Faculty Senate Routing Form  
(action/proposal attached)

I. Item Title: Substantive Change Policy—Southern Association of Colleges and Schools (SACS)
   a) Brief Description: See attached
   b) Initiated by: APRC

II. Faculty Senate Action: XX approved □ not approved □ other date: 
   Vote: X Voice Vote, Unanimous □ Voice Vote, Majority In Favor 
   □ Electronic Clicker: Ayes Nays Abstentions 
   FS Secretary signature: [Signature] date 2-3-2012

III. Provost: □ for information □ Recognition of Receipt 
    □ for action.........□ approved □ not approved 
    Comments: 
    Person responsible for Implementation: [Signature] date 3-2-12
    Provost signature: [Signature] date 3-2-12

IV. Chancellor: □ for information □ Recognition of Receipt 
   □ for action.........□ approved □ not approved 
   Comments: 
   Chancellor signature: [Signature] date 4-3-2012

Once finalized copies will be returned to the Provost Office’s representative who will scan and distribute electronically to: 
Chancellor 
Provost 
Chair of Faculty Senate 
Secretary of the Faculty Senate 
Associate Vice Chancellor for Academic Affairs (for catalog and handbook) 
Associate Dean of Graduate School (for catalog) 
Others (i.e. person responsible for implementation)
Draft Changes to APR 17 (January 2012)

The Curriculum Proposal Guide which was previously a document available on the website and h drive as a guide, but was not part of APR 17, has been incorporated into the APR. It’s actually the APR in this revised draft.

The old (existing) APR 17 is now Appendix A (Electronic Curriculum Approval Process).

Appendix B has been added to address Substantive Change.

(The yellow highlighting was on the documents prior to these changes – it doesn’t indicate anything recent.)
I. NEW COURSES

A. Course Prefixes. The prefixes used to designate courses, except in the case of very short names such as art, are abbreviations of the names of departments or of fields of study within the departments.

B. Numbering System. Each course is identified by means of a course prefix and a three-digit number. The first digit of the number designates the level of the course and indicates the minimum class rank a student should have achieved to enroll in the course.

Students should not enroll in courses numbered above their class rank without the permission of the department offering the course. Undergraduate students may not enroll in graduate level courses for either undergraduate or graduate credit except under the conditions specified in the graduate catalog. In such cases, the student must meet graduate-level requirements to receive credit.

Courses numbered 293, 294, 393, 394, 493, 494, 593, 594, 693 or 694 are for special topics that reflect a student’s or faculty member’s special interest not covered by regular departmental curriculum offerings. Credit in these courses varies from one to four credit hours, to be determined by the department for each offering. Students may take up to 12 hours of special topic credit in a single department/program. A particular topic course can be taught at most two times in a five-year period. If a department/program wishes to teach a particular topic course more than twice in a five-year period, it must propose the course as a regular course, subject to the curriculum review process.

01-100 Noncredit courses which are not applicable to degrees
101-199 Courses for freshmen
190-199 First-Year Seminar courses
200-299 Courses for sophomores
300-399 Courses for juniors
400-499 Courses for seniors
500-799 Masters-level courses
800-999 Doctoral-level courses

The number 389 is reserved for cooperative education undergraduate courses, and the number 589 is reserved for cooperative education graduate courses.

Within the sequences 480-499, 580-599, 680-699, and 780-799, the second and third digits of the numbers are assigned to special types of courses:

80-82 Independent study and directed-readings courses
83-89 Internships, practicum, and special applied field projects
90-92 Student teaching
93-94 Special topics courses
95-98 Seminars
699 Thesis

APR 17 Revised 1/5/12
C. Credits and Class Meetings. Unless otherwise indicated at the end of the course description, the number of hours a class meets each week is the same as the credit-hour value of the course. The credit-hour value of each course is indicated in parentheses immediately following its title. For example, if 3 hours of credit may be earned, the credit is indicated as (3). In variable credit courses, the minimum and maximum hours are shown as (1-3). Unless repeat credit is specified in the course description, a course may be applied only once toward the hours required for graduation. The availability of a course for repeat credit and the maximum hours that may be earned are indicated within the parentheses and immediately following the credit-hour value of the course as follows: (3, R6). In this example, the course carries 3 hours of credit and may be repeated once for a total maximum of 6 hours applicable toward a degree.

Credit is awarded in experiential courses on the basis of a minimum of three contact hours per credit hour.

