



CARSON-NEWMAN

A CHRISTIAN UNIVERSITY

**Carson-Newman University
Substantive Change Policy and
Procedures**

Carson-Newman University Substantive Change Policy and Procedures

Policy Statement

Carson-Newman University is accredited by the Southern Association of Colleges and Schools' Commission on Colleges (SACSCOC) and complies with the SACSCOC Substantive Change Policy and Procedures (See Appendix A) requiring the university to report all substantive changes accurately and efficiently to SACSCOC. Carson-Newman University is committed to following the policies and requirements of SACSCOC. The purpose of this policy is to provide a description of the Carson-Newman University process and procedures for any intended substantive change. Depending on the nature of the change, SACSCOC requires prior notification *and* approval of the change prior to implementation. In other cases, only prior notification is required. In accordance with those requirements, the University has established the following as the policy for substantive change. All substantive changes at Carson-Newman University must comply with the Substantive Change Policy of SACSCOC. Implementation of a change that clearly is or may be substantive cannot occur until the university notifies SACSCOC of its intent and receives approval.

This Substantive Change Policy applies to vice presidents, deans, department chairs, directors, undergraduate and graduate program coordinators, university and departmental curriculum committees, and faculty and staff wishing to make a curricular or organizational change. The administrative heads of both academic and non-academic units are responsible for being attentive to what SACSCOC considers a "significant modification or expansion of the nature and scope of an accredited institution" and for being aware of related information resources concerning accreditation (see <http://www.sacscoc.org>).

Substantive Change

SACSCOC defines a substantive change as "a significant modification or expansion of the nature and scope of an accredited institution." Under federal regulations, substantive change includes, but is not limited to:

- Substantially changing the established mission or objectives of an institution or its programs.
- Changing the legal status, form of control, or ownership of an institution.
- Changing the governance of an institution.
- Merging / consolidating two or more institutions or entities.
- Acquiring another institution or any program or location of another institution.
- Relocating an institution or an off-campus instructional site of an institution (including a branch campus).
- Offering courses or programs at a higher or lower degree level than currently authorized.
- Adding graduate programs at an institution previously offering only undergraduate programs (including degrees, diplomas, certificates, and others for-credit credential).

- Changing the way an institution measures student progress, whether in clock hours or credit-hours; semesters, trimesters, or quarters; or time-based or non-time-based methods or measures.
- Adding a program that is a significant departure from the existing programs, or method of delivery, from those offered when the institution was last evaluated.
- Initiating programs by distance education or correspondence courses.
- Adding an additional method of delivery to a currently offered program.
- Entering into a cooperative academic arrangement.
- Entering into a written arrangement under 34 C.F.R. § 668.5 under which an institution or organization not certified to participate in the title IV Higher Education Act (HEA) programs offers less than 25% (notification) or 25-50% (approval) of one or more of the accredited institution's educational programs.
- Substantially increase or decreasing the number of clock hours or credit hours awarded or competencies demonstrated, or an increase in the level of credential awarded, for successful completion of one or more programs.
- Adding competency-based education programs.
- Adding each competency-based education program by direct assessment.
- Adding programs with completion pathways that recognize and accommodate a student's prior or existing knowledge or competency.
- Awarding dual or joint academic awards.
- Re-opening a previously closed program or off-campus instructional site.
- Adding a new off-campus instructional site/additional location including a branch campus.
- Adding a permanent location at a site at which an institution is conducting a teach-out program for students of another institution that has ceased operating before all students have completed their program of study.
- Closing an institution, a program, a method of delivery, an off-campus instructional site, or a program at an off-campus instructional site.

Policy and Procedures

Institutional Changes

I. Responsibilities and Actions

Vice Presidents, Deans, Department Chairs, and Directors are responsible for becoming familiar with policies and procedures in the SACSCOC substantive change document, notifying the university-appointed Accreditation Liaison as early as possible about proposals or initiatives that may be considered substantive changes, providing the Accreditation Liaison with the supporting data and documentation necessary for reporting such changes to the SACSCOC, adhering to any timeline set forth by SACSCOC for purposes of review and prior approval of substantive changes.

If any of the substantive changes are at the institutional level, please contact the Office of the Associate Provost or the Office of Institutional Effectiveness for guidance.

Program Changes

II. Responsibilities and Actions

The Office of the Provost and the Office of Institutional Effectiveness are responsible for reviewing proposed curriculum changes to determine whether such changes require SACSCOC notification and/or approval as appropriate. The Accreditation Liaison is responsible for the timely reporting of a substantive change to SACSCOC in accordance with the SACSCOC and university policies.

III. Approval Protocols

- A. A program change proposal begins in the respective department. The heads of both academic and non-academic units are responsible for being attentive to what is considered a “significant modification or expansion of the nature and scope of an accredited institution.” A *Substantive Change Questionnaire* (See Carson-Newman University Substantive Change Policy and Procedures Appendix B) should be completed to assist in determining if a change is deemed to be substantive in nature. When preparing and reviewing course and program proposals that may involve a substantive change, proposal sponsors (i.e., faculty) and curriculum committees must follow and document adherence to curriculum review and approval policies and processes including policies outlined in the Faculty Handbook and this Substantive Change Policy, and complete a *Substantive Change Approval Checklist* (See Carson-Newman University Substantive Change Policy and Procedures Appendix C).
- B. Academic units proposing a new program or requesting approval for changes falling under SACSCOC definitions for substantive changes must prepare a prospectus or application in accordance with the requirements outlined in the SACSCOC Substantive Change Policy. The SACSCOC prospectus must accompany the curriculum change request submitted to the Academic Programs and Standards Committee or the Graduate Committee.

