

Off-Campus Face-to-Face Program or Course Request Form

This form must be signed by the Director of Instructional Technology and submitted to the University Curriculum Committee when requesting approval to offer any portion of a new or existing degree program face-to-face at an off-campus site. The packet to be reviewed by the University Curriculum Committee must include this signed form and the documentation as outlined in the "Required Contents of a Draft for a Substantive Change Prospectus" (*See policy A-4 & A-70*).

Today's Date: _____ Name of College: _____

Degree and/or Program Title: _____

Total Number of Credit Hours required in the Program: _____

What percentage of this program are you requesting to offer in an off-campus face-to-face format?

0-24% Implementation Date: _____ (at least 9 months after today)*

25-49% Implementation Date: _____ (at least 9 months after today)*

Over 50% Implementation Date: _____ (at least 9 months after today)*

**See Timeline for Substantive Change Proposals*

Physical Address of Remote Off-Campus Site:

Building Name and Room Number

Campus or Facility Name

Street City, State, ZIP

Name and Contact Information of the Coordinator at the Remote Site

This plan has been filed with the Office of Instructional Technology.

OIT Signature

Date

Department Chair

Date

Dean

Date

College Curriculum Chair

Date

REQUIRED CONTENTS OF A DRAFT FOR A SUBSTANTIVE CHANGE PROSPECTUS

Please consult policy A-4 & A-70 when developing your prospectus. This document must conform to THECB and SACS guidelines and meet the required timeline for program approval.

1. ABSTRACT (limit to one page or less)

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

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 off-campus sites.

3. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

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 for the first year, and a copy of course syllabi. In the case of a change involving the initiation of a branch campus or of an off-site program, indicate the educational program 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 form at www.sacscoc.org/inst_forms_and_info1.asp) 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 taught, and course load in the new program as well as course work taught in other programs currently offered; evidence that faculty members are adequate to support the program; and 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. 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 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; and (d) the operational, management, and physical resources available for the change. Provide contingency plans if required resources do not materialize. For consolidations/mergers, and for institutions currently on sanction with the Commission 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 distance learning instruction or 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 (1) vitae of key faculty, (2) selected letters of support, (3) copies of library and other cooperative agreements, etc.