D. Course Descriptions. Course descriptions can only be 25 words or less. This length does not include prerequisites, corequisites, or S/U grading, or other wording not pertaining to the description. If the description in any way overlaps another department, a signed consultation form from the affected department is needed.

E. Prerequisites and Corequisites. A prerequisite (PREQ) is any special requirement, usually one or more background courses or requirements other than class rank, that must be met before enrolling in a course specifying the prerequisite. A corequisite (COREQ) is any course which must be taken during the same term as the course that specifies the corequisite. Experiential Courses. The maximum credit in experiential courses that may be applied toward a degree within the minimum of 120 or 128 hours required in all bachelor's programs is 26 semester hours (20 percent). The maximum credit that may be earned in cooperative education or applied field project courses/internships or in any combination of the two is 15 hours.

- A course prerequisite can not be a higher level course number than the course itself. That not only means from 100 to 200, but also from 123-124 numbers.
- Anytime you use a prerequisite that has a prefix other than your department, you must consult with that department as you make changes to your course and the consultation form should be attached. For example, if BIOL 233 uses CHEM 130 as a prerequisite and you want to delete BIOL 233, the Chemistry department needs to be consulted. This lets the Chemistry department know you no longer offer this course and also that they will not need to offer additional sections of CHEM 130.

F. Cooperative Education Courses. Students participating in a cooperative education work term are registered for a 389 course in the major department, or the department most closely related to the work experience. To be eligible, a student must be at least a sophomore and have a GPA of 2.0 or above. Exceptions must be approved by the departmental co-op placement adviser. A full statement of the requirements for academic credit is available from the Cooperative Education Office in the Career Services Office. Academic assignments and work performance are used to evaluate the student on an S/U basis.

APR 17 Revised 1/5/12
G. Special Topics Course Policy. Courses numbered 293, 294, 393, 394, 493, 494, 593, 594, 693 or 694 are for special topics that reflect a student’s or faculty member’s special interest not covered by regular departmental curriculum offerings. Credit in these courses varies from one to four credit hours, to be determined by the department for each offering. Students may take up to 12 hours of special topic credit in a single department/program. A particular topic course can be taught at most two times in a five-year period. If a department/program wishes to teach a particular topic course more than twice in a five year period, it must propose the course as a regular course, subject to the curriculum review process. **Do not delete the special topics number when developing a new course.**

H. New Liberal Studies Courses. The category of Liberal Studies to which each course applies may be found in the liberal studies requirements section. The applicable category also is indicated by the parenthetical code at the end of each course description.

<table>
<thead>
<tr>
<th>Core</th>
<th>Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Writing</td>
<td>P1 Social Sciences</td>
</tr>
<tr>
<td>C2 Mathematics</td>
<td>P2 (changed to C5)</td>
</tr>
<tr>
<td>C3 Oral Communication</td>
<td>P3 History</td>
</tr>
<tr>
<td>C4 Wellness</td>
<td>P4 Humanities</td>
</tr>
<tr>
<td>C5 Physical and Biological Sciences</td>
<td>P5 Fine and Performing Arts</td>
</tr>
<tr>
<td></td>
<td>P6 World Cultures</td>
</tr>
</tbody>
</table>

Any Liberal Studies course being proposed (new or changing an existing course) needs to complete the appropriate LS course proposal form found at [http://www.wcu.edu/liberalstudies/](http://www.wcu.edu/liberalstudies/). The syllabus must also reflect the Liberal Studies objectives for that particular Liberal Studies Program category.

II. NEW PROGRAMS

A. Intent to Plan (Appendix A form) and coversheet are developed by the department

B. Once approved by the Dean, the Dean submits the program proposal to the Assoc. Provost to place on the Council of Deans agenda. If endorsed by the COD then the program continues through the curriculum approval process.

C. Once the program Intent to Plan is approved by Senate, it is electronically submitted to General Administration.

D. If approved, General Administration (GA) posts the Intent to Plan on their website and the institution has eleven months to develop and submit the Authorization to Establish (Appendix C) to the Provost Office.

E. After review and approval by the Provost the Appendix C is submitted to General Administration for final approval.

F. The Office of the Provost notifies departments when the Appendix C has been approved by the Provost and the departments submit the program AA5s and AA6s through the campus curriculum approval process.

