace the guidelines in the Southern Association of Colleges and Schools-Commission on Colleges' (SACS-COC) Substantive Change Policy Statement (**Appendix J**). Users of this manual are encouraged to visit the SACS-COC website and review the most recent Substantive Change Policy Statement when beginning their internal substantive change processes. This purpose of this manual is to demonstrate the various process flows required internal to FTCC to ensure timely identification of substantive change situations, timely creation of the substantive change action(s), and full compliance with current requirements as outlined in the SACS-COC Policy Statement.

X-1.2 Scope and Applicability

This manual applies to all personnel of Fayetteville Technical Community College (FTCC).

X-1.3 Philosophy of Substantive Changes

Substantive change is a significant modification or expansion of the nature and scope of a SACS-COC accredited institution. FTCC is expected to provide proper letter notification, and in some situations prepare and submit a prospectus, within the time constraints outlined in this manual. Notification is generally required 6 to 12 months in advance of the significant modification or expansion of operations. Substantive Change notification letters must summarize the proposed change, the intended implementation date, the street address if the change involves initiation of an off-campus site and identification of physical and human resources available or needed to implement the substantive change effectively and efficiently. SACS-COC is responsible for reviewing all substantive changes that occur between FTCC's decennial reviews to determine whether or not the change will/has affected the quality of the total institution and to assure the public that all aspects of our institution continue to meet defined standards.

X-1.4 Institutional Responsibilities and Reporting Overview

It is the responsibility of program and support services supervisors, as well as the faculty-staff members of each area, to follow the substantive change procedures of the SACS-COC. Full compliance with the procedures in this manual is required to ensure the Commission is notified of any changes requiring substantive change notification by the President. If it is unclear as to whether a particular situation would

or would not require SACS-COC notification and/or prospectus submission, the Director of Institutional Effectiveness and Assessment should be contacted for consultation. The different types of substantive change situations are addressed in this manual and supplemented with sample documentation and process flow charts in Appendices A to I.

X-2 PROCEDURES FOR SUSTANTIVE CHANGES RELATED TO:

| <i>Types of Change</i> | <i>Procedure</i> | <i>Prior Approval Required</i> | <i>Prior Notification Required</i> | <i>Time Frame for Contacting COC</i> |
|---|---|---------------------------------------|---|---|
| <i>Initiating coursework or programs at a more advanced level than currently approved</i> | <i>Notification letter and prospectus</i> | Yes | Yes | 12 months |
| <i>Expanding at current degree level (significant departure from current programs)</i> | <i>Notification letter and prospectus</i> | Yes | Yes | 6 months |
| <i>Initiating programs at a lower degree level</i> | <i>Notification letter and prospectus</i> | Yes | Yes | 6 months |

X-2.1 Background

Fayetteville Technical Community College (FTCC) is currently approved to offer Associate of Applied Science Degrees, College Transfer, and General Education two-year degrees (all at Level I under the SACS-COC criteria). Our college will not seek approval to offer degrees at a level higher than the current Level I (Associate's Degree level). We intend to stay true to our mission as a two-year community college.

X-2.2 Internal Process for Reporting of Substantive Change

FTCC is part of the North Carolina Community College System (NCCCS), which requires a formal program application for programs or level changes, at all of the 58 Community Colleges within the System. This formal program approval process (**Appendix A**) requires:

- (1) A formal needs assessment and impact statement as it relates to offerings by other colleges within the local area.
- (2) Documentation supporting approval by the FTCC Curriculum Committee comprised of faculty and staff members.
- (3) Approval of the program/level change by the FTCC Board of Trustees.

- (4) Approval by the NCCCS and/or the State Board of Community Colleges, prior to implementation of the requested change.
- (5) This formal NCCCS mandated application process ensures that all parties involved in new program or major program modifications will be directly involved with any pending request, well in advance of the SACS-COC requirement for official notification of the pending change at least 6 months prior to the implementation date. Additionally, to ensure the substantive change reporting is included in the local program application process, our college has recently created or revised...
 - A Curriculum Program Application Procedure form (**Appendix B**)
 - A checklist of Substantive Change Triggers (**Appendix C**)
 - A FTCC Curriculum Approval Process Chart (**Appendix D**)

.....which are to be used by Academic Deans and Department Chairs to request changes in program offerings or new programs.

- (6) The Curriculum Program Application Form's intended purpose is to create a formal monitoring device for identifying possible substantive changes related to new programs. A sample copy of this internal control document is attached in **Appendix B**. It is important to note that all substantive change requirements, related to new programs and/or program changes, are included within the document in bold print. This ensures all faculty and staff remain acutely aware of the importance of the substantive change reporting requirements.
- (7) NCCCS recently revised their program application process to include the requirement that future program applications from all community colleges within the System include a narrative description of the steps taken to remain in compliance with Substantive Change reporting. NCCCS will not take any approval action steps on the program application without this detailed clarification statement being included in the application.

X-2.3 Additional Controls to Ensure Timely Submission of Substantive Changes:

The Director of Institutional Effectiveness and Assessment (IEA) has been added as a permanent voting member of the FTCC Curriculum Committee. The Director of IEA's presence at all Curriculum Committee meetings will ensure that Substantive Change notifications or prospectus are completed and submitted within the designated SACS-COC timeframes, before the Curriculum Committee actually votes to recommend approval or disapproval on the program.

The following additional checks and balances will ensure that substantive change requirements remain a high priority and receive the full attention of all institutional stakeholders involved in the requested change:

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X-2 Procedures for Substantive Changes (continued)

- (1) the Director of IEA's presence on the Curriculum Committee,
- (2) the Curriculum Application Procedures Chart,
- (3) the Checklist of Substantive Change Triggers, and
- (4) the FTCC Curriculum Approval Process Chart,

X-3 PROCEDURES FOR SUBSTANTIVE CHANGES RELATED TO:

| <i>Types of Change</i> | <i>Procedure</i> | <i>Prior Approval Required</i> | <i>Prior Notification Required</i> | <i>Time Frame for Contacting COC</i> |
|-----------------------------------|---|---------------------------------------|---|---|
| <i>Initiating a branch campus</i> | <i>Notification letter and prospectus</i> | Yes | Yes | 6 months |

X-3.1 Background

FTCC has historically ensured proper reporting of branch campuses to SACS-COC. We will continue to monitor this Substantive Change Notification requirement using long-standing procedures that have proven to be timely and effective in the past; *i.e.*, the previous opening of our Spring Lake Campus.

X-3.2 Internal Procedure for Reporting of Substantive Change

FTCC, as part of the NCCCS, must seek approval from the FTCC Board of Trustees and the NCCCS Board of Community Colleges prior to implementing a branch campus. The NCCCS application process for starting a new campus includes a statewide requirement to complete and have approved an application (**Appendix E**) for branch campuses. Included in this application is a requirement to show the FTCC Board of Trustees and/or the NC Board of Community Colleges that the required Substantive Change notification has been submitted to SACS-COC (Paragraph 3 of **Appendix E**). Neither Board will take action on this request until colleges requesting a branch campus have included details on the substantive change notification/prospectus submission.

This application also includes many of the same items required within a prospectus to SACS-COC, including but not limited to:

- (1) Needs assessment for the Branch Campus
- (2) Specific programs to be offered at the Branch Campus
- (3) County government maintenance and operational support
- (4) Impact on other institutions in the local area to the Branch Campus
- (5) A cost-benefit analysis to show that cost/expenses are justified from a cost effectiveness and quality perspective

- (6) An overview of the programs/courses to be offered at the branch campus, including a description of the support services, specific equipment, and required faculty-staff needed to support the students attending the branch campus.

X-3.3 Additional Controls to Ensure Timely Submission of Substantive Changes:

FTCC's Vice President for Legal Services and Risk Management, (who is also the FTCC Board of Trustee Counsel) is responsible for taking the lead on the development and submittal of the above described document to NCCCS. He works closely with the College President, the Executive Council, Associate Vice President for Curriculum Programs and the Director of Institutional Effectiveness and Assessment to ensure all compliance issues are addressed. The completed NCCCS Application for Off-Campus Centers/Multi-Campus Colleges will not be released to the FTCC Board of Trustees and the NC State Board of Community Colleges until all issues are fully addressed.

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X-4 Procedures for Substantive Changes related to:

| Types of Change | Procedure | Prior Approval Required | Prior Notification Required | Time Frame for Contacting COC |
|--|------------------------------------|--------------------------------|------------------------------------|--------------------------------------|
| <i>Initiating Off-campus Sites:</i> | | | | |
|Student can obtain 50 percent or more credits toward program | Notification letter and prospectus | Yes | Yes | 6 months |
| ...Student can obtain 25-49 percent of credit | Notification letter only | No | Yes | Prior to implementation |
| ...Student can obtain 24 percent or less | NA | NA | NA | NA |

X-4.1 Background

FTCC recently realized the area of initiating off-campus site(s) reporting has become a significant compliance issue for the College.

After attending a recent SACS-COC workshop entitled *Recognizing and Reporting Substantive Changes*, Campus Administrators initiated an internal audit, which disclosed several previously non-reported substantive changes. FTCC did not, prior to release of this manual, have a viable mechanism for quick identification of programs that were held at off-campus locations. As a result, FTCC could not properly measure at what point a student attending classes at off-campus locations could acquire 25% or more of program requirements at specific off-campus sites. The procedures, as outlined below, helped us to identify past non-reported substantive changes and will continue to serve as our ongoing processes for the future.

Immediately upon discovering this non-reporting finding and to ensure we remained in compliance with Standard 1.1 of the Principles of Accreditation, Foundations for Quality Enhancement, 2008 edition, (*Standard 1.1: The Institution operates with integrity in all matters*), FTCC self-reported our internal audit findings to SACS-COC and published this manual to outline our internal procedures to prevent reoccurrences of this reporting problem in the future.

We also began the development of an electronic database system to help program managers with this substantive change identification and to assist them

with future reporting. Until this electronic data base system is fully developed, our college will continue to monitor this area of substantive changes in the same method as was used to identify the past non-reported substantive change situations.

X-4.2 Internal Procedure for Reporting of Substantive Change

Until the electronic system is developed, tested and deployed across the campus, we will use the following paper and pencil system to monitor this type of substantive change situation:

- (1) Through our current Datatel-MIS System, program managers will identify all off-campus site locations where students are currently able to complete courses and programs through multiple delivery methods. Using the site approval process depicted in **Appendix F**, program managers will initiate the Site Approval Substantive Change process at least six months prior to offering classes at a new location.
- (2) Using the College Catalog and the Datatel-MIS Systems, program managers will identify any possible programs, including certificates, diplomas, and degrees that students could pursue by taking courses offered at the off-campus site(s), including supplemental on-line courses available via the Governor's Learn and Earn (LEO) and/or concurrent courses.

Program managers must continually monitor these off-campus sites and percentage cut-off points, by using information from Datatel and the catalog in a paper-pencil process, while we attempt to develop an electronic means for future monitoring of the many possible reporting combinations in these high school sites.

- (3) Program managers must use paper and pencil percentage computations to measure completion rates for each program, for each level, and for each site, to identify at what point a substantive change notification must be released to SACS-COC.
- (4) Should program managers happen to uncover a situation where percentages of completion were already past the point where SACS-COC notification should have occurred, they will immediately report such finding to their Dean/Director, who will in turn coordinate for immediate reporting, through FTCC administrative channels, to SACS-COC.
- (5) Program managers must remain alert to situations where course offerings will enable high school students to take college courses and at what specific point those students could reach 25%, 50% or 100% of a program's completion in a 2 year period. A substantive change notification must be prepared and forwarded immediately, if a situation occurs where a student at a particular

site/instructional location could possibly achieve one of the above percentages.

- (6) Future Planning: As a result of the difficulty for program managers to monitor high school sites supplemented by on-line course offerings under the paper and pencil method, our college has embarked on initial planning for a future database program that will include every course and delivery mode in our Datatel System, every program of instruction including all 3 levels (degree, diploma and certificate) and every program site of FTCC. The final result will enable program managers to monitor every FTCC site, by every assigned program level and the triggering of percentages of course availability. Upon completion, the database system will replace our current manual system. The anticipated completion date is January 2010 as this is a costly and major undertaking.

X-4.3 Additional Controls to Ensure Timely Submission of Substantive Changes

An additional control measure has been added by the Office of Curriculum Data Management. Course/Curriculum Change via addition/deletion can also trigger an analysis of new site(s). That form entitled "Application for Course/Curriculum Change" is attached as **Appendix G**. Program Managers are encouraged to note the recent addition of substantive change notifications included on this form, as a secondary trigger for substantive change identification.

X-5 Procedures for Substantive Changes related to:

| <i>Types of Change</i> | <i>Procedure</i> | <i>Prior Approval Required</i> | <i>Prior Notification Required</i> | <i>Time Frame for Contacting COC</i> |
|--|---------------------------------|---------------------------------------|---|---|
| <i>Adding significantly different programs at an approved site (only if programs are currently approved)</i> | <i>Notification letter only</i> | <i>No</i> | <i>Yes</i> | <i>Prior to implementation</i> |

X-5.1 Background

FTCC's process for timely reporting of this substantive change requirement is depicted at **Appendix H**, and is further described below. Since this process has been ongoing for several years at FTCC, and is time-tested and found to be highly successful, we do not anticipate changing this proven process in the future.

X-5.2 Internal Procedure for Reporting of Substantive Change

When currently approved programs are added to existing approved sites, we must notify SACS-COC via letter six-months prior to actual implementation. Academic Deans recommend the offering of significantly different program(s) at an approved site to the Council for Academic and Student Services (CASS). CASS will review and approve/disapprove the request and notify the FTCC Executive Council. The Executive Council will give final approval and the College President will then notify SACS-COC of the pending program additions at the selected site.

X-5.3 Additional Controls to Ensure Timely Submission of Substantive Changes

The Director of Institutional Effectiveness and Assessment will attend all Curriculum Staff meetings, as an additional check and balance, watching for possible discussions that may signify a need for a program addition, move or adjustment (and the subsequent SACS-COC notification). The intended purpose of the Director attending those campus curriculum meetings is to constantly remain alert to any and all possible planned changes that might need to be elevated to the Council for Academic and Student Services and/or the Executive Council for their immediate action on substantive change notifications.

X-5.4 Assessment of Internal Checks and Balances

With the checks and balances described in the preceding paragraphs and visually

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
X-5 Procedures for Substantive Changes (continued)

demonstrated in Appendix H, we will be assuring any and all future program additions, moves or modifications, at existing approved sites, will be identified and allow for continued and timely SACS-COC notifications.

X-6 Procedures for Substantive Changes related to:

| Types of Change | Procedure | Prior Approval Required | Prior Notification Required | Time Frame for Contacting COC |
|--|---|--------------------------------|------------------------------------|--------------------------------------|
| <i>Initiating distance learning....</i> | | | | |
| <i>...Offering 50 percent or more of program (Subsequent programs do not need reporting unless they are significant departures from initially approved program(s))</i> | <i>Notification letter and prospectus</i> | <i>Yes</i> | <i>Yes</i> | <i>6 months</i> |
| <i>...Offering 25-49 percent</i> | <i>Notification letter only</i> | <i>No</i> | <i>Yes</i> | <i>Prior to implementation</i> |
| <i>...Offering 24 percent or less</i> | <i>NA</i> | <i>NA</i> | <i>NA</i> | <i>NA</i> |

X-6.1 Background

Through a statewide substantive change, FTCC was previously approved to offer 50% or more of a program's credit electronically and we therefore are in full compliance with this notification requirement for current and all future programs achieving 24% or higher program participation levels.

X-6.2 Internal Procedure for Reporting of Substantive Change

Regardless of the prior approval, for FTCC to offer 50% or more of a program's credit electronically, we still provide a written notification letter to SACS-COC to update them on the specific date that a program moves across the 50% percentage threshold. We realize this notification letter is not officially required, due to the prior approval, but to assist SACS-COC with file maintenance and updating, we will continue to notify SACS-COC as programs move beyond the 50% threshold.

X-6.3 Additional Controls to Ensure Timely Submission of Substantive Changes

None required since FTCC is already in full compliance with SACS-COC notification requirements due to our prior approval to offer 50% or more of a program's credit electronically.

X-7 Procedures for Substantive Changes related to:

| <i>Types of Change</i> | <i>Procedure</i> | <i>Prior Approval Required</i> | <i>Prior Notification Required</i> | <i>Time Frame for Contacting COC</i> |
|--|---------------------------------|---------------------------------------|---|---|
| <i>Initiating programs/courses offered through contractual agreement or consortium</i> | <i>Notification letter only</i> | <i>No</i> | <i>Yes</i> | <i>Prior to implementation</i> |

X-7.1 Background

FTCC has previously experienced problems in the reporting of this substantive change situation. As a result of an internal audit, more controls were necessary to continuously improve the process. FTCC will tie both contractual agreement and consortia approvals to the same program approval process previously referenced in **procedure X-2** of this document.

X-7.2 Internal Procedure for Reporting of Substantive Change

FTCC requires new contractual agreements or consortiums to include a copy of the newly created Curriculum Program Application Procedures form (**Appendix B**). The procedures for processing new contractual agreements or consortiums then follow the same process flow depicted in **procedure X-2**. As discussed in **X-2**, this form has substantive change actions included throughout the processing flow, bolded for emphasis of importance, and ensures continued monitoring until the official SACS-COC notification letter is released. This procedure will ensure timely notifications for future contractual agreements or consortiums, just as it will provide for the timely notifications of new degree programs, certificates or diplomas.

X-7.3 Additional Controls to Ensure Timely Submission of Substantive Changes

The Vice President for Learning Technologies and the Associate Vice President for Curriculum Programs will jointly monitor and control all contractual agreements and/or consortiums. This joint ownership of the process will ensure timely revisions, updates and re-approvals by the FTCC Board of Trustees. Both of these senior staff members have also been tasked to personally monitor substantive change situations, as changes in contractual agreements and/or consortiums are prepared for the FTCC's Board of Trustees' consideration and/or approval. This provides joint ownership of the process for additional oversight within the identification of Substantive Changes that need to be prepared and submitted.

X-8 Procedures for Substantive Changes related to:

| <i>Types of Change</i> | <i>Procedure</i> | <i>Prior Approval Required</i> | <i>Prior Notification Required</i> | <i>Time Frame for Contacting COC</i> |
|--|---|---------------------------------------|---|---|
| <i>Initiating a merger/consolidation</i> | <i>Notification letter and prospectus</i> | Yes | Yes | 6 months |
| <i>Relocating a campus</i> | <i>Notification letter only</i> | No | Yes | <i>Prior to implementation</i> |
| <i>Changing governance, ownership, control, or legal status</i> | <i>Notification letter and prospectus</i> | Yes | Yes | 6 months |
| <i>Closing an institution/program; initiating teach-out agreements (see Commission policy)</i> | <i>Notification letter and prospectus</i> | Yes | Yes | 6 months |

X-8.1 Background

FTCC has a long-standing successful process that ensures full compliance with the identification of Substantive Change requirements for each of the above possible situations. The process is shown in a flow chart at **Appendix I**.

