**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

**COMMISSION ON COLLEGES**

**NEW PROGRAM SUBSTANTIVE CHANGE PROSPECTUS**

**UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE**

**(**insert name of program**)**

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| Name of Institution: University of North Carolina at Charlotte |
| Location: 9201 University City Blvd., Charlotte, NC 28223 |
| Name and Title of Individual Completing the Prospectus:Dr. (insert chair/cooordinator name), Chair, (insert department/program name)Dr. Christine Robinson, Assistant Provost of Institutional Effectiveness and Analytics | Telephone: (insert chair/coordinator phone #)(704) 687-5385 |
| Email Address:(insert chair/coordinator email address)crobinson@charlotte.edu |
| Date Submitted: (insert date), 20 X X |

**Common Content A – Background and Context**

1. A transmittal letter signed by the CEO or institutional liaison briefly explaining the submission. (Provided by the Office of Assessment and Accreditation.)

2. A list of programs offered by the institution (excerpt from the catalog or a printout of a

webpage is acceptable). (Provided by the Office of Assessment and Accreditation.)

3. Abstract (one page maximum)

a. Briefly describe the proposed change to include the intended implementation date.

b. Provide projected number of students, if applicable.

c. Indicate the projected life of the change, as applicable: one-time/limited duration

or ongoing).

d. Describe the primary target audience or market.

e. Describe the strengths of the institution to undertake the change.

4. Describe how the need for the change was determined and how the change was approved

by the institution.

5. Describe how the change is consistent with the mission and goals of the institution.

6. Provide documentation of faculty involvement in the planning and approval of the change.

7. Provide evidence of legal authority for the change if approval is required by the governing

board or the state.

**Other Required Content**

1. Provide the curriculum for the program.

2. Provide a projected schedule of course offerings for the program

3. Provide program-specific goals (objectives) and specific student learning outcomes for the program.

4. Describe how the student learning outcomes for the program will be assessed.

5. Provide course descriptions for all courses in the proposed program. Do not provide syllabi or catalogs (though course description excerpts from a catalog are acceptable).

6. Describe admissions and graduation requirements for the program.

7. Provide the planned method(s) of delivery, as defined in policy, of the program.

8. Provide the planned location(s) at which the program will be delivered, i.e., on-campus and/or at specific off-campus instructional site(s). (Providing this information does not replace submitting a notification or prospectus for approval, if necessary, of an off-campus instructional site as required by policy.)

9. Demonstrate compliance with Standard 10.7 (policies for awarding credit) of the Principles of Accreditation.

10. Describe administrative oversight to ensure the quality of the program.

11. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in the traditional formats have been achieved.

**Common Content B – Faculty Qualifications**

1. Provide a completed Faculty Roster Form to include faculty members scheduled to teach

in the proposed substantive change (program, site, arrangement, etc.). Follow the Faculty

Roster Form Instructions which require the institution to demonstrate the qualifications of

each faculty member to teach the courses assigned (refer to Standard 6.2a (faculty

qualifications) of the *Principles of Accreditation*). Use the standard Faculty Roster Form

and instructions; do not create a new form or format:

a. Faculty Roster Form [DOCX]

b. Faculty Roster Form Instruction [PDF]

2. Include on the Faculty Roster Form all faculty members for the courses *to be taught*; do

not include historical teaching assignments unless they are also to be taught in the proposed

change.

a. For a program: list the faculty members for all courses in the curriculum; exclude general education courses, if applicable, unless the general education curriculum is the substantive change being submitted for review.

b. For an off-campus instructional site: list the faculty members for all courses to be taught at the site for the first 12 months of operation.

3. Do not submit faculty curricula vitae or transcripts.

4. Referring to Standard 6.2a (faculty qualifications)*:*

a. For a program: demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and/or teach in the program.

b. For a site: demonstrate the institution has at least one faculty member qualified in the discipline to teach at the site.

5. Provide narrative with supporting evidence to demonstrate the number of full-time faculty members will be adequate to support the proposed change. In addition to at least one faculty member qualified in the discipline, include any to-be-hired faculty members, if applicable, on the Faculty Roster Form (e.g., “To-be-hired #1,” “To-be-hired #2,” etc.) with the expected qualifications for teaching the courses assigned. Describe the impact on faculty workload of the proposed change.

6. For a graduate program,

a. demonstrate scholarship and research capability of faculty members teaching in the program and

b. if applicable, document faculty experience in directing student research or creative work (always applicable for doctoral programs).

**Common Content C – Resources**

Library and Learning/Information Resources

1. List and describe discipline-specific learning resources to support a new program. Do not list all library resources; include only those related to the proposed change. If electronic databases are listed, describe the discipline-specific suites of resources rather than the name only of the database or the consortium through which it is accessed (Such as Galileo, Louis, TexShare, Viva, etc.).

2. Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.

3. Describe how students enrolled in a new program, at an off-campus instructional site, or in a distance education program can access discipline-specific library and learning/information resources.

4. Describe how students are made aware of library and learning/information resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.

5. Describe resources to support students in access to and use of library and learning/information resources.

Student Support Services

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

Physical Resources

1. Describe the adequacy of physical facilities which will support the change.

2. Describe equipment which will be available for a new program or available at a new site.

3. Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

Financial Resources

1. Describe in narrative the financial resources needed to initiate and provide on-going support of the proposed change.

2. Provide a budget for the first year of the proposed change. For a branch campus, provide a three-year budget. Do not provide an institutional budget.

3. Include in the budget resources to be directed to institutions or organizations for contractual or support services for the proposed change.

4. Include projected revenues and expenditures and cash flow for the proposed change.

5. Include a contingency plan should expected revenue not materialize or should costs exceed estimates.

**Common Content D – Institutional Evaluation and Assessment Processes**

1. Provide a brief description of institutional assessment processes.

2. Describe how the institution will incorporate the proposed change into the institution-wide assessment infrastructure and processes.

**Guidelines for the Chair/Coordinator**

• Prospectus can be no more than 25 pages exclusive of supporting documentation in a Word format.

• Current links to websites may be provided in the narrative. Please check to make sure the links are operational.