G. Basic Program Requirements (undergraduate)
   1. no less than 120 hours and no more than 128 hours required
   2. all concentrations require equal number of hours
   3. majors with 27-45 hours must require minor, second major, or other approved program

APR 17 Revised 1/5/12
4. 46-64 hours are required in majors that do not require a minor or second major
5. 50% of courses required in the major have to be at the 300-400 level (must petition for exemption to this rule when proposing the program)
6. 25% of the total degree program required hours must be at the 300-400 level
7. 8 semester plan for completing the program must be attached. (will eventually be posted on the website for the degree program—no longer posted in the catalog)

H. Basic Program Requirements (graduate)
1. 50% of the credit hours for a master’s degree must be 600 level or above
2. 50% of the credit hours for the education specialist’s degree must be 700 level or above
3. At least 24 hours must be earned as resident credit hours (teacher education requires 1 semester of full time graduate work—summer may be counted as one of the semesters—see Graduate Catalog for exceptions)
4. Graduate degrees must be completed within 6 years

III. CONSULTATION FORMS

Many academic programs consist of courses offered by departments other than their own. As you plan changes to your curriculum, keep in mind the fact that your changes might have an impact on other departments. You must submit consultations forms from the library (for new courses or programs) as well as any other department that is effected by the course proposal or change. Some of the reasons may be:

- Course proposal has similar content to content in another department
- Course proposal has prerequisite/corequisite from another department
- Course proposal impacts another major from a different department
- Course proposal might be of particular interest to another department to list as an elective choice

IV. ITEMS THAT REQUIRE APPROVAL FROM (or notification to) GENERAL ADMINISTRATION AND/OR SACS

- New degree program Intent to Plan (Appendix A) for approval THEN the Authorization to Establish (Appendix C)
- New degree program in the same 6-digit CIP code as currently authorized program at the same level (Appendix D)
- Certificate of Advanced Study (CAS) Intent to Plan (Appendix A)
- Discontinuation of a degree program (Appendix D or Appendix I). Appendix I is used to discontinue a distance program without discontinuing the resident degree program.
- New doctoral program or first professional degree program Authorization to Plan (Appendix B)
- Intent to Offer a sequence of distance education courses for certification, licensure, or other purpose not leading to award or a degree (letter to GA from Provost informing them of plan)
- Degree program title change (letter to GA from Provost with rationale)
- New distance education program Intent to Plan (Appendix F—at least 3 months prior to implementation) for approval—if 50% or more of the degree program is provided through distance education THEN the Authorization to Establish (Appendix G)—no less than one month following the Appendix F.
- For SACS: If proposing to add a different location other than the Cullowhee main campus to an existing program an Appendix G is required regardless of whether or not the site is considered a resident or distance site by GA. If it is a GA recognized site, the Appendix G serves as the prospectus to SACS, but is not submitted to GA.

APR 17 Revised 1/5/12
Appendix A: Electronic Curriculum Approval Process

Share Drive Etiquette: Please be sure to save a copy of a form to your computer and close it on the share drive so that “shadow forms” don’t remain in the share drive folder.

Notes: a) It is a wise practice to invite curriculum proposal representatives to attend the curriculum approval meetings at all levels.
   b) All forms and attachments for each AA4, AA5 or AA6 should be included in one word document.
   c) Once curriculum is approved and placed in the Approved Curriculum folder in each college’s approved folder it is up to the departments/colleges to update the relative websites to reflect the changes.

AA4: use an AA4 for all course changes that do not affect another department. (All other course changes/proposals, Liberal Studies changes/proposals and program changes are to be prepared on an AA5 or AA6)

1) Department develops AA4 form and after getting departmental approval submits the form to the college curriculum designee to process
2) Dean’s office designee obtains college level (curriculum committee and dean approval) and then places the electronic AA4 in the “Pending AA4” folder in the College curriculum folder on the share drive. Be sure to use the same nomenclature to name the document, example: PAR 350-AA4
3) Provost Office checks the college folders each Friday morning to process AA4s. All graduate level AA4 proposals will also be approved by the Graduate School.
4) Once AA4s are approved by the Provost designee (Associate Provost) they are posted back in the respective college folder found in the Approved Curriculum folder indicating the date of approval in the title. The curriculum will also be copied and pasted into the Registrar’s Folder and the Graduate School folder (as applicable) for processing. The Graduate School will periodically review their approved curriculum folder and process as needed.
5) Departments/Colleges update websites to reflect changes
6) If a change also requires a program change all the changes for one specific program need to be done on ONE AA6—not an AA4

AA5/AA6: AA5s are used when changes are being made to one course that affects another department, all Liberal Studies course changes/proposals, and all new courses. AA6s are used for all program changes and new program proposals