X-8.2 Internal Procedure for Reporting of Substantive Change

In each of the above situations, the FTCC Executive Council will determine the feasibility of the proposal and the implications related to our College Mission. The Vice President of Legal Services and Risk Management will prepare all legal documentation required by NC Community College System (NCCCS) to ensure the documents are reviewed and approved by the Executive Council, the College President, and the FTCC Board of Trustees prior to release of the documents to NCCCS for State Board of Community College action.

The Vice President of Legal Services and Risk Management and the Director of Institutional Effectiveness and Assessment are also responsible for the preparation of the SACS-COC notification letter for review and approval by the Executive Council and President. The Director of Institutional Effectiveness and Assessment (IEA) will evaluate the proposed action against the Substantive Change requirements for a prospectus. Should a prospectus be required, the Director of IEA will ensure the prospectus is prepared and submitted at least six months prior to the implementation date of the proposed action.

X-8.3 Additional Controls to Ensure Timely Submission of Substantive Changes

All of these actions, including monitoring of the prospectus, would remain regular information items at the FTCC Board of Trustees' meetings. This will ensure continued oversight of the entire process by the College President, Executive Council, and the FTCC Board of Trustees while the action is being approved for implementation.

X-9 Procedures for Substantive Changes related to:

| <i>Types of Change</i> | <i>Procedure</i> | <i>Prior Approval Required</i> | <i>Prior Notification Required</i> | <i>Time Frame for Contacting COC</i> |
|---|---|---------------------------------------|---|---|
| <i>Alternating significantly the educational mission of the institution</i> | <i>Notification letter and prospectus</i> | Yes | Yes | 6 months |

X-9.1 Background

As previously discussed in Procedure X-2, Fayetteville Technical Community College (FTCC) will remain true to its mission as a 2 year degree (Level 1) college. We will not transform into a Level II or higher institution. Additionally, in September 2008, the FTCC Board of Trustees approved the current College Mission Statement, which reads:

“Serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development”

This mission statement is designed for workforce development at Level I college requirements and will remain our future focus. This mission statement is reviewed by the Board of Trustees annually to ensure currency with the Annual Strategic Plan.

X-9.2 Internal Procedure for Reporting of Substantive Change

If environmental or legal circumstances should ever require a change in FTCC's educational mission, the following steps will be followed to ensure the timely preparation and release of the Substantive Change notification and prospectus:

- (1) The Vice President for Legal Services and Risk Management will prepare all NC Community College System (NCCCS) and NC Administrative Code documents required for the change in educational mission. This VP, in coordination with the Director of Institutional Effectiveness and Assessment, will be responsible for preparing the College President's notification letter to SACS-COC, which will be released at the same time the legal documentation is released to NCCCS.

- (2) The Vice President for Legal Services and Risk Management will ensure the Executive Council, the College President, and the FTCC Board of Trustees are updated on legal documentation and substantive change notification procedures until such time as SACS-COC and/or NCCCS has acknowledged acceptance of the documents. This VP will also ensure that the Director of Institutional Effectiveness and Assessment (IEA) is alerted to prepare and release the required prospectus related to this educational mission change within the required six months prior to implementation date.
- (3) The Director of IEA, in direct coordination with the College President will coordinate the timely production and release of the substantive change prospectus and monitor the action until SACS-COC accepts the substantive change prospectus.
- (4) The College President will provide monthly updates to the FTCC Board of Trustees on the status of legal and substantive change documentation until the final implementation of the proposed change in educational mission.

X-10 Procedures for Substantive Changes related to:

| <i>Types of Change</i> | <i>Procedure</i> | <i>Prior Approval Required</i> | <i>Prior Notification Required</i> | <i>Time Frame for Contacting COC</i> |
|---|---|---------------------------------------|---|---|
| <i>Altering significantly the length of a program</i> | <i>Notification letter and prospectus</i> | Yes | Yes | 6 months |

X-10.1 **Background**

As part of our internal review of Substantive Changes and internal processes related to timely notification to SACS-COC, we will monitor this type of substantive change using the same process(es) described in **Procedure X-2**.

X-10.2 **Internal Procedure for Reporting of Substantive Change**

Use of the following documents and flow charts will ensure full compliance with timely notifications and subsequent prospectus submissions.

- Curriculum Program Application Procedures form (**Appendix B**)
- Checklist of Substantive Change Triggers (**Appendix C**)
- FTCC Curriculum Approval Process Flow Chart (**Appendix D**)

X-11 Procedures for Substantive Changes related to:

| <i>Types of Change</i> | <i>Procedure</i> | <i>Prior Approval Required</i> | <i>Prior Notification Required</i> | <i>Time Frame for Contacting COC</i> |
|--|---|---|---|---|
| <i>Initiating degree completion programs</i> | <i>Notification letter and prospectus</i> | Yes | Yes | 6 months |

X-11.1 Background

FTCC has not initiated degree completion programs in the past, nor do we intend to initiate any in the future (such as adult or accelerated programs in management or organizational leadership).

X-11.2 Internal Procedure for Reporting of Substantive Change

Since FTCC uses our Continuing Education Division for the delivery of accelerated training to support workforce development, any accelerated training coursework should first be offered through Continuing Education. Should a decision ever be made to move an accelerated program of study from the Continuing Education Division to the Curriculum Division, it would be processed following the process described in **Procedure X-2**.

X-12 APPENDICES

Appendix A NC Community College System (NCCCS) Program Application

Appendix B FTCC Curriculum Program Application Procedures (Blank Form Sample)

Appendix C Checklist of Substantive Change Triggers

Appendix D FTCC Curriculum Approval Process (Flow Chart)

Appendix E NC Community College System (NCCCS) Application for Starting a New Campus

Appendix F Site Approval Process

Appendix G Application for Course/Curriculum Change

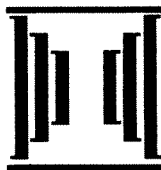
Appendix H FTCC Process Flow Chart Related to Adding Significantly Different Programs at the Approved Site (Only if Programs are Currently Approved)

Appendix I Process Flow Charts Related to:

- Initiating a merger/consolidation
- Relocating a campus
- Changing governance, ownership, control, or legal status
- Closing an institution/program; initiating teach-out agreements (see Commission policy)

Appendix A

NC Community College System (NCCCS) Program Application



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Dr. R. Scott Ralls, President

October 1, 2008

MEMORANDUM

TO: Presidents
Chief Academic Officers

FROM: Delores A. Parker
Senior Vice President
Chief Academic Officer

SUBJECT: Revised Curriculum Program Application Procedures

On September 19, 2008, the State Board of Community Colleges revised the following application procedures to be effective January 1, 2009.

Curriculum Program Application Procedures
Special Curriculum Program Application Procedures
Curriculum Program Application Procedures for Captive/Co-opted Groups

The following paragraph was added to each set of procedures:

Contact the Southern Association of Colleges and Schools Commission on Colleges (SACS) to determine whether the addition of the proposed program requires prior approval. Based on consultation with SACS, determine if the offering of the proposed program is considered substantive in nature. Attach documentation of correspondence with SACS.

The *Curriculum Procedures Reference Manual* has been updated to reflect these revisions, and the pertinent sections (Sections 3, 3A, and 4) are attached for your convenience. These documents may also be found on the System Office web site at the following address:

http://www.nccommunitycolleges.edu/Programs/reference_manual2.htm

If you have questions, please contact Dr. Judith Mann, Associate Vice President, Program Services at mannj@nccommunitycolleges.edu or (919) 807-7108.

DAP/bs

Attachments

c: Dr. Judith C. Mann
Ms. Jennifer Frazelle
Ms. Tracy McPherson
Program Coordinators

CC08-222
E-Mail

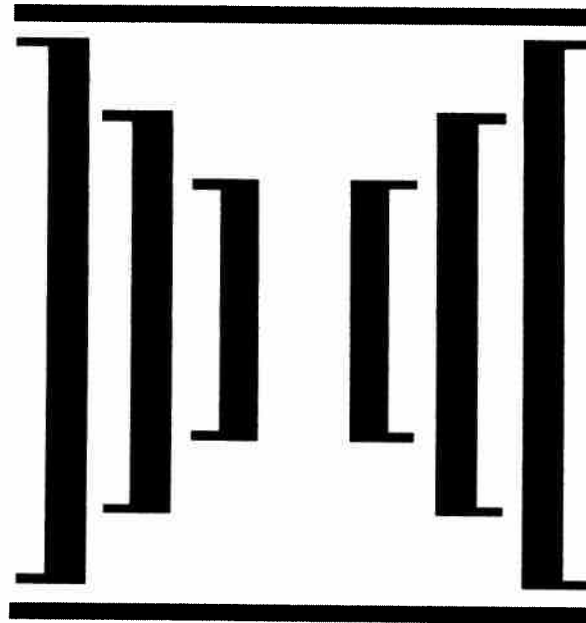
CURRICULUM PROCEDURES REFERENCE MANUAL

SECTION 3

Curriculum Program Application Procedures

Revised September 19, 2008

North Carolina Community College System



CURRICULUM PROGRAM APPLICATION

PROCEDURES

(includes Procedures for Concentration Program Applications)

(Associate in Applied Science, Diploma, and Certificate)

**Originally Approved by the State Board of Community Colleges
January 21, 2000**

**Revised on April 17, 2002; March 7, 2005; August 26, 2005; November 8, 2006;
April 18, 2008; and September 19, 2008**

North Carolina Community College System
CURRICULUM PROGRAM APPLICATION PROCEDURES
(includes Procedures for Concentration Program Applications)
(Associate in Applied Science, Diploma, and Certificate)
Originally Approved by the State Board of Community Colleges
January 21, 2000

**Revised on April 17, 2002; March 7, 2005; August 26, 2005; November 8, 2006;
April 18, 2008; and September 19, 2008**

The State Board of Community Colleges is authorized in *North Carolina Administrative Code* (NCAC) 23 2E.0200 to approve programs consistent with the System's mission and to outline procedures for colleges to follow when applying for program approval.

The mission of the North Carolina Community College System, as stated in NCAC 23 2B.0104, is to provide adults in North Carolina with learning opportunities consistent with identified student and community needs. Colleges in the System plan, develop, and implement curriculum programs consistent with their local mission to provide learning experiences for adults and ultimately enhance the workforce of North Carolina.

Colleges seeking curriculum program approval should submit an application using the attached procedures. ***All items must be completed and documented as indicated before the program can be considered for approval by the State Board.*** Colleges are encouraged to contact the appropriate program coordinator at the System Office for assistance in the completion of this application.

Program applications may be submitted at any time, but should be submitted within a reasonable amount of time after the initial planning notification. Completed applications received by the first working day of the month will be processed within 90 days*.

Example: March 1 - Application received by System Office
April Board Meeting - System Office presents to Board "**For Future Action**"
May Board Meeting - System Office presents to Board "**For Action**"

Program applications that meet the following criteria will be "fast-tracked" and may be processed within 60 days of submission:

The curriculum request is not a new title to the System;
There are no negative impact assessments; and
The application is complete, requires no further analysis or documentation, and is received by the System Office by the first working day of the month.

Example: March 1 - Application received by System Office
April Board Meeting - System Office presents to Board as "**Fast Track For Action**"

**The approval process for applications which are received after the first working day of the month, are incomplete, or require further analysis may exceed this 90-day schedule. Since the State Board normally does not meet in June or December, application processing schedules which include these months may also exceed 90 days.*

Two (2) copies of the application with original signatures on each copy should be submitted to:

Senior Vice President and Chief Academic Officer
North Carolina Community College System Office
5016 Mail Service Center
Raleigh, North Carolina 27699-5016

North Carolina Community College System
CURRICULUM PROGRAM APPLICATION

Each credential-granting college must complete this application

College _____ **Date** _____

Program Code _____
(Not applicable for programs new to the System)

Program Title _____

Concentration Title _____
(If applicable)

Credential *(Indicate the highest credential to be awarded)*
_____ **AAS** _____ **Diploma** _____ **Certificate**

Proposed Semester and Year of Implementation _____

Contact Person for the Application _____

Phone (____) _____ **Extension** _____ **E-mail** _____

Institutional Certification

This curriculum program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.

(Community College Name)

has assessed the need for this program and the resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the resources available to the college.

Signature, President

Date

Signature, Board of Trustees Chair

Date

Does this application include the use of a Level III Instructional Service Agreement (ISA)?

_____ **Yes** _____ **No**

If so, please be sure to include the ISA with your application.

NCCCS Office Use Only

Date Received _____

Date Logged in _____

Date to Coordinator _____

Coordinator _____

North Carolina Community College System

CURRICULUM PROGRAM APPLICATION PROCEDURES

(includes Procedures for Concentration Program Applications)

All items must be completed and documented as indicated before the program can be considered for approval by the State Board.

I. Program Planning

(Required for Both the "Parent" and Concentration Program Applications)

- A. Identify the planning area for the proposed program (list specific counties). The planning area will determine the counties from which the college can obtain employment and student interest data.
- B. Discuss the purpose of the proposed program and how it relates to the mission, workforce training, and Institutional Effectiveness Plan of the applying college(s).
- C. Using the *Program Planning Process Notification Format* found in Attachment 2, notify all community college presidents, all chief academic officers, and the Vice President for Academic and Student Services at the System Office that the college intends to apply for the proposed program. In the notification, please indicate the intended area (specific counties) to be served by the program (planning area), as well as the anticipated starting semester. Allow a two-week response time for those colleges interested in participating in the planning process for this program. If the planning area is redefined as part of the application process, a revised program planning notification must be sent to all parties listed above.

Attach a copy of the notification to the application.

A separate notification is required for each program application.

Note: This notification of the intent to apply for the proposed program does not imply or give proprietary right to any college to offer the proposed program.

- D. Invite representatives of all colleges expressing an interest and System Office Programs staff to a planning meeting. List the participants involved and document the date and outcome of the meeting.
- E. For the purposes of this program, complete the table below to indicate the **reasonable commuting distance** for your community. Justify your response.

Note: Reasonable commuting distance is defined as the number of miles and the amount of time that a majority of students would consider feasible to travel to receive training in the proposed program. This distance and time are determined by individual colleges for each proposed program.

| Reasonable Commuting Distance for This Program | | |
|--|--------------|------------------|
| Location of Program (City) | Est. Mileage | Est. Travel Time |
| | | |

- F. Complete an Employment Availability Survey to determine the job opportunities available for graduates of the first two classes from this program. Document in Attachment 7 the **individual employer totals** and entry-level salary information. Provide in the table below the **summary results** of the survey and the entry-level salary range for graduates that complete this program.

| Summary Results of Employment Availability Survey <i>(Please submit individual employer totals using a separate table, as indicated in Step 2 below.)</i> | | | | |
|---|---------------------|----------------------|----------------------|--------------------|
| | Currently Available | 1st Graduating Class | 2nd Graduating Class | Entry-Level Salary |
| Within Planning Area | | | | |
| Within Service Area | | | | |

1. Attach a copy of the Employment Availability Survey that was used.
2. Using the format found in Attachment 7, document totaled survey responses from each employer. List the company name, contact person, address, phone number, and the number of current and projected job openings for each of the companies that completed the Employment Availability Survey.
3. If applicable, attach other sources of data that were used to support the employment openings identified in the table.
4. If applicable, attach additional information which may support employment opportunities that are not evident in the table or step 3 above.

- G. All proposed programs must have a program planning/advisory committee that includes key industry representatives involved in program planning. Attach a list of committee members involved in the planning of this program, indicating each member's title, place of employment, address, phone number, and, if applicable, credentials (RN, CPA, PE, RLS, etc.). **Document the role of the committee in the development of this program application.**
- H. Contact the Southern Association of Colleges and Schools Commission on Colleges (SACS) to determine whether the addition of the proposed program requires prior approval. Based on consultation with SACS, determine if the offering of the proposed program is considered substantive in nature. Attach documentation of correspondence with SACS.

II. Impact of the Proposed Program on Other Programs in the System (Required for Both the "Parent" and Concentration Program Applications)

- A. List all community colleges approved to offer the same or similar training program. Curriculum program approvals are documented in the *Education Catalog*, which is available on the System Office web site at the following address:
http://www.nccommunitycolleges.edu/Programs/education_catalog.htm

| Colleges Approved to Offer the Same or Similar Programs | |
|---|---------------------------------------|
| College Name | Title/Code of Same or Similar Program |
| | |
| | |
| | |
| | |
| | |

- B. Send completed hard copies of the ***Impact Assessment Form (format found in Attachment 3)*** to all colleges identified in Table IIA as approved to offer the same or similar program(s). These individualized Impact Assessment Forms will document the applying college's perceived impact of implementing the proposed program on the respective college's existing program(s). Attach to this application documentation confirming that Impact Assessment Forms were sent to each college listed in Table IIA.

- C. Attach a copy of any Impact Assessment Form that is returned signed (from any college listed in Table IIA) to the applying college. Include any additional documentation that contains assessment information or comments from the responding college. If no forms are returned to the applying college, please specify such in the application.
- D. If the applying college receives any negative responses (original notification or Impact Assessment Form), include further justification for implementing the proposed program. Attach documentation describing how the issue has been resolved. Any negative responses (original notification or Impact Assessment Form) must also include an Impact Assessment Resolution Form with original signatures (see Attachment 3A).
- E. Impact Assessment Conflict Resolution Appeals Process:
If the presidents can not reach agreement on the impact of the proposed program, the Vice President for Academic and Student Services will refer the issue to the System President. After meeting with the System President and the issues are still not resolved, the presidents may request a hearing before the Program Committee of the State Board. The Program Committee will make a recommendation to the State Board on the disposition of the proposed program. The decision for resolution of the matter by the State Board is final.

III. Feasibility Plan

(Required for the "Parent" Program Applications only; not required for Program Concentration Applications.) *Document sources for responses to items in this section. (Examples - business and industry surveys, newspaper surveys, high school aspiration surveys, minutes of meeting with college personnel, etc.).*

- A. Document the number of **potential students** (both full-time and part-time) ~~in~~ for the proposed program as indicated through a **feasibility survey**. (**All surveys should be program specific**). Describe how the survey was distributed and collected (by mail, in high school or college class, distributed by employer). Document below the total number of positive responses received from each group surveyed. Also, attach a copy of the survey(s), documenting for each question the total responses received.

| Summary of Potential Student Interest* | | | |
|---|--------------------|---------------------------------|-----------|
| Name(s) of Group(s) Surveyed (examples) | Number Surveyed | Number of Positive Responses | |
| | | Full-time | Part-time |
| Anytown High School | | | |
| Acme Express Company | | | |
| Current College Population | | | |
| General Population | | | |
| Totals | | | |

*Attach a copy of the survey instrument(s) used, noting on the survey(s) the total responses received **for each question**.

