

Crosswalk for SACSCOC New Program Prospectus

Please see [SACSCOC Substantive Change Policy and Procedures](#).

| # | Prospectus Requirements | Who Will Provide Information | Approval Through JCSU Committees (Faculty Senate, Educational Policies Committee, Provost Council, Executive Cabinet, Board of Trustees) |
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| | List degrees that the institution is authorized to grant. As a subset of each degree, list majors available. | Office of Accreditation, Data Analytics, and Transformation | |

| 1 | Common Content A: Background and Context | | |
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| 1 | Describe the proposed change and implementation date. (Abstract) | Chair/Coordinator | ✓ |
| 2 | Describe the primary target audience and/or market. (Abstract) | Chair/Coordinator | ✓ |
| 3 | Provide a projected number of students, if applicable. (Abstract) | Chair/Coordinator | ✓ |
| 4 | Describe the strengths of the institution to undertake the change. (Abstract) | Chair/Coordinator | |
| 5 | Indicate the projected life of the change, as applicable: one-time/limited duration or ongoing. (Abstract) | Chair/Coordinator | ✓ |
| 6 | Describe how the change is consistent with the mission, goal, and core values of the institution. | Chair/Coordinator | ✓ |
| 7 | Provide documentation of faculty involvement in planning and approval process of the change. | Chair/Coordinator | |
| 8 | Provide evidence of legal authority for the change if approval is required by the governing board. | Office of Accreditation, Data Analytics, and Transformation | |

| 2 | Substantive Change Details | | |
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| 1 | Provide the curriculum for the program. | Chair/Coordinator | ✓ |
| 2 | Provide a projected schedule of course offerings for the program. | Chair/Coordinator | ✓ |
| 3 | Provide program-specific goals (objectives) and specific student learning outcomes for the program. | Chair/Coordinator | ✓ |
| 4 | Describe how the student learning outcomes for the program will be assessed. | Chair/Coordinator | |
| 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). | Chair/Coordinator | ✓ |
| 6 | Describe admissions and graduation requirements for the program. | Chair/Coordinator | ✓ |

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| 7 | Provide the planned method(s) of delivery, as defined in policy, of the program | Chair/Coordinator | ✓ |
| 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.) | Chair/Coordinator | |
| 9 | Demonstrate compliance with Standard 10.7 (policies for awarding credit) of the Principles of Accreditation. | The Office of Accreditation, Data Analytics, and Transformation will provide narrative language. | |
| 10 | Describe administrative oversight to ensure the quality of the program. | Chair/Coordinator | ✓ |
| 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. | Chair/Coordinator | |
| 3 Common Content B: Faculty Qualifications | | | |
| 1 | Complete top part and all columns of the Faculty Roster Form found here: https://sacscoc.org/app/uploads/2019/08/FACULTY-ROSTER-FORM.docx for faculty members scheduled to teach in the new program, in a degree completion program, or at a new site or branch campus. Follow directions at https://sacscoc.org/app/uploads/2019/08/General-Instructions-for-Completing-the-Faculty-Roster-Form.pdf for completing the form which require that the institution demonstrate the qualifications of each faculty member to teach the courses assigned to them. | Chair/Coordinator | |
| 2 | Include on the Faculty Roster Form 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. | Chair/Coordinator | |
| 3 | For a new program , the institution must demonstrate that it has at least one faculty member qualified in the discipline to develop the curriculum and/or teach discipline courses in the new program. (Refer to Standard 6.2.a in the <i>Principles</i> concerning the determination of appropriate qualifications.) | Chair/Coordinator | ✓ |
| 4 | 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. | Chair/Coordinator | |
| 5 | For a graduate program , demonstrate scholarship and research capability of faculty members teaching in the program and, if applicable, document faculty experience in directing student research or creative work. | Chair/Coordinator | |
| 4 Common Content C: Library and Learning Resources | | | |

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| 1 | List and describe discipline-specific learning resources to support a new program. Please <u>do not</u> list all resources located in the library if they do not relate to the specific change. Note: If electronic databases are listed, describe the discipline-specific suites of resources and not just the name of the database or the consortium through which it is accessed. | Chair/Coordinator and Director of Library Services | ✓ |
| 2 | Document discipline-specific refereed journals and primary source materials. | Chair/Coordinator and Director of Library Services | |
| 3 | Describe how students enrolled in the new program in a distance education program can access discipline-specific library and learning/information resources. | Chair/Coordinator and Director of Library Services/CITL | ✓ |
| 4 | Describe how students are informed of available library and learning/information resources, 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. | Chair/Coordinator and Director of Library Services | |
| 5 | Describe resources to support students in access to and use of library and learning/information resources. | Chair/Coordinator and Director of Library Services | |
| 6 Common Content C: Student Support Services | | | |
| 1 | Describe the specific programs, services, and activities that will support students enrolled in the new program, including in distance education programs. Exclude any student support services which are not relevant to this specific change. | Chair/Coordinator | ✓ |
| 7 Common Content C: Physical Resources | | | |
| 1 | Describe the adequacy of physical facilities which will support the change. | Chair/Coordinator | ✓ |
| 2 | Describe equipment that will be available for a new program. | Chair/Coordinator | ✓ |
| 3 | Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services. | Chair/Coordinator | |
| 8 Common Content C: Financial Resources | | | |
| 1 | Describe in narrative the financial resources needed to initiate and provide on-going support of the proposed change. | Chair/Coordinator | ✓ |
| 2 | Provide a first year budget for the proposed change. | Chair/Coordinator | |
| 3 | Include projected revenues and expenditures and cash flow for the proposed change. | Chair/Coordinator | ✓ |
| 4 | Include a contingency plan should expected revenue not materialize or should costs exceed estimates. | Chair/Coordinator | |
| 9 Common Content D: Institutional Evaluation and Assessment Processes | | | |
| 1 | Provide a brief description of the institutional assessment process. | Office of Accreditation, Data Analytics, and Transformation | |
| 2 | Describe how the institution will incorporate the proposed change into the on-going, institution-wide assessment infrastructure and processes. | Office of Accreditation, Data Analytics, and Transformation | |

Revised: 01/29/2025