1) Curriculum developed in department and approved by department head
2) Technical review done at the departmental level (with use of checklist)
3) Curriculum is submitted electronically to deans office
4) Deans office designee posts all AA5/AA6 curriculum to the Curriculum spreadsheet—be sure to use consistent nomenclature as well as identify if Liberal Studies:
   Examples for AA5: PAR 350-AA5 or ENGL 101(1S)-AA5
   Examples for AA6: BS CHEM-AA6 or MFA Art-AA6, etc.
      a. Column A – Date curriculum posted in folder
      b. Column B – Dept. of origination
      c. Column C – course prefix & number or degree and program title
      d. Column D – indicate “new course”, “number/prefix/description change”, “program change(s)”, “new program”, etc.
      e. Column E – College abbreviation
5) Dean’s Office designee posts curriculum documents in the appropriate college folder using the following file name format: PAR350-AA5 or BA English-AA6 — AA5/6s must be posted from the college by the date indicated on the Curriculum Approval Schedule found in the Curriculum Forms and APR 17 Revised 1/5/12
Resources Folder on the share drive.) If an AA6 is being accompanied by relative AA5s all curriculum forms concerning this program proposal or change should be placed a folder and labeled: example is “BS in Chemistry does”. This folder should then be placed in the “pending AA5/6” folder for your college. If courses from a different college are being changed to accommodate this same program change then that college should also create a “BS in ? does” folder for that specific college with their specific curriculum forms related to that change. These forms will be merged into one folder by the Provost Office when they are submitted to the Faculty Senate. However, these related curriculum items should still be listed as separate AA5s and AA6s on the Curriculum spreadsheet.

6) College Curriculum Committees (Column F) and Deans (Column G) review curriculum and post decision on spreadsheet by the date indicated on the Curriculum Approval Schedule.

7) Provost Office Assistant checks college folders and spreadsheet periodically, but for sure on the day after the college approval deadline, to post documents for the University Level Committees to review where needed (turns on tracked changes for each document)

8) Provost Office Assistant highlights each cell on the spreadsheet where each document will need to go for approval.
   - University responses (chair of curriculum committees—and/or designees—will be the only ones that have editing rights to this spreadsheet—will indicate date of approval and put initials to identify him/herself)—a statement on the bottom of the spreadsheet would indicate that the date and initials are equivalent to a signature.

9) All documents will be programmed to track changes and curriculum chairs will have the capability of editing the proposals as needed—with the requirement to notify the department head who submitted the proposal if any changes are made.

10) Remember, anyone can view the proposals so department heads could then go in and review these changes and notify Provost Office Assistant to remove the proposal from the approval process—or otherwise it will continue through the process.

11) Deadlines for each level of review are indicated in the Curriculum Approval Schedule in the Curriculum Forms and Resources folder on the share drive and are also on the AA5 AA6 Spreadsheet on the share drive.

12) Curriculum committees could either choose to meet electronically or in person as long as the decisions were made and posted (on the spreadsheet) by the chair on or before the due date.

13) All of campus has view-only access to check progress of curriculum.

14) On the day after the university level approval deadline the Provost Office Assistant submits items that have completed the process so far, to the Senate by moving the items to the Senate folder attaching the spreadsheet to the senate agenda for information and/or action.

15) Once Senate approves the curriculum, Provost Office Assistant prints out all the AA5s/AA6s approved and gives them to Provost Office designee (Associate Provost) for approval and signature.

16) Once signed Provost Office Assistant moves the documents to the Approved Curriculum Folder (college folders are in this folder) and updates the spreadsheets. Curriculum items in the Approved Curriculum folder will have the date of approval in their title so that if the same course/program is changed later the system will allow another version to be easily saved. A copy of each item will be copied into the Registrar’s Folder, Graduate School folder, College folder, and/or SACS folder as appropriate found in the Approved Curriculum folder.

17) The Registrar’s Office, Graduate School, Colleges, and SACS coordinator will periodically check the Approved Curriculum folder and process as needed.

APR 17 Revised 1/5/12
Appendix B: Substantive Change Policy (SACS)

Purpose

Western Carolina University (WCU) recognizes the importance of compliance with the Southern Association of Colleges and Schools' Substantive Change for Accredited Institutions of the Commission on Colleges Policy Statement (SACSCOC, 2011), which requires WCU to report ALL substantive changes accurately and in a timely manner to the Commission on Colleges. The purpose of this policy is to describe the process and procedures to be utilized to ensure that WCU complies with this Commission on Colleges policy.