- B. Based on the information obtained in IIIA, project the full-time and part-time enrollment and enter the projected enrollment for two classes in the table below. (Due to classroom and laboratory restrictions, the numbers in the tables in IIIA and IIIB will not typically be the same.) Describe any restrictions on the enrollment for this program (faculty/student ratio, limited laboratory space, clinical positions, etc.).

| | Projected Program Enrollment | |
|------------------|------------------------------|-----------|
| | Full-time | Part-time |
| 1st Class | | |
| 2nd Class | | |

- C. Describe the availability of appropriate facilities to house the proposed program, including off-campus (*i.e., industry*) facilities.
- D. Attach a list of equipment required to support this program.
- E. Describe specific requirements for the proposed program. Indicate if any of these items are not applicable.
1. **Admission requirements** (as related to the specific program)
 2. **Accreditation/special approval requirements**
 3. **Clinical site requirements** (if applicable)
 4. **Faculty requirements**
 5. **Library resources**
 6. **Other** (as related to the specific program)
- F. Estimate the institutional costs associated with the proposed program. Indicate in the table below the start-up and ongoing costs for facilities, equipment, maintenance, and instructors. If there are no anticipated additional costs for any of the areas listed below, please explain.

| Estimated Costs | |
|--|----|
| Start-up Costs (<i>facilities, equipment, etc</i>) | \$ |
| Start-up Instructor Costs | \$ |
| Ongoing Costs (<i>facilities, equipment, etc</i>) | \$ |
| Ongoing Instructor Costs | \$ |

- G. Given the estimated start-up costs and projected ongoing costs, describe the applying college's plan for obtaining the necessary funds to initiate and maintain a viable program over a three-year period. Indicate sources of revenue (State, Federal, special grant), equivalent to the summary of costs, which will be used to support the proposed program.
- H. Provide documentation if the program is justified by other data.

IV. Implementation of Level III Instructional Service Agreement (ISA) Plan (Required for Both the "Parent" and Concentration Program Applications, if Applicable)

- A. If the applying college intends to collaborate with one or more colleges to offer this program, describe in full the implementation plan. The Instructional Service Agreement (ISA) must include operating guidelines for all participating colleges, the location(s) of the program, the method of guaranteeing entry of qualified students from participating colleges, and the designation of cost sharing (start-up and ongoing). If applicable, include a plan for sharing all outside agency resources needed to provide students with the necessary work or clinical learning experiences. Agreement with the collaboration plan will be documented by **original** signatures of Presidents and Board of Trustees Chairs of participating colleges on the Level III Institutional Service Agreement (see Attachment 1).
- B. A Level III ISA (see Attachment 1) must include all items from NCAC 23 2E.0604, as summarized below:
1. *Be approved by each participating board of trustees;*
 2. *Be signed by the board of trustees chair of each participating college;*
 3. *Be signed by the president of each participating college;*
 4. *Specify the program to be shared;*
 5. *Specify the plan for delivery of the program;*
 6. *Specify the proration of resources and/or FTE allocated for each college;*
 7. *Specify the conditions and time frame for termination of the agreement;*
 8. *Certify that appropriate and adequate resources are available between participating colleges. Where feasible, joint utilization of physical facilities, equipment, materials, and instructional faculty shall be considered;*
 9. *Certify that the curriculum program meets the standards of the appropriate accrediting agency or licensing authority;*
 10. *Specify which college will grant the award;*
 11. *Specify that only the college providing the instruction will record the letter grade on the student transcript;*
 12. *Be approved by the System Office President prior to implementation of the program; and*
 13. *Be maintained on file at each participating college for audit purposes.*

In order to avoid dual transcripts, the ISA must list **one** college that will record the **letter grade** for the students and be responsible for preparing the students transcripts. The remaining college(s) must use indicators for course credit other than a letter grade. (See memo CC01-081).

If an ISA becomes inactive, a termination notification must be submitted to the System Office President. (For termination form, see Section 6, Attachment 4 of the *Curriculum Procedures Reference Manual*.)

V. Curriculum Design

(Required for Both the "Parent" and Concentration Program Applications)

- A. **List the major job competencies used to design the curriculum.** Job competencies describe the performance skills required to perform the tasks or duties identified for the curriculum. If the curriculum is either a multi-level or multi-credential program, list the job competencies for each level. Describe the process used to identify the job competencies (DACUM, advisory committee, etc.).
- B. If this application is for a curriculum program that is on the **current list of program titles** approved by the State Board (see Section 7 of the **Curriculum Procedures Reference Manual**), please attach the following:
1. the currently approved Curriculum Standard;
 2. the college's proposed Program of Study; and,
 3. the college's proposed Curriculum Model (semester sequence).

The most current State Board-approved Curriculum Standard can be retrieved from the Internet by going to the Programs area at the System Office web site:

<http://www.nccommunitycolleges.edu/Programs/index.html> (*follow the links to the curriculum standards*)

The Program of Study (Attachment 4) and the Curriculum Model should be designed using the appropriate courses listed in the Combined Course Library (CCL). The most current CCL course listing can be retrieved from the Internet by going to the Programs area of the System Office web site (referenced above) and following the links to the CCL.)

Refer to Section 9 of the **Curriculum Procedures Reference Manual** for guidelines in completing a Program of Study (Note: Section 9 provides instructions for entering an electronic version of the program of study, which is done **after** the college receives official notification of program application approval. A hard copy of the intended program of study should be attached to this application using Attachment 4.)

The Curriculum Model should list all courses in the Program of Study sequenced by semester and include the course prefix, number, title, contact and credit hours.

- C. If this application is for a curriculum program that is **new to the System**, please attach the following:
1. the proposed Curriculum Standard;
 2. the proposed Program of Study;
 3. the proposed Curriculum Model; and
 4. Attachment 6 for each course that is new to the CCL.

NOTE: The creation of a new curriculum standard does not necessarily justify the creation of a new prefix and/or courses.

Curriculum Standard

The proposed Curriculum Standard should be developed following the format of Attachment 5 including:

- **Curriculum Description.** The curriculum description should briefly describe the program, including statements concerning the purpose of the curriculum, subject areas or types of courses offered, and special features associated with the program.
- **Core Courses.** List all the courses that must be included in the core as required courses for the standard. Include course credit hours and the total number of credit hours for the core. *A minimum of 12 semester credit hours is required in the core.*
- **Concentrations** (if applicable). List all courses required for the concentration under the proposed curriculum program. Identify those courses that are unique to the concentration and, therefore, may not be offered except in the concentration. Include credit hours for the courses and total hours for the concentration. *A minimum of 12 semester credit hours is required in the concentration. The majority of the credit hours must be unique to the concentration.*
- **Other Major Hours.** List all other CCL prefixes that would be appropriate for use when selecting courses to complete the local Program of Study.

Program of Study

The proposed Program of Study (see Attachment 4) should be designed using the appropriate courses listed in the CCL. Refer to Section 9 of the **Curriculum Procedures Reference Manual** for guidelines in completing a Program of Study.

New Course Descriptions

If the application contains courses new to the CCL, please submit a copy of Attachment 6 for each course. New courses will be reviewed by the State Board and are not required to be submitted to the Curriculum Review Committee (CRC).

Curriculum Model

The Curriculum Model should list all courses in the Program of Study sequenced by semester and include the course prefix, number, title, contact and credit hours.

Attachment 1

Level-Three Instructional Service Agreement (ISA)

The Level-Three ISA should be utilized when two or more colleges plan to jointly offer a curriculum program by sharing resources. Level-Three should only be used when a certificate, diploma or degree is awarded. One or more of the participating colleges must be approved to offer the curriculum program. FTE may be shared between the participating colleges. (The following agreement format is suggested.)

College Approved to Offer the Curriculum: _____

Participating College: _____

Participating College: _____

Contact Person: _____
(Name) (College) (Phone Number)

Curriculum Program Code and Title: _____

Proposed Starting Semester: ☐ Fall ☐ Spring ☐ Summer Year _____

Plan for Delivery of the Course(s):

- ☐ NC Information Highway: _____
☐ Other _____

Proration of Resources: _____

Proration of FTE (if applicable): _____

Termination Time Frame and Conditions: _____

Level-Three ISA Page 1 of 2

College awarding the degree: _____

Other Terms of the Agreement: _____

This Agreement meets the requirements of 23 NCAC 2E.0604(c) and has been mutually agreed upon by the president and board of trustees for each institution. Signing this document certifies that appropriate and adequate resources are available between participating colleges and that the joint utilization of physical facilities, equipment, materials and instructional faculty have been considered in the offering of this curriculum. Signing this document certifies that the program is established according to the guidelines of the appropriate accrediting agency or licensing authority and that only the college providing the instruction will record the letter grade on the student transcript. Signing this document also certifies that the participating college(s) shall not create, offer or advertise an independently awarded lower-level credential.

Institution: _____

Institution: _____

Signature, President _____ Date _____

Signature, President _____ Date _____

Signature, Board of Trustees Chair _____ Date _____

Signature, Board of Trustees Chair _____ Date _____

North Carolina Community Colleges System Office Use Only:

Date Received: _____ Recommendation: Approve ☐ Disapprove ☐

Signature of Program Coordinator _____ Date _____
Program Services

Signature of Senior Vice President and _____ Date _____
Chief Academic Officer

Signature of President, NCCCS _____ Date _____

Original signatures should be utilized. A stamped or electronic Board of Trustee signature may be utilized if the agreement is accompanied by approved Board Minutes.

Please send three originals to the System Office for approval. This agreement must be **approved** by the System Office President **prior** to implementation of the curriculum. Notification of termination of this agreement must be sent to the System Office President by the college which grants the award, prior to the effective termination date. Each college must maintain a signed copy of this agreement at the local institution.

Level-Three ISA Page 2 of 2

Program Planning Process Notification Format

(A separate notification is required for each program application.)

(Date of Notification)

_____ intends to initiate a planning process for _____.
College *Program*

The planning process is expected to be completed by _____, with program implementation in
Date

_____, _____. The anticipated planning area to be served by this program is _____.
Semester *Year* *Counties*

Any college interested in participating in the feasibility study and the planning process should respond to

_____ by _____. Invitations to a planning meeting will be sent to all responding colleges.
Contact Person *Date*

NOTE: This notification must be sent to all community college presidents, all chief academic officers, and the Vice President of Academic and Student Services at the System Office.

If the planning area is redefined as part of the application process, a revised program planning notification must be sent to all parties listed above.

Attachment 3

**Impact Assessment Form
Format**

_____ intends to apply for approval to offer _____.
Applying College *Program Title/Concentration Title/Code*

The college has determined that _____ is currently offering the same or similar
Name of college with same or similar program
program entitled and coded as _____.
Program Title/Concentration Title/ Code

_____ has assessed the impact of the proposed program on the same or similar programs in the
Applying College

community college system. Our college's assessment of the impact on your program is identified below:

Signature of President of Applying College

Date

Please indicate your response to this assessment within **two weeks** of the date of this form. (Failure to respond within two weeks may be construed as concurrence with the impact assessment.)

_____ Yes, I agree with the impact assessment.

_____ No, I do not agree with the impact assessment.

_____ Explanation (attach additional comments on other pages):

Signature of President of College with Same or Similar Program

Date

Impact Assessment Resolution Form Format

_____ intends to apply for approval to offer _____.
Applying College *Program Title/Concentration Title/ Code*

_____ has identified that there will be an impact on its program. The identified
College with Same or Similar Program

impact is:

_____ has resolved the possible impact by:
Applying College

Signature of President of Applying College

Date

Please indicate your response to this impact assessment resolution within **two weeks** of the date of this form. (Failure to respond within two weeks may be construed as concurrence with the impact assessment resolution.)

_____ Yes, I agree with the impact assessment resolution identified above.

_____ No, I do not agree with the impact assessment resolution identified above.

_____ Explanation (attach additional comments on other pages): _____

Signature of President of College with Same or Similar Program

Date

Attachment 4

**Program of Study
Format**

College Approved or Applying to Offer Program: _____ Date: _____

Program Title: _____ Code: _____
(Not applicable if new to the System)

Concentration Title: _____
(If applicable)

Credential (Indicate the highest credential to be awarded): _____ AAS Degree _____ Diploma _____ Certificate

Proposed Semester: ☐ Fall ☐ Spring ☐ Summer Year: 20__

Contact Person for Program of Study: _____

Phone (_____) _____ Extension _____ E-mail _____

Curriculum Description:

I. GENERAL EDUCATION

Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

1. Required Courses

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

2. Required Subject Area(s)

General Education SHC Sub-Total

II. MAJOR HOURS

AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

A. Core

The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

1. Required Courses

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

2. Required Subject Area(s)

Core SHC Sub-Total

B. Concentration (if applicable)

A concentration of study must include a minimum of 12 semester hours of credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

1. Required Courses

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

2. Required Subject Area(s)

Concentration SHC Sub-Total

C. Other Major Hours

Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in-certificate programs up to a maximum of 2 semester hours of credit.

1. Required Courses

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

2. Required Subject Area(s)

Other Major Hours SHC Sub-Total

Major Hours SHC Sub-Total

III. OTHER REQUIRED COURSES

A college may require other subjects or courses to complete graduation requirements or local employer requirements. These courses may include electives, orientation, study skills courses, or other graduation/employer requirements up to a maximum of 7 semester hours of credit in a degree program, 4 semester hours of credit in a diploma program, and 1 semester hour of credit in a certificate program. Any course in the Combined Course Library may be utilized in the "other required" area, as long as it is not a restricted or unique course. (Free electives are no longer allowed.)

1. Required Courses

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

Other Required Courses SHC Sub-Total

Total Semester Hours Credit in Program

College Comments

Course Substitution

| | | |
|------------------------|---------------------------|-----|
| Course in Program_____ | Substitute Course(s)_____ | SHC |
|------------------------|---------------------------|-----|

CURRICULUM STANDARD

| |
|----------------|
| Effective Term |
| 200 |
| [200 *0] |

Curriculum Program Title _____

Code _____

Concentration _____

Curriculum Description

Complete this section using the format outlined in Attachments 5A and 5B.

*Curriculum Requirements**

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

| | AAS | Diploma | Certificate |
|---|--------------|--------------|--------------|
| Minimum General Education Hours | 15 | 6 | 0 |
| Minimum Major Hours | 49 | 30 | 12 |
| Other Required Hours | 0-7 | 0-4 | 0-1 |
| Total Semester Hours Credit in Program | 64-76 | 36-48 | 12-18 |

**Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.*

Curriculum Program Application Procedures

SBCC Approved September 19, 2008

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration (if applicable).** A concentration of study must include a minimum of 12 semester hours of credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

| Curriculum Title/Curriculum Code | | | |
|--|---------------|----------------|--------------------|
| | AAS | Diploma | Certificate |
| Minimum Major Hours Required | 49 SHC | 30 SHC | 12 SHC |
| A. CORE Required Courses: Required Subject Areas: | | | |
| B. CONCENTRATION <i>(if applicable)</i> | | | |
| C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> | | | |

Approved by the State Board of Community Colleges on _____.

CURRICULUM DESCRIPTION WORKSHEET

The curriculum description on a curriculum standard must follow the following format. The entire description should contain three paragraphs, as described below.

Intent of the Curriculum utilizing terms such as:

This curriculum (is designed to..., prepares individuals..., provides..., etc.)

Length Limit: Up to three sentences with a maximum of 40 words for the paragraph.

Curriculum Content utilizing statements such as:

Course work includes..., Students will..., etc.

Length Limit: Up to three sentences with a maximum of 40 words for the paragraph.

Graduates should qualify for or accomplish (Include certifications, licensure examinations, employment opportunities, etc.)

Length Limit: Up to three sentences with a maximum of 40 words for the paragraph.

Attachment 5B

CONCENTRATION DESCRIPTION WORKSHEET

The curriculum description for a program concentration must follow the following format. The entire description should contain three paragraphs, as described below.

| |
|---|
| _____ is a concentration under the curriculum title of _____. (concentration title) (curriculum title) |
| Intent of the Curriculum utilizing terms such as: This curriculum (is designed to..., prepares individuals..., provides..., etc.) |

Length Limit: Up to three sentences with a maximum of 40 words for the paragraph.

| |
|---|
| Curriculum Content utilizing statements such as: Course work includes..., Students will... , etc. |
|---|

Length Limit: Up to three sentences with a maximum of 40 words for the paragraph.

| |
|--|
| Graduates should qualify for or accomplish (Include certifications, licensure examinations, employment opportunities, etc.) |
|--|

Length Limit: Up to three sentences with a maximum of 40 words for the paragraph.

Attachment 6

REQUEST FOR NEW CCL COURSE
(page 1 of 2)

| | | | | | |
|---|-----------|-----------|---|-----------------|--------------|
| Name of College | | | | | |
| Chief Academic Officer | | | | | |
| (print or type) | | Last Name | | First Name | |
| | | | | MI | |
| Chief Academic Officer | | | | | |
| Signature | | | | Date | |
| Justification of Need | | | | | |
| Course(s) Similar To Requested Course | | | How New Course Is Significantly Different | | |
| | | | | | |
| Colleges That Have Been Consulted | | | Response From Consulted College | | |
| | | | | | |
| New Course Information | | | | | |
| Proposed Three-Letter Prefix: | | | Proposed Three-Digit Number: | | |
| Course Title (25 characters including spaces) | | | | | |
| Hours: | Classroom | Lab/Shop | Clinical | Work Experience | Total Credit |
| Prerequisites | | | Corequisites | | |
| Description: A sentence summary of the course using a maximum of 25 words <i>(This course provides/introduces/covers/is designed to/includes...)</i> A sentence listing the major components of the course using a maximum of 25 words <i>(Topics include/Emphasis is placed on...)</i> A sentence listing the competencies of the course using a maximum of 25 words <i>(Upon completion, students should be able to ...)</i> | | | | | |

REQUEST FOR NEW CCL COURSE FORMAT

(page 2 of 2)

Identify the curriculum(s) for which this course is intended:

Check the appropriate box to indicate the area where this new course will be offered:

General Education

☐

Communications

☐

Mathematics and Natural Sciences

☐

Humanities/Fine Arts

☐

Social Behavioral Sciences

Major Hours

☐

Core

☐

Other Major Hours

Other

Please specify _____

Identify all the credential levels for which this course is intended:

☐

AAS

☐

Diploma

☐

Certificate

☐

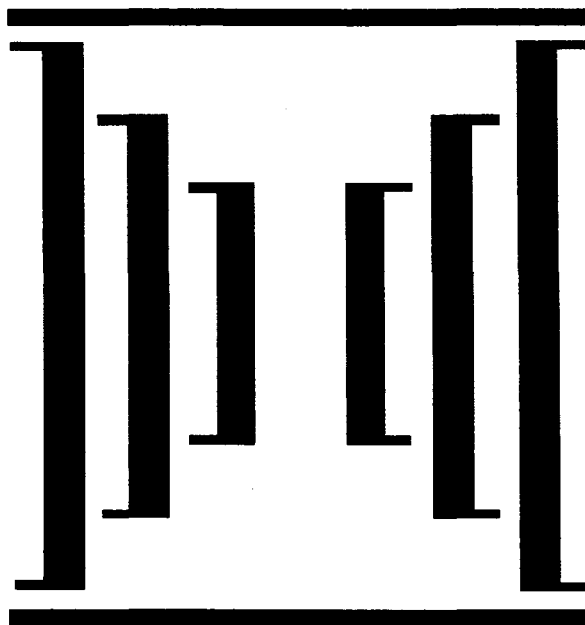
AA/AS/AFA*

** If approved the, course will forwarded to the Transfer Advisory Committee (TAC) for consideration as electives for transfer through the Comprehensive Articulation Agreement.*

Attachment 7

| Consolidated List of Employment Availability Survey Results | | | | |
|--|----------------------------|-----------------------------|-----------------------------|---------------------------|
| a. Company/Business Name b. Name of Contact Person c. Company Address d. Company Phone Number | Currently Available | 1st Graduating Class | 2nd Graduating Class | Entry-Level Salary |
| a. b. c. d. | | | | |
| a. b. c. d. | | | | |
| | Total: | Total: | Total: | Average: |

North Carolina Community College System



CURRICULUM PROGRAM APPLICATION

Community College Name

Program Title

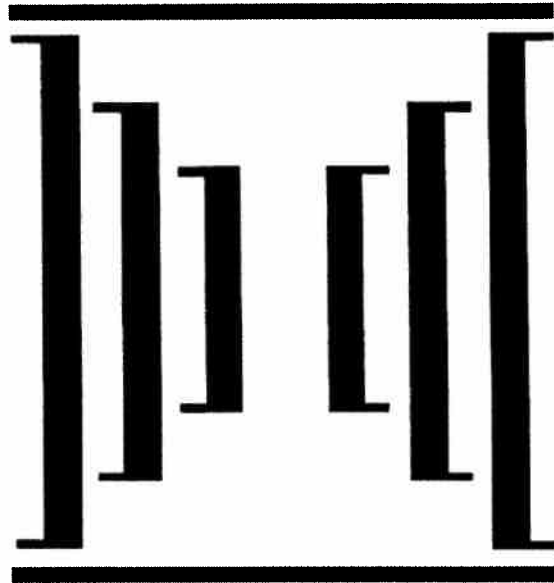
Concentration Title (if applicable)

Date

SECTION 3A

Special Curriculum Program Application Procedures

North Carolina Community College System



Special Curriculum Program Application Procedures for Selected Curriculums

Approved by the State Board of Community Colleges

North Carolina Community College System Special Curriculum Program Application Process for Selected Curriculum Titles

The State Board of Community Colleges is authorized in to approve curriculum programs (23 NCAC 02E .0201). The State Board has delegated to the President of the North Carolina Community College System the authority to approve new curriculum programs utilizing the special application process for the selected titles that are listed in Attachment 1.

Special Application Process Rationale and Criteria

The following rationale and criteria are used by the System Office staff to assist in determining which curriculum programs should be recommended to the State Board Program Services Committee for placement on the Special Application process list.

Rationale:

There is an immediate or critical need for graduates from the identified program. The special application process allows colleges to respond to industry needs in a timely manner.

Criteria:

Curriculum programs recommended to the State Board for placement on the Special Curriculum Application process list must meet the following criteria to be eligible:

- 1) There is an urgent and/or critical need for graduates from the identified program or there is a change in licensure requirements by an outside agency that requires immediate compliance.
- 2) The perceived system-wide impact of the program to colleges is minimal.

The rationale and criteria above were approved by the State Board of Community Colleges on September 13, 2002.

Special Application Process

Colleges should submit:

- 1) a signed *Institutional Certification Page* (attachment 2);
- 2) a copy of the current State Board-approved Curriculum Standard;
- 3) the college's proposed Program of Study;
- 4) the college's proposed Curriculum Model; and
- 5) documentation of correspondence with the Southern Association of Colleges and Schools Commission on Colleges regarding the impact of the program on accreditation.

The current State Board-approved Curriculum Standard can be retrieved from the Internet by going to the Programs area at the System Office web site: <http://www.nccommunitycolleges.edu/Programs/index.html> (follow the links to the curriculum standards).

The Program of Study (see the Attachment 3 format) and the Curriculum Model should be designed using the appropriate courses listed in the Combined Course Library (CCL). Refer to Section 9 of the **Curriculum Procedures Reference Manual** for guidelines in completing a Program of Study. The Curriculum Model should list all courses in the Program of Study sequenced by semester and include the course prefix, number, title, contact and credit hours.

Contact the Southern Association of Colleges and Schools Commission on Colleges (SACS) to determine whether the addition of the proposed program requires prior approval. Based on consultation with SACS, determine if the offering of the proposed program is considered substantive in nature. Attach documentation of correspondence with SACS.

Two (2) copies of the application with original signatures on each copy should be submitted to:

Senior Vice President and Chief Academic Officer
North Carolina Community Colleges System Office
5016 Mail Service Center
Raleigh, North Carolina 27699-5016

Attachment 1

**Selected Curriculum Titles
Special Application Process**

The following curriculums have been approved by the State Board of Community Colleges for the Special Application process:

- Community Spanish Interpreter (A55370)
- Entrepreneurship (A25490)
- Industrial Systems Technology (A50240)
- Infant/Toddler Care (Certificate)(C55290)
- Information Systems Security (A25270)
- Lateral Entry (Certificate)(C55430)
- Networking Technology (A25340)
- Web Technologies (A25290)
- Welding Technology (A50420)

The following curriculums have been approved by the State Board of Community Colleges for the Special Application process but require that the college have prior approval for the Cosmetology (A55140) program:

- Cosmetology Instructor (Certificate)(C55160)
- Esthetics Instructor (Certificate)(C55270)
- Esthetics Technology (Certificate)(C55230)
- Manicuring Instructor (Certificate)(C55380)
- Manicuring/Nail Technology (Certificate)(C55400)

The following curriculums have been approved by the State Board of Community Colleges for the Special Application process but require that the college have prior approval for the Early Childhood Associate (A55220) program:

- Early Childhood Associate/Special Education (A5522A)
- Early Childhood Associate/Teacher Associate (A5522B)

The following curriculum has been approved by the State Board of Community Colleges for the Special Application process but requires that the college have prior approval for the Business Administration (A25120) program:

- Business Administration/Electronic Commerce (A2512I)

The following curriculum has been approved by the State Board of Community Colleges for the Special Application process but requires that the college have prior approval for the Associate Degree Nursing-Integrated (A45100) program:

- Associate Degree Nursing – Non-Integrated (A45120)

The following curriculum has been approved by the State Board of Community Colleges for the Special Application process but requires that the college have prior approval for the Associate Degree Nursing – Non-Integrated (A45120) program:

- Associate Degree Nursing – Integrated (A45100)

The following curriculum has been approved by the State Board of Community Colleges for the Special Application process but requires that the college have prior approval for the Associate Degree Real Estate (A25400) program:

- Real Estate Licensing (Certificate) (C25480)

North Carolina Community College System
CURRICULUM PROGRAM APPLICATION

Each credential granting college must complete this application

College _____ Date _____

Program Code _____

Program Title _____

Concentration Title _____

(If applicable)

Credential *(Indicate the highest credential to be awarded)*

☐

AAS

☐

Diploma

☐

Certificate

Proposed Semester and Year of Implementation _____ 20 _____

Contact Person for the Application _____

Phone _____ Extension _____ E-mail _____

Institutional Certification

This curriculum program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.

(Community College Name)

has assessed the need for this program and the resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the resources available to the college.

Signature, President

Date

Signature, Board of Trustees Chair

Date

NCCCS Office Use Only

Date Received _____

Date Logged in _____

Date to Coordinator _____

Coordinator _____

Attachment 3
**Program of Study
Format**

College Approved or Applying to Offer Program _____ Date _____

Program Title _____ Program Code _____

Concentration Title _____
(If applicable)

Credential (Indicate the highest credential to be awarded):

_____ AAS _____ Diploma _____ Certificate

Proposed Semester and Year of Implementation _____ Fall _____ Spring _____ Summer 20_____

Contact Person _____ Phone (____) _____ Extension _____

Email Address _____

Curriculum Description: (The curriculum description should be the description as listed on the curriculum standard.)

I. GENERAL EDUCATION

Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

1. Required Courses

2. Required Subject Area(s) (if applicable)

General Education SHC Sub-Total

II. MAJOR HOURS

The "Major Hours" category includes the core, the concentration (if applicable) and "other major" hours. Work experience, including cooperative education, practicums, and internships, may be included in a degree program up to a maximum of 8 semester hours; in a diploma program up to a maximum of 4 semester hours; and in a certificate program up to a maximum of 2 semester hours.

A. Core

Please refer to the curriculum standard for the list of courses that are required for the core. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard, must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

1. Required Courses

2. Required Subject Area(s) (if applicable)

Core SHC Sub-Total

B. Concentration (if applicable)

Please refer to the curriculum standard for the list of courses that are required for the concentration.

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

1. Required Courses

2. Required Subject Area(s) (if applicable)

Concentration SHC Sub-Total

C. Other Major Hours

Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed. (Courses from prefixes that are utilized in the core or concentration may exceed 9 semester hours of credit).

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

1. Required Courses

2. Required Subject Area(s) (if applicable)

Other Major Hours SHC Sub-Total

Major Hours SHC Sub-Total

III. OTHER REQUIRED COURSES

A college may include up to a maximum of 7 semester hours of credit in a degree program, 4 semester hours of credit in a diploma program, and 1 semester hour of credit in a certificate program of additional course(s) to meet graduation or local employer requirements. Any course in the Combined Course Library may be utilized in the "other required" area, as long as it is not a restricted or unique course and is determined to be educationally sound for the program.

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

Other Required Courses SHC Sub-Total

Total Semester Hours Credit in Program

IV. COURSE SUBSTITUTION

Course substitutions may not be made if the credit hours of the course will cause the total credit hours of the program to exceed the maximum hours on the curriculum standard. Core course substitutions may be made only for courses in the arts and sciences discipline area and require the approval of System Office staff.

Course in Program

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

Substitute Course(s)

| Course Number/Title | Class | Lab | Clinic/Exp | Credits |
|---------------------|-------|-----|------------|---------|
|---------------------|-------|-----|------------|---------|

Appendix B

FTCC Curriculum Program Application Procedures (Blank Form Sample)

Curriculum Program Application Procedures Form

| Task | | Person Responsible | Target Start date | Due Date | Completed |
|------------|--|--------------------|-------------------|----------|-----------|
| | | | | | |
| I. | CURRICULUM PROGRAM APPLICATION TIMELINE | | | | |
| | Curriculum Committee Review | | January 2008 | | |
| | FTCC Board of Trustee Approval | | May 2008 | | |
| | Mail to System Office | | June 2008 | | |
| | Approval by System Office | | July 1, 2008 | | |
| | | | September 2008 | | |
| IA. | SACS SUBSTANTIVE CHANGE TIMELINE | | | | |
| | Begin SACS Prospectus | | May 2008 | | |
| | Collect Substantive Change Letters of Support | | May 2008 | | |
| | Development of Substantive Change Abstract (one page or less) | | May 2008 | | |
| | Development of Background Information for Substantive Change | | May 2008 | | |
| | Substantive Change Assessment of Need & Program Planning/Approval | | May 2008 | | |
| | Substantive Change Description of Change | | May 2008 | | |
| | Substantive Change Faculty Roster form completion | | June 2008 | | |
| | Collect Vitae of Key Faculty | | July 1, 2008 | | |
| | Substantive Change Library and Learning Resources Description | | August 2008 | | |
| | Collect Copies of Library and other Substantive Change Coop Agreements | | August 2008 | | |
| | Substantive Change Physical Resources and Equipment | | August 2008 | | |
| | Substantive Change Financial Support Business Plan | | September 2008 | | |
| | Substantive Change Evaluation and Assessment to monitor program | | October 2008 | | |
| | Final Assembly of items | | November 2008 | | |
| | Mail to SACS | | December 2008 | | |
| | Mail Financial Aid Notification Letter | | March 2009 | | |
| | Implementation | | August 2009 | | |
| II. | PROGRAM PLANNING | | | | |
| A. | Identify Planning Area | | | | |
| B. | Purpose - Mission, Workforce Training, Institutional Effectiveness Plan | | | | |
| C. | Notification (2 Week Response Time) (Attachment 2) | | | | |
| | 1. Community College Presidents | | | | |
| | 2. System Office VP for Academic & Student Services | | | | |
| | 3. Send Notification of Intent to SACS | | | | |
| D. | Invitations - Planning Meeting | | | | |
| | 1. Mail to Colleges who respond/selected | | | | |
| | 2. List of Colleges/Document outcome (Faculty & Businesses) | | | | |
| E. | Reasonable Commuting Distance | | | | |
| | 1. Location | | | | |
| | 2. Estimated Mileage | | | | |
| | 3. Estimated Travel Time | | | | |
| | | | | | |

Curriculum Program Application Procedures Form

| Task | | Person Responsible | Target Start Date | Due Date | Completed |
|-----------|--|--------------------|-------------------|----------|-----------|
| F. | Employment Availability Survey (2 Classes) | | | | |
| | 1. Develop Forms | | | | |
| | 2. Survey High School Students | | | | |
| | 3. Survey Employers | | | | |
| | 4. Planning Area | | | | |
| | a. Currently Available | | | | |
| | b. 1st Graduating Class | | | | |
| | c. 2nd Graduating Class | | | | |
| | d. Entry-Level Salary | | | | |
| | 5. Service Area | | | | |
| | a. Currently Available | | | | |
| | b. 1st Graduating Class | | | | |
| | c. 2nd Graduating Class | | | | |
| | d. Entry-Level Salary | | | | |
| | 6. Consolidated Survey Results | | | | |
| G. | List of Planning/Advisory Committee Members (Document role) | | | | |
| | 1. Meeting (Date, Time & Location) | | | | |

| | | | | | |
|-------------|---|--|--|--|--|
| III. | IMPACT ASSESSMENT | | | | |
| A. | List of Community Colleges (similar training programs) | | | | |
| B. | Description of Colleges perceived impact of program implementation | | | | |
| | 1. Address impact on learning experiences (if applicable) | | | | |
| C. | Survey IIA and IIB Colleges (Attachment 3) | | | | |
| | 1. Develop Forms | | | | |
| | 2. Mailed by | | | | |
| | 3. Return by | | | | |
| D. | Justification of Program if negative responses received | | | | |
| | 1. Documentation of how issue was resolved (Attachment 3A) | | | | |
| IV. | FEASIBILITY PLAN (Not required for concentration) | | | | |
| A. | Document number of potential FT/PT Students | | | | |
| B. | Projection of FT/PT Enrollment (2 Classes) (III A) | | | | |
| | 1. Description of restrictions on enrollment | | | | |
| C. | Description of Facilities | | | | |
| D. | List of Equipment Required | | | | |
| E. | Description of Requirements | | | | |
| | 1. Admissions | | | | |
| | 2. Accreditation/Special Approval | | | | |
| | 3. Clinical Site Requirements | | | | |
| | 4. Faculty Requirements | | | | |
| | 5. Library Resources | | | | |

Curriculum Program Application Procedures Form

| Task | | Person Responsible | Target Start Date | Due Date | Completed |
|------------|--|--------------------|-------------------|----------|-----------|
| | 6. Other | | | | |
| F. | Estimate of Institutional Costs | | | | |
| | 1. Start-up | | | | |
| | 2. Ongoing | | | | |
| G. | Description of Plan to obtain necessary funds (3 Year Period) | | | | |
| | 1. Indicate Sources | | | | |
| H. | Documentation if program is justified by other data | | | | |
| | | | | | |
| V. | IMPLEMENTATION OF COLLABORATION PLAN | | | | |
| A. | Description of Implementation Plan | | | | |
| B. | Collaborative Agreements | | | | |
| | | | | | |
| VI. | CURRICULUM DESIGN | | | | |
| A. | List of Major Job Competencies | | | | |
| B. | Pre-existing Curriculum Program (Program Titles) | | | | |
| | 1. Approved Curriculum Standard | | | | |
| | 2. Proposed Program of Study (Attachment 4) | | | | |
| | 3. Proposed Curriculum Model | | | | |
| C. | New Curriculum Program | | | | |
| | 1. Proposed Curriculum Standard (Attachment 5) | | | | |
| | 2. Proposed Program of Study | | | | |
| | 3. Course Descriptions | | | | |
| | 4. Proposed Curriculum Model | | | | |

*The Curriculum Program Application Procedures is located on the NCCCS website www.ncccs.cc.nc.us/Programs/reference_manual2.htm - Section 3

Prepared by Vice President Academic & Student Services

Revised 7/3/08

C:\MyDocuments\SACS\Curriculum Approval Process

Appendix C

Checklist of Substantive Change Triggers

SACS / COC

Checklist of Substantive Change Triggers Analysis Process

Notes:

1. Complete shaded areas on form per the noted Appendix for all corporate and curriculum changes to ascertain if a SACS Substantive Change have been initiated with any **YES** answers.
2. Forward the completed form to the Office of Institutional Effectiveness and Assessment for processing.

| <ul style="list-style-type: none"> ▪ Department Name: | | | | | |
|--|-----------|-------------------------|-----------------------------|-------------------------------|--|
| <ul style="list-style-type: none"> ▪ Department Head: | | | | | |
| <ul style="list-style-type: none"> ▪ Date: | | | | | |
| <ul style="list-style-type: none"> ▪ State Corporate / Curriculum Change: | | | | | |
| Types of Change | Procedure | Prior Approval Required | Prior Notification Required | Time Frame for Contacting COC | FTCC Resource and Applicable Status |
| <ul style="list-style-type: none"> • Initiating coursework or programs at a more advanced level than currently approved | 1 | Yes | Yes | 12 months | <ul style="list-style-type: none"> ▪ Appendix A ▪ FTCC Applicable <ul style="list-style-type: none"> ➢ YES <input type="checkbox"/> ➢ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Expanding at current degree level (<i>significant departure from current programs</i>) | 1 | Yes | Yes | 6 months | <ul style="list-style-type: none"> ▪ Appendix A ▪ FTCC Applicable <ul style="list-style-type: none"> ➢ YES <input type="checkbox"/> ➢ NO <input type="checkbox"/> |