Scope

WCU’s Substantive Change Compliance Policy applies to EACH academic unit and department and is MANDATORY.

Definition of "Substantive Change"

Substantive change as defined by the Commission on Colleges is "a significant modification or expansion of the nature and scope of an accredited institution." Examples of substantive changes that might be proposed by an institution include:

- initiating coursework or programs at a more advanced level than currently approved;
- initiating a branch campus;
- altering significantly the educational mission of the institution;
- initiating a merger or consolidation with another institution;
- relocating a main or branch campus; changing governance, ownership, control, or legal status of an institution;
- changing from clock hours to credit hours;
- adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing; and closing a branch campus or an institution.

More important for deans and department heads are examples of substantive changes that might typically originate with proposals from department or academic program leadership including:

- expanding programs at current degree level;
- initiating joint degrees with another institution;
- initiating a certificate program at employer's request and on short notice;
- initiating other certificate programs;
- initiating off-campus sites OR expanding program offerings at previously approved off-campus sites;
- relocating an off-campus instructional site;
- initiating online programs or other programs where the faculty and students are not in the same location that are significantly different from current online offerings;
- initiating degree completion programs;
- initiating programs or courses offered through contractual agreement or consortium;
- entering into a contract with an entity not certified to participate in USDOE Title IV programs;
- acquiring any program or site from another institution;

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APR 17 Revised 1/5/12
• altering the length of a program significantly; and
• closing a program or approved off-campus site.

The initiation or relocation of off-campus instructional sites and the addition of new site-based programs that represent significant departures from current offerings are the MOST COMMONLY reported substantive changes. A "significant departure" is one in which the proposed new program has no closely related counterpart among the previously approved programs in the curriculum offered at a site, whether the location is the main campus or an off-campus location. To determine whether a new program is a "significant departure," the Commission of Colleges considers whether the new program requires significant amounts of additional faculty, courses, library or other learning resources, equipment or facilities, or financial resources.

Policy

The process that WCU will use to ensure compliance with the Substantive Change for Accredited Institutions of the Commission on Colleges Policy Statement involves the following four methods: 1) implementing effective communication and procedures, 2) providing adequate resources, 3) conducting periodic training, and 4) utilizing quality assurance safeguards.

Communication and Procedures

• Academic units follow the procedures outlined in APR 17 and in the Handbook to obtain internal approval for substantive changes.
• The Office of the Provost (specifically the Associate Provost) alerts the University SACS Accreditation Liaison regarding any curricular decisions that are potential substantive change actions.
• The University SACS Accreditation Liaison is responsible for reviewing curricular decisions brought forth by the Associate Provost and determining if the action requires substantive change notice to the Commission on Colleges.
• The University SACS Accreditation Liaison prepares notices and required documentation for submission to the Commission on Colleges with appropriate notices to the Provost and Chancellor.
• Actions and decisions are communicated to appropriate deans and stakeholders according to the guidelines in APR 17.

Resources

• Policies, procedures, and information regarding substantive change can be found on the Office of Planning and Assessment website (insert link)
• The Associate Provost and the University SACS Accreditation Liaison provide guidance for all internal and external reporting activities.

Training

• The Office of Institutional Planning and Effectiveness will offer periodic training for deans and department heads on substantive change policy and other academic program compliance issues related to accreditation.

Quality Assurance

• The Office of the Provost maintains and monitors an external reporting tracking system.

APR 17 Revised 1/5/12
• Procedures and information contained in APR 17 and the Faculty Handbook are reviewed and published annually.
• The University Registrar will implement changes upon receiving the official SACSCOC letters from the Office of the Provost and will provide the means to track off-campus activity.
• Metrics are kept and reported annually regarding timely reporting of substantive change activity.

Enforcement

Responsibility for enforcement of this policy resides with the Provost. The deans are responsible for their units adhering to the procedures set forth within APR 17 and the Faculty Handbook, and the Provost is responsible for ensuring that they do. The Assistant Vice Chancellor for Planning and Effectiveness serves as the liaison to the Southern Association of Colleges and Schools Commission on Colleges with responsibility to report substantive changes in a timely manner. No substantive change can be implemented until a letter of approval or an acceptance of notification is received from the Commission on Colleges. Prior to receipt of the letter of approval, any distribution of information, including advertising, must include wording that the program is pending SACSCOC approval.

Review

The Faculty Senate, Council of Deans, and the Provost have reviewed and approved WCU’s Substantive Change Compliance Policy. This policy will be reviewed and updated periodically as appropriate.