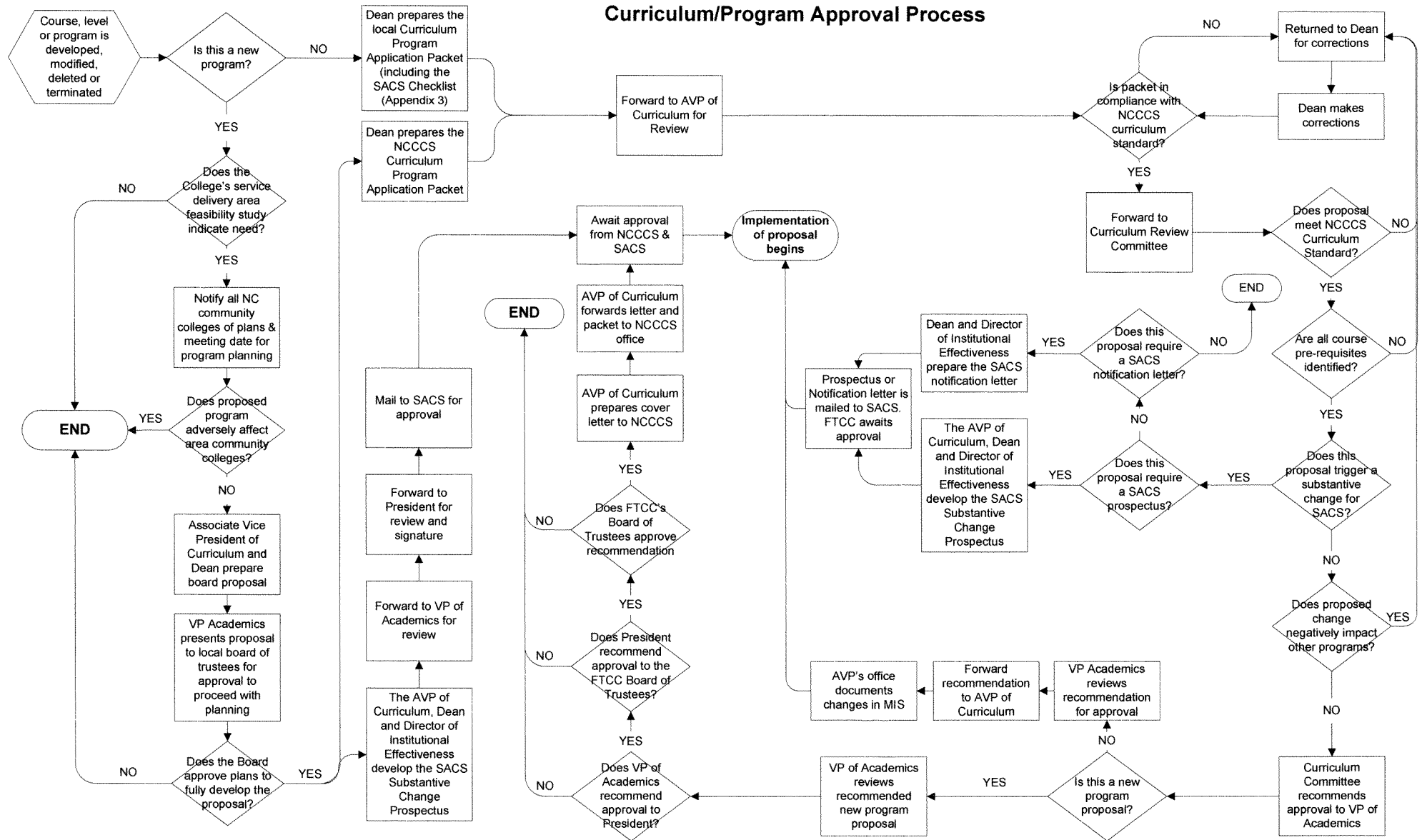
| Types of Change | Procedure | Prior Approval Required | Prior Notification Required | Time Frame for Contacting COC | FTCC Resource and Applicable Status |
|--|-----------|-------------------------|-----------------------------|-------------------------------|--|
| <ul style="list-style-type: none"> Initiating programs at a lower degree level | 1 | Yes | Yes | 6 months | <ul style="list-style-type: none"> Appendix A FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> Initiating a branch campus | 1 | Yes | Yes | 6 months | <ul style="list-style-type: none"> Appendix B FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> Initiating Off Campus Sites | | | | | |
| <ul style="list-style-type: none"> ...Student can obtain 50 percent or more credits toward program | 1 | Yes | Yes | 6 months | <ul style="list-style-type: none"> Appendix C FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> ...Student can obtain 25-49 percent of credit | 2 | No | Yes | Prior to implementation | <ul style="list-style-type: none"> Appendix C FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> ...Student can obtain 24 percent or less | NA | NA | NA | NA | <ul style="list-style-type: none"> Appendix C FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> Adding significantly different programs at an approved site (<i>only if programs are currently approved</i>) | 2 | No | Yes | Prior to implementation | <ul style="list-style-type: none"> Appendix D FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |

| Types of Change | Procedure | Prior Approval Required | Prior Notification Required | Time Frame for Contacting COC | FTCC Resource and Applicable Status |
|---|-----------|-------------------------|-----------------------------|-------------------------------|--|
| <ul style="list-style-type: none"> Initiating distance learning... | | | | | |
| <ul style="list-style-type: none"> ...Offering 50 percent or more of program (Subsequent programs do not need reporting unless they are significant departures from initially approved program(s). | 1 | Yes | Yes | 6 months | <ul style="list-style-type: none"> Appendix E FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> ...Offering 25-49 percent | 2 | No | Yes | Prior to implementation | <ul style="list-style-type: none"> Appendix E FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> ...Offering 24 percent or less | NA | NA | NA | NA | <ul style="list-style-type: none"> Appendix E FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> Initiating programs/courses offered through contractual agreement or consortium | 2 | No | Yes | Prior to implementation | <ul style="list-style-type: none"> Appendix F FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> Initiating a merger/consolidation | 3 | Yes | Yes | 6 months | <ul style="list-style-type: none"> Appendix G FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> Altering significantly the educational mission of the institution | 1 | Yes | Yes | 6 months | <ul style="list-style-type: none"> Appendix G FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> Relocating a campus | 2 | No | Yes | Prior to implementation | <ul style="list-style-type: none"> Appendix G FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |

| Types of Change | Procedure | Prior Approval Required | Prior Notification Required | Time Frame for Contacting COC | FTCC Applicable |
|--|-----------|-------------------------|-----------------------------|-------------------------------|--|
| <ul style="list-style-type: none"> Changing governance, ownership, control, or legal status | 1 | Yes | Yes | 6 months | <ul style="list-style-type: none"> Appendix G FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> Altering significantly the length of a program | 1 | Yes | Yes | 6 months | <ul style="list-style-type: none"> Appendix H FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> Initiating degree completion program | 1 | Yes | Yes | 6 months | <ul style="list-style-type: none"> Appendix I FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |
| <ul style="list-style-type: none"> Closing an institution/program; initiating teach-out agreements (see <i>Commission policy</i>) | 1 | Yes | Yes | 6 months | <ul style="list-style-type: none"> Appendix G FTCC Applicable <ul style="list-style-type: none"> ➤ YES <input type="checkbox"/> ➤ NO <input type="checkbox"/> |

Appendix D

FTCC Curriculum Approval Process (Flow Chart)



Appendix E

**NC Community College System (NCCCS) application for starting a
new campus**

Designation of Off-Campus Centers & Multi-Campus Colleges Policies and Funding Methods

I. Off-Campus Centers/Multi-Campus College Policy

The purpose of the State Board of Community Colleges' policy on off-campus centers and multi-campus colleges is to help ensure that appropriate geographic access is provided to community college programs and services while minimizing the unnecessary duplication and proliferation of facilities and the impact on existing college campuses and centers. The following criteria apply to the establishment and maintenance of an off-campus center or multi-campus college designation for state funding formula duplication and capital outlay purposes.

Criteria for Approval:

1. An adequate population base exists to support the off-campus center or multi-campus operation.
2. Programs and services provided are based on appropriate student demand and needs.
3. Programs and services provided through off-campus centers or multi-campus comply with the *Criteria for Accreditation* of the Commission on Colleges of the Southern Association of Colleges and Schools. The State Board of Community Colleges may withhold supplemental funding if an approved Off-Campus Center or Multi-Campus College fails to continue to adequately meet the *Criteria for Accreditation*.
4. Adequate county government maintenance and operation of physical plant support is available.
5. An instructional program and services plan has been developed which includes appropriate details concerning program mix, staffing, and instructional support functions.
6. The center or campus does not have a negative impact on institutions in contiguous areas.
7. Students enrolled at a multi-campus college must be able to complete at least one associate degree at the campus that requests the multi-campus designation.
8. The duplication of instructional support and other cost expenses are justifiable from cost effectiveness and quality perspectives.
9. Off-Campus Centers must enroll a minimum of 50 Budget FTE and multi-campus operations must enroll a minimum of 300 Budget FTE. The method to be used in deriving the FTE shall be the same as the method used for calculating Budgeted FTE (the higher of the current year or a 3-year rolling average). Colleges approved as Multi-Campus Colleges with less than 300 BFTE at the time this policy is adopted, have been grand fathered for inclusion by the State Board of Community Colleges.

10. The physical facility for the center or campus must either be owned or leased on a long-term basis by the college. As defined in the North Carolina Community College System Construction Manual, a forty-year lease is preferred, but shorter leases with options to renew may be acceptable.

A. Off-Campus Center

An off-campus center functions as a convenience location to provide appropriate population and geographic access for community outreach, testing, faculty/staff offices, as well as literacy, continuing education, and curriculum instruction. Students may complete certificates or diplomas at centers, but due to the level of support services such as libraries, student development services, etc., students would not normally be able to complete the associate degree at an off-campus center. An off-campus center will be located within a college's service area (location depends upon geographic and population access needs). Since the creation of an off-campus center operation requires the duplication of specific base formula allotment positions and functions, a base formula allotment adjustment is applied for State Board approved centers that generate more than 50 BFTE.

Center Funding

Based on a financial analysis of off-campus center operations, centers that generate less than 50 BFTE do not incur significant duplication of position demands. It is assumed that the funding formula base allotment is sufficient to provide colleges the resources to operate at off-campus center locations in cases where the enrollment is less than 50 BFTE. When enrollment exceeds 50 BFTE, the number of positions which the institution has to duplicate to operate at another site represents a duplication of costs for key positions and functions, which is not covered in the formula base budget allocation. Therefore, the following formula duplication adjustments apply:

| <u>Off-Campus Center</u> | <u>Budget FTE</u> | <u>Formula Duplication Adjustment</u> | <u>Calculation Example</u> |
|---------------------------------|--------------------------|---|--|
| Level 0 | Less than 50 | 0 | |
| Level 1 | 50 – 199 | Each BFTE in excess of 50 is funded at the base budget enrollment allotment value per FTE (for 1999-00, \$1,056/per FTE) not to exceed a total allocation of \$200,000 ¹ | 150 total BFTE - 50 100 x \$1,056 = \$105,600 |
| Level 2 | 200 + | Each BFTE in excess of 50 will be funded at the base budget enrollment allotment value per FTE (for 1999-00, | 350 total BFTE - 50 300 x \$1,056 = \$316,800 |

¹ This value shall be adjusted annually to reflect the current Enrollment Allotment value

| | | | |
|--|--|---|--|
| | | \$1,056/per FTE) not to exceed a total allocation of \$300,000 ¹ | Since above the cap, the college qualifies for the \$300,000 cap allocation. |
|--|--|---|--|

B. Multi-Campus College

A multi-campus college functions as a convenience location in the service area to provide appropriate population and geographic access for community outreach, testing, faculty/staff offices, as well as literacy, continuing education, and curriculum instruction. Students may complete certificates, diplomas, and associate degrees at centers. Comprehensive instructional support functions including areas such as libraries, student development services, etc., are parts of the operation. A multi-campus college must provide students the opportunity to complete at least one associate degree at each campus of a multi-campus college. A Multi-Campus College must have a minimum of 300 Budget FTE. This minimum must be either actual or projected within five years. Exceptions to the 300 Budget FTE rule may be made by the State Board for a compelling case.

Multi-Campus Funding

Based on a fiscal analysis of multi-campus operations, the number of positions which an institution must sustain in order to operate another degree granting campus represents a duplication of costs not covered in the formula base budget allocation. Since there are multiple duplication costs associated with campus operations, a formula duplication adjustment is applied. This adjustment is structured to reflect costs associated with the operation of a comprehensive campus. The formula duplication adjustment is as follows:

| <u>Multi-Campus College</u> | <u>Budget FTE</u> | <u>Formula Duplication Adjustment</u> | <u>Calculation Example</u> |
|------------------------------------|--------------------------|---|-----------------------------------|
| Level 1 | Less than 500 | Each BFTE is funded at the enrollment allotment value per FTE (for 1999-00, \$1,056/FTE) not to exceed a total allocation of \$450,000 ² | 332 FTE X \$1,056 = \$350,592 |
| Level 2 | 500 to 799 | Each BFTE is funded at the enrollment allotment value per FTE (for 1999-00, \$1,056/FTE) not to exceed a total allocation of \$500,000 ² | 681 FTE X \$1,056 = \$500,000 |
| Level 3 | Equal to or greater than | Each BFTE is funded at | 1081 FTE X \$1,056 = |

² This value shall be adjusted annually to reflect the current Enrollment Allotment value

| | | | |
|--|-----|--|-----------|
| | 800 | the enrollment allotment value per FTE (for 1999-00, \$1,056/FTE) not to exceed a total allocation of \$550,000 ² | \$550,000 |
|--|-----|--|-----------|

C. Capital Outlay for Off-Campus Centers & Multi-Campus Colleges

1. Pursuant to a "New Construction Formula" adopted by the State Board of Community Colleges (3/17/2000), Board approved Off-Campus Centers and Multi-Campus colleges are eligible for new construction funding. The determination of funding for new construction at a Center or Multi-Campus will be based upon the following factors:

- the relative amount of space needed for each site
- the current facility inventory of space, plus new buildings funded for construction, less buildings scheduled for termination
- an amount of 100 assignable square feet per student, based upon a five-year enrollment projection
- the elimination of space not suitable for inclusion in the inventory (general use, special use, and temporary space)
- the taxing authority's ability to match state funds, based upon the current Public Schools Low Wealth Formula

2. Assessment of need will be made simultaneously with a system wide assessment, which is conducted approximately every two years. Each site will stand on its own with respect to a determination of need.

3. To be eligible for new construction funding, the Board of Trustees must be in compliance with Section III. of this policy, as it relates to property acquisition, ownership or lease.

4. With respect to criteria # 10, Centers may be eligible for capital funding for facilities leased for a term less than forty years, if there is a compelling case, and the Center is under a lease term of five years or longer.

5. A Center may not be eligible for capital outlay funds for lease terms less than five years. This does not preclude however the Center's eligibility for supplemental operating funds, under the "Formula Duplication Adjustment", when approved by the State Board as such.

II. Review Process

A college seeking designation for an off-campus center or Multi-campus College for state funding purposes shall utilize the following process:

- A. The College will prepare and submit a written application, approved by the Board of Trustees, that addresses each of the ten requirements described in the policy to the President of the North Carolina Community College System. The President may then seek the advice of the Presidents' Association through a peer review process.
- B. The President shall then forward staff recommendations, his own observations, and those of the Presidents' Association to the State Board of Community Colleges for consideration.

III. Purchase, Lease or Gifts of Property Related to Off-Campus Centers & Multi-Campus Colleges

The Board of Trustees of any community college, subject to prior approval of the State Board of Community Colleges (State Board), may acquire title to any real property by purchase (regardless of the source of funds), gift, or other lawful method. Where the future use of the property will be to establish a new off-campus center or new campus for a multi-campus college, the Board of Trustees must submit an application for the new center or campus to the State Board for approval. This State Board approval must be obtained prior to acquiring the property, or in special situations, prior to developing the property. Where the future use of the property will **not** be to establish a new off-campus center or campus, but for some "other purpose," the college will not have to apply for an off-campus center or multi-campus college designation. "Other purposes" would be defined as use as an emergency service training facility, a small continuing education facility (with less than 50 FTE), a natural area, an investment property, a site on which to construct a live project, etc. FTE in excess of 50 generated at such a site used for "other purposes" would not be included in the formulas used to determine either operating or construction funds for the college.

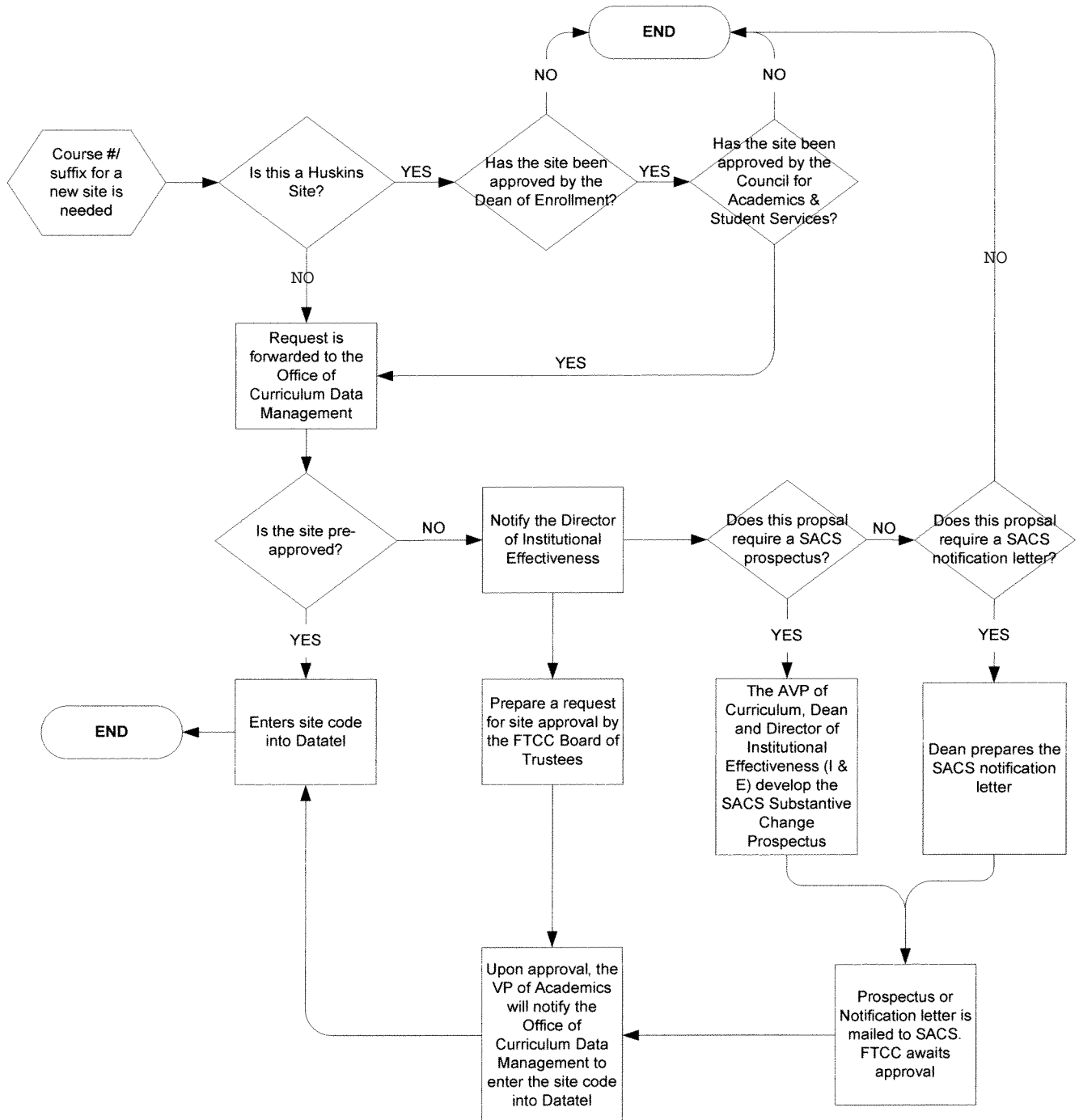
A Board of Trustees may lease, rent, or otherwise use real property ("leased property"), within their college's service area, without obtaining approval from the State Board. If the use of the leased property will be to establish a new off-campus center or new campus for a multi-campus college, the Board of Trustees must submit an application for the new center or campus to the State Board for approval. If the use of the leased property will be to provide outreach services and/or limited instruction at a given location, State Board approval will not be required. If the proposed location has a negative impact upon adjacent colleges, as determined by the State Board, the site shall not be eligible for any state funding at any future period. FTE in excess of 50 generated at such locations would not be included in the formulas to determine operating or capital outlay funds for the college.

State capital outlay funds (bond fund, renovation and repair, or other state appropriations) may not be used at location that have not been approved by the State Board.

Appendix F

Site Approval Process

Site Approval Process



Appendix G

Application for Course/Curriculum Change

APPLICATION FOR COURSE/CURRICULUM CHANGE

Requesting Department _____ Date of Request _____

Chairperson _____ Signature _____

Program Major Code & Title _____

Proposed Date of Change _____ (Semester/Year)

Indicate type of change:

☐ Local Change Only **OR** ☐ State Standards/Combined Course Library Change

Check all that apply.

- ☐ **Add/Delete Course** (Complete and attach Attachment A and, if needed, Attachment D.)
- ☐ **Change Educational Plan** (Attach copy of the current Student Educational Plan with changes marked in red ink.) Located on FTCC Web Site.
- ☐ **Change Semester Sequence** (Attach copy of current sequence with proposed changes marked in red ink.)
- ☐ **Change Prerequisite/Co-requisite** (Complete and attach Attachment B.)
- ☐ **Checklist of Substantive Change Triggers** (Review the document for SACS Notification or Prospectus Letter)

*****Attach latest Curriculum Standard (obtained from NCCCS Web Site)***

Description and purpose of change:

APPROVED BY:

Program Area Dean

Date

Associate Vice President for Curriculum Programs

Date

Curriculum Committee

Date

Vice President for Academic and Student Services

Date

ATTACHMENT A

REQUEST TO ADD/DELETE COURSE

COURSES TO BE ADDED

| <u>Prefix/Number</u> | <u>Title</u> | <u>Lecture</u> | <u>Lab</u> | <u>Clinic/Shop</u> | <u>Credit</u> |
|----------------------|--------------|----------------|------------|--------------------|---------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

COURSES TO BE DELETED

| <u>Prefix/Number</u> | <u>Title</u> | <u>Lecture</u> | <u>Lab</u> | <u>Clinic/Shop</u> | <u>Credit</u> |
|----------------------|--------------|----------------|------------|--------------------|---------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Does change comply with State Standards? ☐ Yes ☐ No

Are other curricula affected by the course changes? ☐ Yes ☐ No If yes, please identify:

Chairpersons of affected departments are required to initial below.

| <u>Department</u> | <u>Initials</u> |
|-------------------|-----------------|
| | |
| | |
| | |
| | |

Are any of the courses above new to FTCC and being offered for the first time? ☐ Yes ☐ No
If yes, please list the courses.

Does the change in the Standard “trigger” a SACS Notification Letter or Prospectus?
☐ Yes ☐ No If yes or unsure, please identify the contact that is working with
the Director of Institutional Effectiveness and Assessment to submit the appropriate
documentation within the required timeline.

NOTE: The Associate Vice President for Curriculum Programs will submit this request to CASS
for approval if a SACS Notification Letter or Prospectus is required.

REV _____

REQUEST TO CHANGE PREREQUISITE/CO-REQUISITE

COURSE

PREREQUISITE

CO-REQUISITE

Prefix/Number

Current

Proposed

Current

Proposed

Does change comply with State Standards? _____

COURSE

PREREQUISITE

CO-REQUISITE

Prefix/Number

Current

Proposed

Current

Proposed

Does change comply with State Standards? _____

COURSE

PREREQUISITE

CO-REQUISITE

Prefix/Number

Current

Proposed

Current

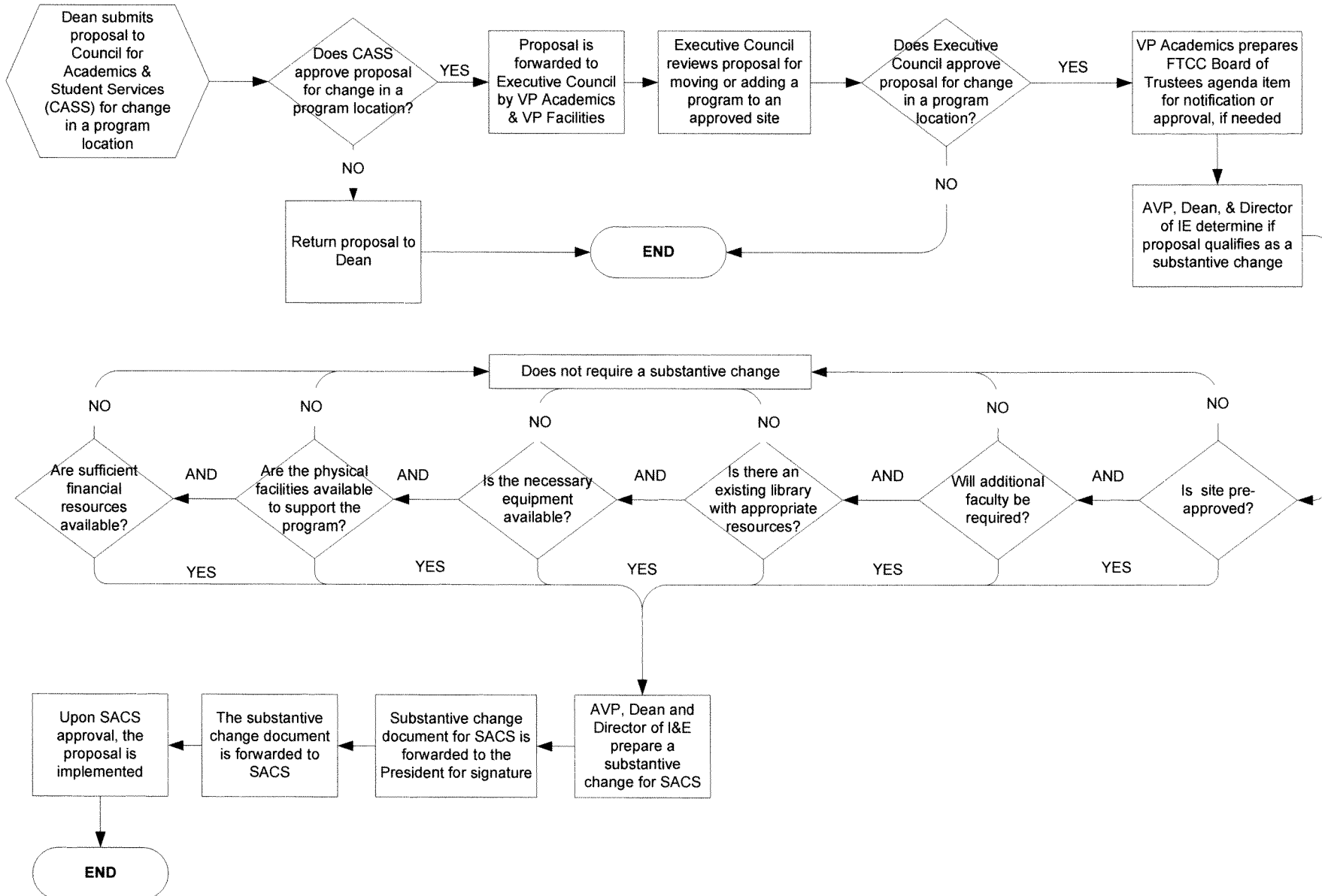
Proposed

Does change comply with State Standards? _____

Appendix H

FTCC Process Flow Chart related to adding significantly different programs at an approved site (only if programs are currently approved)

Adding a Significantly Different Program at an Approved Site

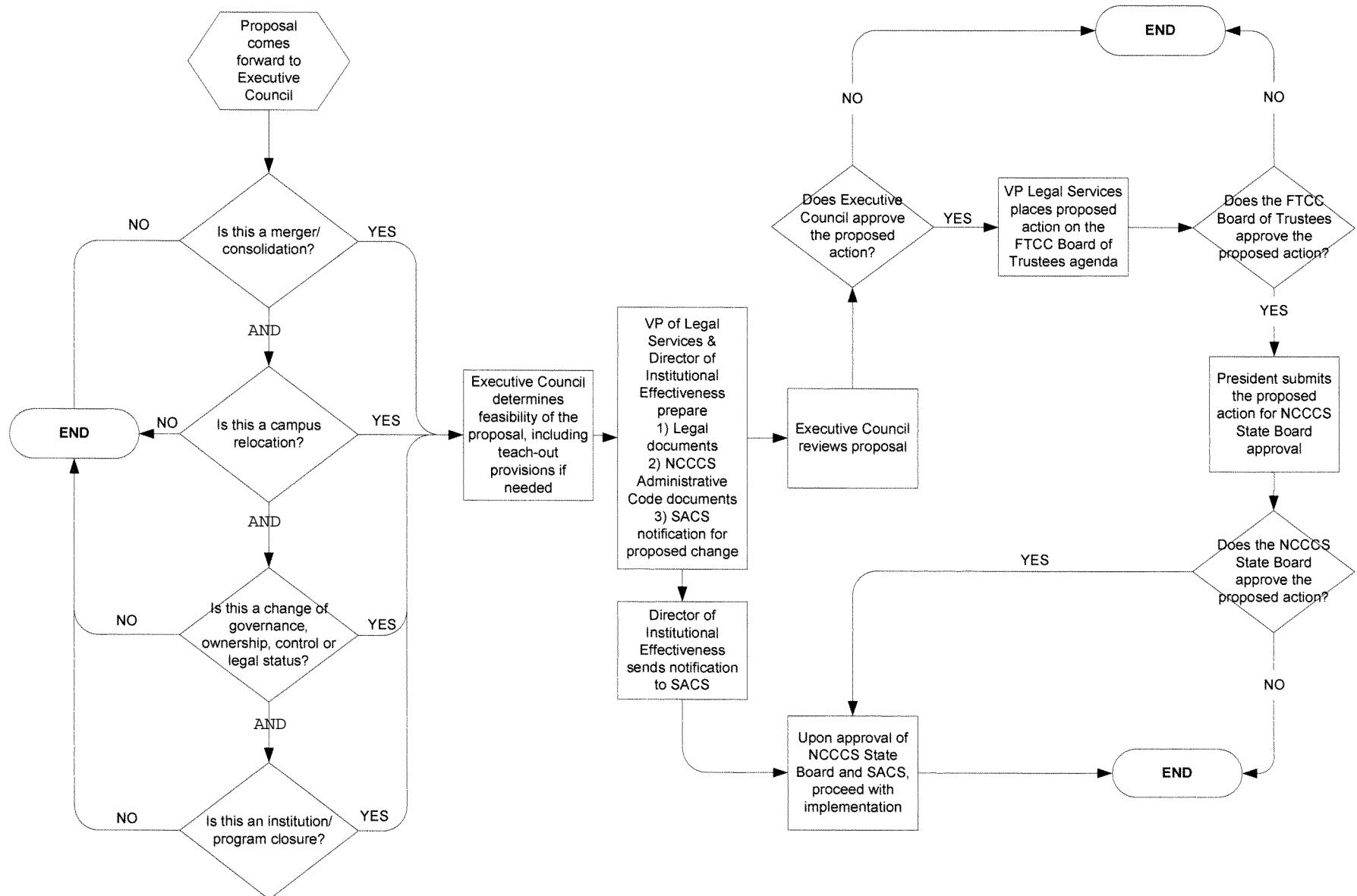


Appendix I

Process Flow Charts related to:

- **Initiating a merger/consolidation**
- **Relocating a campus**
- **Changing governance, ownership, control, or legal status**
- **Closing an institution/program; initiating teach-out agreements (see Commission policy)**

Community College Mergers, Relocations, Change of Governance, Ownership, or Legal Status, and Closings



Appendix J

Substantive Change for Accredited Institutions of the Commission



*Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097*

SUBSTANTIVE CHANGE FOR ACCREDITED INSTITUTIONS OF THE COMMISSION ON COLLEGES

- Policy Statement -

Definition: Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- 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
- The addition of courses or programs at a degree or credential level above that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus

Notification constitutes a letter from the institution's chief executive officer or his/her designated representative to the President of the Commission summarizing the proposed change, providing the intended implementation date, and listing the complete physical address, if the change involves the initiation of an off-campus site or branch campus. The policy and procedures for reporting and review of institutional substantive change are outlined below.

| | |
|---|----|
| The Policy | 2 |
| Commission Responsibilities | 2 |
| Institutional Responsibilities | 2 |
| Procedures for Reporting Substantive Changes: An Overview | 2 |
| Reporting the Various Types of Substantive Change | 2 |
| Required Committee Visits | 5 |
| Policy Statements | 6 |
| Fees and Expenses | 7 |
| Current Standards and Policies Addressing Unreported Substantive Change | 8 |
| Procedure One: The Review of Substantive Changes Requiring <i>Notification and Approval Prior to Implementation</i> | 10 |
| Procedure Two: The Review of Substantive Changes Requiring <i>Only Notification Prior to Implementation</i> | 14 |
| Procedure Three: The Review and Approval of Consolidations/Mergers | 16 |
| Exhibits | |
| Exhibit A: The Content of the Prospectus | A1 |
| Exhibit B: Application for Member Institutions Seeking Accreditation at a More Advanced Degree Level | B1 |

The Policy

Commission Responsibilities

The Southern Association of Colleges and Schools Commission on Colleges accredits an entire institution and its programs and services, wherever they are located or however they are delivered. It is responsible for reviewing all substantive changes that occur between an institution's decennial reviews to determine whether or not the change has affected the quality of the total institution and to assure the public that all aspects of the institution continue to meet defined standards.

The Commission on Colleges is recognized by the U.S. Department of Education as an agency whose accreditation enables its member institutions to seek eligibility to participate in Title IV programs. To maintain its recognition with the U.S. Department of Education, the Commission on Colleges has incorporated federal requirements into its substantive change policy and procedures. Some of those requirements expect an institution to seek approval prior to the initiation of a substantive change so that the change can be included in the institution's scope of accreditation.

Institutional Responsibilities

It is the responsibility of an institution to follow the substantive change procedures of the Commission and inform the Commission of such changes in accord with those procedures. If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation. The Commission on Colleges accredits institutions not systems. While a system may provide the Commission with important information regarding changes planned or underway at its institutions, it is expected that each institution will follow the reporting requirements of the substantive change policy.

Procedures for Reporting: An Overview

There are three procedures for addressing the different types of substantive changes:

1. Procedure One for the Review of Substantive Changes Requiring *Notification **and** Approval Prior to Implementation*
2. Procedure Two for the Review of Substantive Changes Requiring ***Only** Notification Prior to Implementation*
3. Procedure Three for the Review and Approval of *Consolidations/Mergers*

The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation.

Reporting the Various Types of Substantive Change

The different types of substantive change, the specific procedure to be used for each, their respective approval/notification requirements, and their reporting time lines are included in the table that follows. Please refer to the appropriate procedure for details regarding reporting.

| Types of Change | Procedure | Prior Notification Required | Time Frame for Contacting COC | Prior Approval Required | Documentation |
|---|-----------|-----------------------------|---|-------------------------|--|
| Initiating coursework or programs at a more advanced level than currently approved | 1 | Yes | 12 months | Yes | Application for Level Change Due dates: April 15 or October 1 |
| Expanding at current degree level (<i>significant departure from current programs</i>) ¹ | 1 | Yes | 6 months | Yes | Prospectus |
| Initiating a branch campus (see definition of "branch campus" on p. 5 of this document) | 1 | Yes | 6 months | Yes | Prospectus |
| Initiating joint degrees with another institution | 1 | Yes | 6 months | Yes | Prospectus |
| Initiating a certificate program... (typically for workforce development) | | | | | |
| ...using existing approved courses | NA | NA | NA | NA | None |
| ...at a new off-campus site (previously approved program) | 1 | Yes | Approval required prior to implementation | Yes | Modified prospectus |
| ...that is a significant departure from previously approved programs ¹ | 1 | Yes | Approval required prior to implementation | Yes | Modified prospectus |
| Initiating off-campus sites (including Early College High School programs offered at the high school) ... | | | | | |
| ...Student can obtain 50 percent or more credits toward program | 1 | Yes | 6 months | Yes | Prospectus |
| ...Student can obtain 25-49 percent of credit | 2 | Yes | Prior to implementation | No | Letter of notification |
| ...Student can obtain 24 percent or less | NA | NA | NA | NA | none |
| Expanding program offerings at previously approved off-campus sites | | | | | |
| ...Adding programs that are significantly different from current programs | 2 | Yes | Prior to implementation | No | Letter of notification |
| ...Adding programs that are NOT significantly different from current programs | NA | NA | NA | NA | NA |
| Altering significantly the educational mission of the institution ² | 1 | Yes | 6 months | Yes | Prospectus |

| | | | | | |
|--|----|-----|-------------------------|-----|---|
| Initiating distance learning... | | | | | |
| ...Offering 50 percent or more of a program (Adding subsequent programs requires advance notification only for programs that are significant departures from the originally approved programs) ¹ | 1 | Yes | 6 months | Yes | Prospectus |
| ...Offering 25-49 percent | 2 | Yes | Prior to implementation | No | Letter of notification |
| ...Offering 24 percent or less | NA | NA | NA | NA | None |
| Initiating programs/courses offered through contractual agreement or consortium | 2 | Yes | Prior to implementation | No | Letter of notification and copy of signed agreement |
| Initiating a merger/consolidation with another institution | 3 | Yes | 6 months | Yes | Prospectus Due dates: April 15 or October 1 |
| Relocating a main or branch campus | 1 | Yes | 6 months | Yes | Prospectus |
| Relocating an off-campus instructional site | 2 | Yes | Prior to implementation | No | Letter of notification |
| Changing governance, ownership, control, or legal status of an institution | 1 | Yes | 6 months | Yes | Prospectus |
| Changing from clock hours to credit hours | 1 | Yes | 6 months | Yes | Prospectus |
| Altering significantly the length of a program ³ | 1 | Yes | 6 months | Yes | Prospectus |
| Initiating degree completion programs | 1 | Yes | 6 months | Yes | Prospectus |
| Closing an institution or program: (see Commission policy " Closing a Program or Institution ") | | | | | |
| ...closing a program with internal teach-out protocol | 2 | Yes | Prior to implementation | | Description of plan |
| ... closing a program with a teach-out agreement with another institution | 2 | Yes | Prior to implementation | | Copy of teach out agreement |
| ...closing an institution | 2 | Yes | Prior to implementation | | Description of plan |

¹ a significant departure in program is one in which the proposed new program has no closely related counterpart among the previously approved programs in the curriculum. To determine if a new program is a "significant departure", it is helpful to ask if the new program requires

- Numbers of new faculty?
- Many new courses?
- New library or other learning resources?
- New equipment or facilities?
- A new resource base?

² significant changes in mission are those that lead to a fundamental shift in the nature of the institution, such as an institution that had offered only professional programs deciding to add general education offerings, or a technical college transforming itself into a comprehensive community college.

³ significant changes in program length are those with noticeable impact on the program's completion time (e.g., increasing a baccalaureate degree from 124 hours to 150 hours).

Required Committee Visits

The following five types of substantive changes require on-site committee reviews within six months of implementation:

1. The initiation of an additional off-campus site offering an educational program at which a student can earn at least 50 percent of the credits toward a program, if any of the following applies: (a) the institution has a total of three or fewer additional locations, or (b) the institution has not demonstrated, to the Commission's satisfaction, that it has a proven record of effective educational oversight of additional locations, or (c) the institution has been placed on Commission sanction or is subject to some limitation on its accreditation.

The Commission will conduct visits to the first three off-campus locations of this kind initiated by an institution.

When an institution initiates its fourth off-campus site/location, the Commission may, at its discretion, choose not to conduct visits to any of these additional sites at the times of their initiation if the institution has previously demonstrated a record of effective oversight of its off-campus educational locations and has not been placed on sanction. The Commission, however, will require visits to a representative sample of sites at the fifth-year interval between scheduled reaffirmations if (1) the additional sites have been initiated since the last scheduled reaffirmation and (2) the sites have not been visited.

At any time, the Commission may choose to authorize visits to new sites developed between the fifth-year review and the next scheduled reaffirmation of accreditation.

At the time of reaffirmation, the Commission will conduct a thorough review of a representative sample of additional sites where a student can obtain 50 percent or more of course work toward an educational program. The extent of the review will depend, in part, on whether there has been a recent review of the sites.

2. The initiation of a branch campus. A branch campus is defined as a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is
 - (1) permanent in nature
 - (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential
 - (3) has its own faculty and administrative or supervisory organization **and**
 - (4) has its own budgetary and hiring authority

If it is determined that an additional site has sufficient autonomy, the institution may be directed to seek separate accreditation for the unit (see Commission policy "[Separate Accreditation for Units of a Member Institution](#)").

3. The initiation of a change in governance/ownership with a change in control.
4. The initiation of mergers/consolidations.
5. The initiation of coursework, credit certificates, or degree programs at a more advanced level than currently approved by the Commission. (Depending on the existing related programs offered by an institution, a committee visit may not be required for institutions moving from Level III to IV or from Level V to VI. See level classifications on page 10 of this document.)

The President of the Commission also is authorized to appoint a Substantive Change Committee to review an institution for any change requiring a more in-depth evaluation beyond the prospectus submitted by the institution. The report of the Substantive Change Committee will be used by the Commission to determine the ongoing accreditation of an institution.

Policy Statements Regarding Substantive Change

1. The [*Principles of Accreditation: Foundations for Quality Enhancement*](#) applies to all programs and services of COC-accredited institutions wherever they are located or however they are delivered. Failure to comply with the *Principles* or with procedures referred to in this policy could result in the institution being placed on sanction or being removed from membership.
2. Denial of approval of substantive change is not appealable. An institution that fails to gain approval of the substantive change may resubmit a revised prospectus or application following the guidelines and time frames described in Procedures One and Two.
3. An accredited institution in the appeals process or in litigation with SACS COC is not eligible for consideration of substantive change.
4. A COC-accredited institution whose proposed consolidation/merger is not approved by the Commission shall maintain its separately accredited status with the Commission. However, if the institution continues with the change after denial of approval of the consolidation/merger, it may be placed on sanction or removed from membership.
5. The Commission's substantive change policy applies only to accredited institutions. Applicant and candidate institutions may not initiate substantive changes.
6. Procedures One and Two may not address all substantive changes that the Commission will review in the interim between an institution's reaffirmation cycles. Therefore, the Commission reserves the right to classify significant changes other than those described above as substantive in nature and to follow up accordingly. The follow-up procedure may include a committee visit.
7. An institution may withdraw its prospectus/application or may discontinue substantive change at any time during the review process by submitting a formal letter of withdrawal to the President of the Commission.
8. Once an institution submits its prospectus or application and the document is reviewed by either the Committee on Compliance and Reports or by Commission staff, any information included therein that indicates possible non-compliance with any of the Core Requirements or Comprehensive Standards may lead the Commission to further review the institution, even if the prospectus is withdrawn or approval of the change is denied.
9. Although Commission staff may approve many of the substantive changes submitted by institutions and described in this policy, staff will automatically refer to the Commission the following cases requiring prior approval:
 - (1) a proposed substantive change submitted by an institution currently on sanction
 - (2) a proposed substantive change submitted by an institution recently removed from sanction with particular attention to those involving non-compliance with Core Requirement 2.11.1 or Comprehensive Standard 3.10.1 dealing with financial health
 - (3) a proposed substantive change submitted by an institution currently on reimbursement for Title IV federal funding

- (4) the application of an institution initiating coursework, credit certificates, or degree programs at a more advanced level than currently approved by the Commission, excluding the initiation of programs moving the institution from Level III to IV or from Level V to VI, which are normally reviewed by staff, and
 - (5) the prospectus of an institution planning a merger/consolidation.
10. If an institution fails to report or to gain approval of a substantive change prior to its implementation and the nature of that change is not described in the list in item 9 above, the substantive change will be reviewed and, if possible, acted upon by staff. The issue of late submission, however, will be referred to the Commission for action. If an institution fails to report or to gain approval of a substantive change prior to its implementation and the proposed change is among those included in the list in item 9 above, both the prospectus/application and the issue of late submission will be referred to the Commission for action.
 11. All final decisions regarding the accreditation status of an institution are made by the Board of Trustees. Denial of substantive change and the imposition of sanctions are not appealable actions.
 12. Substantive changes of the types described in Procedures One and Two normally will not affect an institution's cycle of reaffirmation of accreditation. Mergers and consolidations will change the institution's reaffirmation cycle as detailed in Procedure 3, of this document.
 13. Following the approval of a level change by the Commission, an institution may not initiate additional programs at the new degree level until after the Commission takes positive action on its continued accreditation following the Substantive Change Committee visit authorized at the time of approval.

Fees and Expenses

1. Fees related to the review of an application/prospectus

The following fees will be assessed to institutions for the review of an application or prospectus:

- \$300 For an institution seeking review of a substantive change prospectus or application for level change
- \$150 Per institution for a collaborative effort between two member institutions seeking review of a single prospectus
- \$100 Per institution for a collaborative effort among three or more member institutions seeking review of a single prospectus

2. Fees related to Substantive Change Committee visits

In addition to the fee assessed for reviewing the substantive change prospectus, the following fees will be assessed to an institution hosting a Substantive Change Committee visit:

- The actual cost of the committee. (Includes travel, lodging, food, and related expenses), plus
- 25 percent of the total cost of the committee

Current Standards and Policies Addressing Unreported Substantive Change

1. [Principles of Accreditation](#), Comprehensive Standard 3.12.1

The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

2. ["Reaffirmation of Accreditation and Subsequent Reports – Policy Statement"](#)

If an institution fails to report a substantive change that requires prior approval or prior notification, the committee will take the following actions:

1. If discovered during the off-site review. The Off-Site Review Committee will mark CS 3.12.1 out of compliance. The institution will be able to address the omission in its Focused Report and before the on-site review.
2. If discovered during the on-site review. The On-Site Reaffirmation Committee will mark CS 3.12.1 out of compliance and write a recommendation. The institution will address the recommendation in its response to the Commission.

3. ["The Review of Unreported Substantive Changes Requiring Notification or Approval Prior to Implementation – Policy Statement"](#)

Unreported substantive changes requiring prior notification or prior approval come to the attention of the Commission through two means: (1) information discovered by the institution or by the Commission between periods of formal review by the Commission and (2) information discovered during an off-site or an on-site review by the Commission. The procedure for handling such unreported substantive changes is as follows:

1. Upon discovery, the Institution formally notifies the President of the Commission on Colleges of the unreported substantive change. The letter of notification must include the date of the original implementation of the change. A completed prospectus or application should accompany the letter for cases outlined in Procedure 1.
2. Commission staff will review the substantive change notification; the prospectus, if required; and any additional information that may have been requested. Following analysis, Commission staff will recommend to the President of the Commission one of the following actions:
 - (1) approve the program, with or without a site visit;
 - (2) refer the prospectus to the Commission for review at its next meeting (June or December); or
 - (3) acknowledge receipt of the notification and indicate that the change will be included in the scope of the institution's accreditation.
3. The policy issue of failure to report a substantive change will be forwarded automatically to the Commission for action at its next meeting, if the change required prior approval. If the change required prior notification only, the issue of failure to report will be addressed in correspondence from the President of the Commission.
4. If the unreported substantive change requiring prior notification or prior approval is discovered during the institution's off-site or on-site review for reaffirmation, the Commission will follow its policy as described on page 1 of "Reaffirmation of Accreditation and Subsequent Reports". If it is discovered during review by another type of Commission committee, the review committee will write a recommendation. The recommendation will ask the institution to report the change to the Commission and to provide in its response to the Committee Report a statement describing internal procedures established that would ensure future substantive change reporting and evidence that the procedures have been implemented. The institution's response will be forwarded to the Commission for action on failure to report a substantive change.

Failure to Comply with Reporting Requirements

If an institution fails to follow the substantive change policy and procedures of the Commission on Colleges, it may lose its Title IV funding or be required by the U.S. Department of Education to reimburse it for money received by the institution for programs related to the unreported substantive change. In addition, the institution's case may be referred to the Commission for the imposition of a sanction or for removal from membership.

Revised for the Principles of Accreditation: February 2004

Revised: Commission on Colleges, December 2006

Adopted: Commission on Colleges, June 2008

Revised: Board of Trustees, Commission on Colleges, June 2009

PROCEDURE ONE

The Review of Substantive Changes Requiring Notification and Approval Prior to Implementation

Changes Requiring Notification and Approval

Substantive changes requiring [notification](#), submission of an [application](#) or a [prospectus](#), and approval by the Commission on Colleges prior to implementation by the institution are as follows:

- Initiating **coursework, certificates, or degree programs at a more advanced level** than those previously approved by the Commission (Examples: an associate degree granting college initiating bachelor's degrees or a four-year institution initiating degrees at the master's level.) **Institutions may not offer individual credit courses or programs beyond the level of current accreditation.** Institutions requesting a level change should complete an *Application for Members Seeking Accreditation at a More Advanced Degree Level*, not a prospectus.

The Commission classifies institutions according to the highest degree level offered by an institution. Those classifications are as follows:

| | |
|-----------|--|
| Level I | Offers the associate degree as the highest degree |
| Level II | Offers the baccalaureate degree as the highest degree |
| Level III | Offers the master's degree as the highest degree |
| Level IV | Offers the master's and specialist degree as the highest degrees |
| Level V | Offers three or fewer doctorate degrees as highest degrees |
| Level VI | Offers four or more doctorate degrees |

An institution adding a doctorate degree causing it to be reclassified from Level V to Level VI is required only to inform the Commission of the additional doctorate in order for the Commission to reclassify the institution within the Commission's data base.

Applications for a change from Level III to Level IV will be reviewed and, if possible, approved by staff.

- Initiating **programs at a lower degree level** - normally pertaining to programs that are significantly different from current degrees. (Examples: a graduate institution initiating degrees at the undergraduate level, a baccalaureate degree-granting institution initiating occupational and technical degrees at the associate degree level)
- Initiating an **off-campus (additional) site** (site-based/classroom group instruction) at which students can earn **at least 50 percent of the credits toward an educational program.**

For an institution **replicating an approved educational program** that is already offered at three or more approved sites, an abbreviated prospectus consisting of a faculty roster, a description of discipline-specific library resources, a description of student support services, and a description of physical resources will suffice in lieu of responding to the requirements of a full prospectus.

- Initiating **degree completion programs.** (Example: adult or accelerated programs in management or organizational leadership). Degree completion programs usually include a compressed format with classes offered evenings or weekends to accommodate working adults, a requirement to transfer in some amount of previous college credit, and may include offering credit for career or life experience.

For degree completion programs, offering 25-49 percent of an educational program at an off-campus site does not require a full prospectus; however, the institution is required to notify the Commission and submit

a modified prospectus consisting of a faculty roster, a discipline-specific description of library/learning resources, a description of physical facilities, and a list of courses to be offered at the site.

- Initiating a **branch campus**. A branch campus is defined as a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority.
- Initiating **distance learning** courses and programs by which students can earn **at least 50 percent** of a program's credits offered electronically.
- Initiating any **change of legal status, governance, form of control, or ownership** of the institution. (Examples: change from private to public or from public to private, a change of ownership, a change in the legal status or form of control of the institution).
- **Expanding at the institution's current degree level** (*significant departure from current programs*). (Examples: adding a master's degree in nursing when the institution is accredited at Level III but currently offers only a master's degree in education; an institution accredited at Level II (bachelor's degrees), offering only a bachelor's degree with a major in religion, adding three new bachelor's degrees with majors in biology, business administration, and computer science). What constitutes a "significant departure" from existing programs depends on what related programs are currently in place at a given institution.
- Initiating any **change in the established mission** of the institution. (Examples: the transformation of a technical college into a comprehensive community college, the initiation by a seminary of significant liberal arts offerings, the addition by a medical college of general education offerings, the initiation of an engineering school at a liberal arts institution).
- Changing significantly the **length of a program**, substantially increasing the number of clock or credit hours awarded for successful completion of a program, or changing clock hours to credit hours. (Example: expanding a certificate program from 250 contact hours to 450 contact hours).
- Entering into a **teach-out agreement** or **closing an institution**. (See also the Commission policy "[Closing an Institution or Program: Teach-Out Agreements](#)").
- **Relocating a main or branch campus**: the prospectus should demonstrate that the new facilities maintain the institution's compliance with Comprehensive Standard 3.11.
- **Initiating a joint degree** program with another institution not accredited by the Commission on Colleges: The prospectus should demonstrate compliance with the Commission's policy "[Joint Curricular Ventures Involving the Award of Credit by Member Institutions](#)".
- **Certificate programs for workforce development**: Offering previously approved certificate programs at an unapproved off-campus site requires approval prior to implementation. Similarly, offering a certificate program that is a significant departure from existing approved certificate programs requires approval prior to implementation. The Commission will accept an abbreviated prospectus consisting of the name of the certificate, date of implementation, the complete physical address of the off-campus site (if applicable), descriptions of courses offered, and a faculty roster.

Time of Notification

An institution undergoing substantive change requiring prior approval must provide written notification of the change to the President of the Commission six months in advance of implementation of the substantive change. The only exception to this deadline is the initiation of programs offered at a more advanced degree level. This change requires twelve months advance written notification.

If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation.

Submission of a Prospectus or an Application

Prospectus: After receiving notification of a proposed substantive change, the President of the Commission will ask the institution to submit a completed prospectus if one has not been submitted. The prospectus must be submitted at least three months in advance of the planned implementation date to allow ample time for review and approval. (Refer to Exhibit A for a description of information to be included in the prospectus.) Prospectuses may be submitted in print form or on CD or DVD (submit **one** copy).

Application for Member Institutions Seeking Accreditation at a More Advanced Degree Level: After receiving notification of the intent to initiate a program at a more advanced degree level, the President of the Commission will ask the institution to complete an application if one has not been submitted. The application must be submitted by April 15 for consideration at the June Board of Trustees meeting, or by October 1 for consideration at the December Board of Trustees meeting to allow ample time for review and approval. The Application for Level Change form can be found in Exhibit B of this document. **Four copies** of the completed application should be submitted to the President of the Commission as a print document or on CD or DVD.

An institution may not initiate any additional degree programs at the more advanced degree level until **after** the Board of Trustees has taken positive action on its continued accreditation following a Substantive Change Committee visit

Staff Options

Upon receipt of a substantive change **prospectus** not automatically referred to the Board of Trustees for approval, a Commission staff member will review the prospectus and any supporting material submitted by the institution and will recommend to the President of the Commission one of the actions listed below:

1. accept the prospectus and approve the program, with or without a site visit, or
2. refer the prospectus to the Committee on Compliance and Reports (standing committee of the Commission) for review.

Upon receipt of an **application** for initiating coursework or programs at a more advanced degree level, the application will be forwarded *automatically* to the Board of Trustees for review and approval at its next scheduled meeting: June or December. (See page 6, item 9 for a complete list of substantive changes automatically referred to the Board of Trustees for approval.) Exceptions are for institutions moving from Level III to Level IV, or from Level V to Level VI, which are reviewed by staff.

Options of the Committees on Compliance and Reports Following Review of the Prospectus or of the Application

Prospectus: If the President of the Commission refers a prospectus to the Committee on Compliance and Reports, the Committee will review the prospectus and any additional material submitted, and will recommend one of the following actions:

1. accept the prospectus and approve the program, with or without a site visit. A site visit is required within six months of the initiation of the following approved substantive changes:
 - a. consolidation/merger
 - b. a branch campus
 - c. an off-campus site at which a student can earn at least 50 percent of the credit toward an educational program, if any of the following applies: the institution (1) has a total of three or fewer additional locations, or (2) has not demonstrated, to the Commission's satisfaction, that it has a proven record of effective educational oversight of additional locations, or (3) has been placed on Commission sanction or is subject to some limitation on its accreditation
 - d. a change of ownership resulting in a change of control.
2. defer action and seek additional information
3. deny approval of the substantive change and continue the institution's accreditation.

Application for Member Institutions Seeking Accreditation at a More Advanced Degree Level: An application for offering more advanced degree programs is automatically referred to the Committees on Compliance and Reports, except for a change in degree levels from III to IV and from V to VI, which are reviewed by staff. The Committee will review the application and any additional material submitted, and will recommend one of the following actions:

1. accept the application and approve the program, with a site visit within six months of the initiation of the substantive change
2. defer action and seek additional information
3. deny approval of the substantive change and continue the institution's accreditation.

Preparation for a Substantive Change Committee Visit

When a Substantive Change Committee is authorized, it is charged with determining the institution's continued compliance with the *Principles of Accreditation* following the initiation of the change. The visit will occur within six months of initiation of the change. In preparation for this visit, the institution will complete the appropriate substantive change documentation template, which cites relevant Core Requirements, Comprehensive Standards and Federal Requirements, and the roster of faculty members who will be teaching in the program. These materials should be provided to the Institution's Commission staff representative and members of the Committee in advance of its visit. Both the template and the Faculty Roster form are available on the Commission's Web site. The institution's Commission staff representative will inform the institution of the composition and schedule for the Committee.

Options of the Committees on Compliance and Reports Following Review by a Substantive Change Committee

The report of the Substantive Change Committee, together with the response of the institution to the recommendations contained in that report, will be reviewed by the Committee on Compliance and Reports. The Committee on Compliance and Reports may recommend one of the following actions:

1. continue the institution in accreditation, with or without a monitoring report, with or without sanctions of Warning or Probation
2. discontinue accreditation

PROCEDURE TWO

The Review of Substantive Changes Requiring Only Notification Prior to Implementation

Changes Requiring Notification Only

Substantive changes requiring an institution to notify the Commission on Colleges prior to implementation by the institution are as follows:

1. For **site-based/classroom group instruction** (*where the instructor is present*)
 - a. Initiating an off-campus site at which a student may earn more than 25 percent and less than 50 percent of credits toward a program. For degree-completion programs for which 25-49 percent of a program's credits are available at an off-campus instructional site, see Procedure One (p. 10), "Initiating off-campus site-based classroom instruction at which students can earn at least 50 percent of the credits toward the educational program."
 - b. Adding significantly different programs (*already approved* for the institution) for which 50 percent or more of the credit may be earned at a currently approved off-campus site (does not apply to new sites)
2. For **distance learning/technology-based** group or individual **instruction** (*where the instructor and student are geographically separated*)
 - a. Offering credit courses via distance learning/technology-based instruction by which students can obtain at least 25 but less than 50 percent of their credits toward an educational program
 - b. Adding programs (*approved for the institution*) that are significantly different from previously reported programs offered through distance learning. Once an institution has been approved to offer 50 percent or more of a program via distance learning, it need only notify the Commission when approved programs that are significantly different from its current distance learning repertoire are added to the array of distance learning programs.
3. Initiating programs/courses delivered through **contractual agreement or consortium**. Clinical agreements such as for internships and articulation agreements among institutions that are members of the Commission need not be reported.
4. **Relocating** an approved off-campus instructional site

Time of Notification

An institution undergoing substantive change must provide written notification of the change to the President of the Commission **prior to implementation**. The letter must include the date of implementation of the proposed change, and for an off-campus site, the complete physical address of the proposed location. **If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation.**

Staff Options

Upon receipt and review of the substantive change notification, Commission staff will recommend one of the following options to the President of the Commission:

1. acknowledge receipt of the notification and indicate that the change will be included in the scope of the institution's accreditation
2. acknowledge receipt of the notification and request additional information.

Upon receipt of additional information, if requested, Commission staff may recommend one of the following options to the President of the Commission:

1. acknowledge receipt of the additional information and include the change in the scope of the institution's accreditation,
2. refer the substantive change to the Board of Trustees for review,
3. authorize a substantive change visit,
4. take other action as may be appropriate.

PROCEDURE THREE

Procedure for the Review and Approval of Consolidations/Mergers

Definition

The Commission defines a **consolidation** as the combination or transfer of the assets of at least two distinct institutions (corporations) to that of a newly-formed institution (corporation), and defines a **merger** as the acquisition by one institution of another institution's assets. For the purposes of accreditation, consolidations and mergers are considered substantive changes requiring review by the Board of Trustees. (Examples include: a senior college acquiring a junior college, a degree-granting institution acquiring a non-degree-granting institution, two junior or senior colleges consolidating to form a new institution, or an institution accredited by the Commission on Colleges merging with a non-accredited institution).

Procedures for a COC Member Institution Initiating a Consolidation/Merger with another COC Member Institution(s)

Time of Notification: The chief executive officers of the member institutions undergoing merger/consolidation must provide written notification of the change to the President of the Commission on Colleges **six months in advance** of the designated date for final approval of the consolidation/merger by the new institution's governing board. Upon notification, the President of the Commission will ask the institutions involved in the consolidation/merger to submit a combined written prospectus.

Submission of the Prospectus: The Board of Trustees meets in June and in December. The prospectus for substantive change must be submitted to the Commission office by **April 15** for review and consideration at the June meeting, and by **October 1** for consideration at the December meeting. The prospectus must describe how each institution plans to continue to meet the *Principles* while implementing the change. (*Please refer to Exhibit A for descriptions of information to be included in the prospectus.*) **Four** copies of the prospectus should be submitted to the President of the Commission in print form or on CD or DVD.

Review Process: The President of the Commission will forward the institutions' prospectus to the Board of Trustees. If the prospectus is accepted, the Board will approve the consolidation/merger of the institutions involved pending final approval of the consolidation/merger by the new institution's governing board. It also will authorize the appointment of a Substantive Change Committee to visit the new institution to determine ongoing compliance with the *Principles of Accreditation*. After the Board has acted favorably on the prospectus and the newly-formed institution has received final authority from its governing board, the institutions involved in the consolidation/merger will be considered one accredited institution.

The Substantive Change Committee visit will occur within six months after the Board of Trustees' approval and the institutional governing board's final approval of the consolidation/merger. The report of the Substantive Change Committee, together with the response of the institution to any recommendations contained in that report, will be reviewed by the Board of Trustees. Following review, the Board of Trustees will (1) continue the new institution in accreditation or (2) impose sanctions for failure to maintain compliance with the *Principles*.

If the Commission does not approve the prospectus for a consolidation or merger and the institutions do not proceed with the change, the COC-accredited institutions will maintain their separately accredited status. However, if they continue with the change without prior approval, all institutions participating in the merger/consolidation could lose their accreditation. The newly-formed institution may apply for accreditation by the Commission on Colleges in keeping with the Commission's procedures for applicant institutions.

Changes to the Reaffirmation Cycle: The newly consolidated/merged institution will be required to achieve reaffirmation of accreditation within five years following the Board of Trustees' action to continue accreditation. The institution will then maintain the normal ten-year reaffirmation cycle. If the Board of Trustees determines that the substantive change adversely affects each member's continued compliance with the *Principles of Accreditation*, the accreditation of all member institutions involved will be placed in jeopardy.

Procedures for a COC Member Institution Initiating a Consolidation/Merger with a Non-COC Accredited Institution

Time of Notification: The chief executive officer of the COC-accredited institution undergoing consolidation/merger must provide written notification of the change to the President of the Commission **six months in advance** of the designated date for final approval of the consolidation/merger by the new institution's governing board. Upon notification, the President of the Commission will ask the COC-accredited institution to submit a written prospectus.

Submission of the Prospectus: The Board of Trustees meets in June and in December. The prospectus for substantive change must be submitted to the Commission office by **April 15** for review and consideration at the June meeting, and by **October 1** for consideration at the December meeting. The prospectus must describe how the member institution plans to continue to meet the *Principles* while implementing the change. *(Please refer to Exhibit A for descriptions of information to be included in the prospectus.)* **Four** copies of the prospectus should be submitted to the President of the Commission in print form or on CD or DVD.

Review Process: Upon receipt of the prospectus, the President of the Commission will refer it to the Board of Trustees for review. Following review, the Board of Trustees will (1) accept the prospectus and authorize the appointment of a Substantive Change Committee to visit the institution, (2) deny acceptance of the prospectus, or (3) defer action to the next Board of Trustees meeting, pending submission of additional information.

If the prospectus is accepted, the institutions can begin implementation of the consolidation/merger. During this time, the accreditation status of the COC-accredited member institution will remain unchanged until after the consolidation/merger has been approved by the Board of Trustees.

A Substantive Change Committee visit will occur within six months after its authorization. The report of the Substantive Change Committee, together with the response of the member institution to any recommendations contained in that report, shall be reviewed by the Board of Trustees. The Board of Trustees will (1) approve the consolidation/merger of the newly-formed institution, (2) deny the consolidation/merger for failure of the new institution to comply with the *Principles*, or (3) defer action.

If the Board of Trustees does not accept the prospectus for a consolidation/merger or the Board of Trustees does not approve the consolidation/merger following the visit by the Substantive Change Committee and the COC-accredited institution does not proceed with the change, the COC-accredited institution will maintain its separately accredited status. However, if the member institution continues with the change without prior or final approval, it could lose its accreditation with the Commission. The newly-formed institution may then apply for accreditation with the Board of Trustees in keeping with the Commission's accreditation procedures for applicant institutions.

Changes to the Reaffirmation Cycle: The newly consolidated/merged institution will be required to achieve reaffirmation of accreditation within five years following the Commission's action to continue accreditation. The institution will then maintain the normal ten-year reaffirmation of accreditation cycle. If the Board of Trustees determines that the substantive change adversely affects each member's continued compliance with the *Principles of Accreditation*, the accreditation of the COC member institution involved shall be placed in jeopardy.

The Content of the Substantive Change Prospectus

One copy of a prospectus should be submitted to the Commission on Colleges on paper or on CD or DVD and include all applicable information below regarding the change. **Documents will not be accepted via e-mail.** The prospectus should include a concisely worded narrative of the information requested in this document. A prospectus normally does not exceed **25 pages** plus appendices. Please note that the Commission on Colleges reserves the right to make amendments to the requirements outlined below for certain types of changes.

In lieu of a prospectus, Commission staff will accept documentation submitted for approval to a system office or to a state coordinating or governing board, *provided such documentation includes all the information required in a prospectus and includes an index correlating the submitted materials with the corresponding information required in a prospectus.*

Reminder: An institution initiating a level change must complete an [*Application for Member Institutions Seeking Accreditation at a More Advanced Degree Level*](#) and submit it in quadruplicate *in lieu of completing a prospectus.*

The following guidelines are generic; each prospectus should be tailored to focus on the specific change being proposed.

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 degrees that the institution is authorized to grant. As a subset of each degree, list majors available. *(Photocopy from catalog is acceptable)*
- List certificate, diploma and degree programs which are related to the proposed program(s)
- List institutional strengths that facilitate the offering of the proposed program(s)

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

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

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 **approved** off-campus sites.*

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

Briefly 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. In the case of a change involving the initiation of a branch campus, an off-site program, indicate the educational program(s) 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 (Faculty Roster Instructions)) of those faculty employed to teach in the program(s), including a description of those faculty members' academic qualifications and other experiences relevant to the courses to be taught in the program in question, course load in the new program, and course work taught in other programs currently offered. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support the program; and describe 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. If you are citing electronic databases accessed through consortial or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.). 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 **all** of 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*
- d. the operational, management, and physical resources available for the change.*

Provide contingency plans in case required resources do not materialize.

For consolidations/mergers, and for institutions currently on sanction with the Board of Trustees 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 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 copies of library and other cooperative or contractual agreements, the actual Faculty Roster document, course descriptions, and other items of documentation to support the narrative.

June 2009



**APPLICATION FOR A MEMBER INSTITUTION
SEEKING ACCREDITATION
AT A MORE ADVANCED DEGREE LEVEL**

| | | |
|---|--------------------------|--|
| Name of Institution: | | |
| Location: | | |
| Implementation Date | | |
| Name and Title of Individual Completing the Application: | Telephone: | |
| | Internet Address: | |
| | Fax Number: | |
| Date Submitted: | | |

SUBMIT FOUR COPIES OF THIS COMPLETED FORM TO:

*Dr. Belle S. Wheelan, President
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 679-4500*

Due dates:

For consideration by the Board of Trustees in June: **April 15**

For consideration by the Board of Trustees in December: **October 1**

INSTRUCTIONS

When initiating course work or programs beyond the degree level currently approved by the Commission on Colleges, an institution must complete an "Application for Level Change" with the Southern Association of Colleges and Schools Commission on Colleges. The application consists of two parts: Part A - Description of the proposed programs/courses to be offered at a more advanced degree level; and Part B - Description of Ongoing Compliance with the *Principles of Accreditation: Foundations for Quality Enhancement*. The two parts combined constitute a primary source of information used by the Commission on Colleges to award membership at the new degree level.

For purposes of accreditation, the Commission classifies institutions according to the highest degree level offered by an institution. Those classifications are as follows:

| | |
|-----------|--|
| Level I | Offers the associate degree as the highest degree |
| Level II | Offers the baccalaureate degree as the highest degree |
| Level III | Offers the master's degree as the highest degree |
| Level IV | Offers the master's and specialist degree as the highest degrees |
| Level V | Offers three or fewer doctorate degrees as highest degrees |
| Level VI | Offers four or more doctorate degrees |

Note: An institution adding a doctorate degree causing it to be reclassified from Level V to Level VI is required to only inform the Commission of the additional doctorate in order for the Commission to reclassify the institution within the Commission's data base.

When completing the application, please adhere to the following:

1. In cases in which year-end information is requested, use the most recently completed fiscal year. Report enrollment information for the most recent academic year.
2. Use "NA" to mark items not applicable to the institution.
3. **Four** copies (on CD, DVD or hardcopy) are required by the Commission on Colleges. The institution should keep one completed copy for future use.
4. Applications are reviewed by the Board of Trustees twice a year: during meetings in June and in December. For review during the December meeting, the completed application must be submitted by **no later than October 1**; for review during the June' meeting, the completed application must be submitted by **no later than April 15**.

PART A

DESCRIPTION OF THE PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

NAME(S) OF NEW PROGRAM(S). Please be specific (e.g., Bachelor of Arts degree in English).

GENERAL INSTITUTIONAL INFORMATION

Name of agency that has legally authorized the institution to provide the new degree program:

Date institution plans to enroll first students at the new degree level:

Date institution projects it will graduate the first regular class at the new degree level:

Enrollment Data

Current Enrollment - Please refer to your most recent completed Institutional Profile and report the following enrollment data for the current term:

| | | |
|----|---|--|
| a. | Total Full-Time Undergraduate Enrollment (carrying a load of 12 or more credit hours) (Section Two, part A, line 1 of enrollment profile) | |
| b. | Total Full-Time Post-Baccalaureate Enrollment (Carrying a load of 9 or more credit hours) (Section Two, part A, line 2 of enrollment profile) | |
| c. | Total FTE Part-Time Undergraduate Enrollment (carrying fewer than 12 credit hours) (Section Two, part A, line 3b of enrollment profile) | |
| d. | Total FTE Part-Time Post-Baccalaureate Enrollment (carrying fewer than 9 credit hours) (Section Two, part A, line 4b of enrollment profile) | |
| e. | Total Non-Credit Enrollment (Section Two, part A, line 6b of enrollment profile) | |
| | Total of all figures reported in a-e above. (Section Two, part A, line 7 of enrollment profile) | |

Projected Enrollment - Please indicate below the number of students projected to enroll in the new degree program(s):

| | |
|--------------------------------------|--|
| a. Full-Time Enrollment | |
| b. Part-Time Enrollment (headcount) | |
| c. Non-Credit Enrollment (headcount) | |
| d. Projected Total | |

Current Educational Programs

Levels of Program Offerings (Check all that apply)

- ☐ Less than one year of work beyond grade 12
- ☐ At least one but less than two years of work beyond grade 12
- ☐ Associate degree-granting program of at least two years
- ☐ Diploma or certificate programs of at least two but less than four years of work beyond grade 12
- ☐ Four or five-year baccalaureate degree-granting program
- ☐ First professional degree
- ☐ Master's and/or work beyond the first professional degree
- ☐ Work beyond the master's level but not at the doctor's level
(Specialist in Education)
- ☐ A doctor of philosophy or equivalent degree
- ☐ Other (Specify)

Ownership of branches and other institutions:

Provide as an appendix a list of every postsecondary institution owned by the corporation and the degree programs offered, its address, and the name and title of each institution's chief administrator.

Indicate whether each of those institutions is accredited and the name of the accrediting agency.

PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

1. Describe the rationale for the new program(s), including an assessment of need.
2. List and describe the new program(s), including the following:
 - a. General institutional admissions requirements and any separate admission requirements for the new program(s).
 - b. Completion requirements, including the number of credits which must be earned in programs at the new degree level. Include in the description the number and distribution of general education credits to be completed, the number of credits to be earned in the major or area of concentration, the number of electives to be completed, and other requirements which students must meet in order to receive a degree.
 - c. The curriculum and program oversight by the institution
 - d. Mode of instruction
 - e. Means for evaluating student achievement
3. If the proposed programs/courses are to be offered at off-campus instructional sites, list each specific location, its address, the mode of delivery, and the percentage of the educational program that will be offered at each site.

FACULTY RESOURCES AND QUALIFICATIONS

1. Describe faculty resources needed for the new program(s). Include the institution's plans to use current faculty to teach the new courses and any plans for additional faculty.
2. Provide as an appendix a completed Faculty Roster Form which provides information to the Commission regarding the qualifications of faculty teaching in the new degree program(s). Please follow the Instructions for the Form and number all pages.

FINANCIAL RESOURCES AND EDUCATIONAL SUPPORT

Identify resources to support the new programs, including

- financial resources (an itemized budget for the first year and a copy of the most recent audit must be supplied)
- library/learning resources
- physical facilities
- instructional equipment.

PART B

DESCRIPTION OF ONGOING COMPLIANCE WITH THE *PRINCIPLES OF ACCREDITATION*

CORE REQUIREMENTS

For each of the Core Requirements listed below, document that the institution complies with the requirement and describe the anticipated impact of the level change on that aspect of the institution. Note: When completing this section, the institution may refer to responses in Part A instead of submitting duplicate information and materials. **Documentation should be referred to in the narrative and its location in an appendix cited.**

An institution seeking membership at a more advanced degree level agrees to disclose any and all information which the Commission may request to carry out its evaluating and accrediting function.

- 2.1** The institution has degree-granting authority from the appropriate government agency or agencies. **(Degree-granting Authority)**

Minimum Documentation Required

A copy of the charter or letter of authorization from the appropriate agency/organization indicating that the institution may award the new degree programs.

- 2.2** The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

(Governing Board)

Minimum Documentation Required

Evidence that the governing board has approved the new degree program(s).

- 2.4** The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

Minimum Documentation Required

- 1. Copy of mission statement as it appears in the catalog and other institutional documents. Indicate any change to the mission statement which accommodates the initiation of new programs at a more advanced degree level.*
- 2. A description of how the mission statement was developed and approved and how it is reviewed.*

3. *A list of institutional publications where the statement of purpose is described.*

- 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Minimum Documentation Required

1. *A copy of the institution's strategic plan, including how the plan relates to the new degree program(s). Indicate how the new degree program(s) are integrated with other units of the institution.*
2. *A brief description of the institution's planning and evaluation processes and identification of who is responsible for ensuring that the processes function systematically. Include an explanation of how the planning and evaluation processes intersect with the budgeting process.*
3. *A description of the educational goals and expected outcomes in the new degree program(s).*
4. *A description of the process for determining how achievement of educational goals will be ascertained in the new degree program(s) and a timeline by which the processes function.*
5. *A description of how the new program(s) will be evaluated and how the findings will be used to make any necessary changes to the programs.*

2.7

- 2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level, at least 120 semester credit hours or the equivalent at the baccalaureate level, or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**
- 2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**
- 2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education course. **(General Education)**
- 2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") **(Course work for Degrees)**

Minimum Documentation Required

1. *Catalog containing information regarding the institution's degree programs.*

2. *A description of each new program, the number of hours required for each, and the minimum and maximum period of time that a student has to obtain each new degree.*
3. *If the new programs are undergraduate, provide a list of courses in the required general education core and the number of hours required.*
4. *Written purpose and goals for the general education program. Course description of each course designated as a "general education" course.*
5. *A justification and rationale for program equivalency, if appropriate.*
6. *Justification of an alternative approach to offering courses in the new programs, if applicable.*

2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. **(Faculty)**

Minimum Documentation Required

1. *A faculty roster for the program. (See Part A "Faculty Resources and Qualifications" for directions for reporting.)*
2. *A list of full-time faculty and a list of part-time faculty in the program(s). A description of loads and duties (such as advising, committee service, curriculum/program review) establishing the adequacy of the number of full-time faculty.*
3. *A list of all faculty members who have been assigned supervisory responsibility for a major within each new program, the major for which the faculty member is responsible, the professional and scholarly credentials of the faculty member, and a list of courses to be taught by the faculty member.*
4. *A copy of the Faculty Handbook.*

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

Minimum Documentation Required

1. *Description of library/learning resources that have been acquired to support the new program(s) or copies of contracts with institutions that provide library services or access to learning resources (written, formal agreements with other libraries for resource materials and services). Describe the relevancy of their collections to the proposed program.*
2. *Financial plan for supporting the expansion of library resources/the contracts needed for the new program(s) and the focus of that support.*

2.10 The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. **(Student Support Services)**

Minimum Documentation Required

1. *A description of student development services specifically relevant to the new programs.*
2. *A copy of the Student Handbook*
3. *Organizational chart for Student Support Services.*

2.11

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with *Statements on Standards for Accounting and Review Services*

issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial Resources)**

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Minimum Documentation Required

1. *A copy of the audit and management letter from the most recent audited fiscal year.*
2. *A projected budget (revenues and expenses) for the first year of operation of the new program(s).*
3. *A description of the effect of the new program(s) on the total budget of the institution.*
4. *Describe the physical resources that will be used by the new program(s) and document their adequacy*