IV. Implementation Procedures

- A. The academic or administrative officer or the department initiating the substantive change (requestor) will:
- 1) inform the Provost and Accreditation Liaison of any potential substantive changes in a manner that ensures that the university can meet the required notification, review, and approval processes of SACSCOC. Faculty and staff initiating changes should pay careful attention to the notification time required by SACSCOC, and proposal sponsors should notify the Director of Institutional Effectiveness of all potential substantive changes as soon as the change is taken under consideration;
 - 2) prepare and submit a *Substantive Change Checklist* and a *Substantive Change Prospectus Checklist* (See Carson-Newman University Substantive Change Policy and Procedures Appendix D) to ensure that all required components are included, and

the completed *Substantive Change Prospectus* to the appropriate department chair, school dean, the Provost, and the accreditation liaison;

- 3) ensure that approvals of and notification to the appropriate entities are included in the documentation for the proposal; and
- 4) once approved, forward the completed prospectus to the accreditation liaison to submit to SACSCOC. SACSCOC due dates are January 1 for 7/1-12/31 implementation, and July 1 for 1/1-6-30 implementation. The completed prospectus must be submitted to the accreditation liaison no later than one month in advance of the SACSCOC due date.

B. The Accreditation Liaison will:

- 1) inform the university leadership of changes in SACSCOC policies and procedures related to substantive change;
- 2) work with the requestor(s) as needed to address all components a substantive change request;
- 3) review submitted substantive change request(s) for completeness, appropriateness, and consistency with SACSCOC policies and standards; and
- 4) prepare the formal transmission to SACSCOC.

All questions regarding substantive change should be referred to the Office of the Associate Provost at 865-471-3312 or the Office of Institutional Effectiveness at 865-471-3219.

Approved October 15, 2019

Substantive Change for SACSCOC Accredited Institutions
September 2020 Update to Appendix A
11/19/2020

SACSCOC Substantive Change Policy and Procedures
December 2020 Update to Appendix A
1/7/2021

SACSCOC Substantive Change Policy and Procedures
March 2021 Update to Appendix A
3/19/2021

SACSCOC Substantive Change Policy and Procedures
October 2021 Update to Policy and to Appendix B
10/20/21

SACSCOC Substantive Change Policy and Procedures
December 2021 Update to Procedures
3/29/22

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Appendix A

SACSCOC Substantive Change Policy and Procedures

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Appendix B

Substantive Change Questionnaire

For determination of whether or not a new academic program is a substantive change.

Substantive Change: *an 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 (SACSCOC Substantive Change Policy, p. 1).*

To determine whether a new academic program is a “significant departure,” it is helpful to consider the following questions:

- 1. What previously approved program(s) does the institution offer that are closely related to the new program and how are they related?*
- 2. Will significant additional equipment or facilities be needed?*
- 3. Will significant additional financial resources be needed?*
- 4. Will a significant number of new courses (25% or more new content) be required?*
- 5. Will a significant number of new faculty members be required?*
- 6. Will significant additional library/learning resources be needed?*

If you are unsure as to whether or not the proposed new program is a substantive change, please contact the Office of Institutional Effectiveness.

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Appendix C

Substantive Change Approval Checklist

Checklist	Yes	No	N/A
Will the proposal expand offerings at the current degree level that represent a significant departure from existing programs (i.e. the proposed program has no closely-related counterpart among previously approved programs in the curriculum)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposed program require a number of new faculty?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are more than 25% of the courses required for the proposed program new?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are more than 50% of the courses required for the proposed program new?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal require new library or other learning resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal close an existing program? (If yes, a teach-out plan and SACSCOC approval is required <i>prior</i> to closing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal initiate a <i>new</i> off-campus location? (NOTE: this includes dual enrollment courses offered at high schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal initiate a program offered at a <i>new</i> off-campus site? If yes, answer the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will a student be able to earn 50% or more of program credits at the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will a student be able to earn 25-49% of program credits at the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will a student be able to earn 24% or less of program credits at the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal initiate a new program offered at an <i>existing</i> off-campus location? If yes, answer the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the proposed program represent a <i>significant departure</i> from previously approved programs at that site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal initiate a program offered via distance education? If yes, answer the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will more than 50% of the program be offered via distance education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will 25-49% of the program be offered via distance education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will less than 24% or less of the program be offered via distance education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the program been discussed with the Director of Online Learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal initiate a program or courses through contractual agreement or consortium?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal <i>relocate an existing</i> off-campus site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal alter significantly the <i>length</i> of an existing program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal initiate a <i>new</i> degree completion program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the proposal initiate a <i>new</i> degree program? If yes, answer the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will significant additional equipment or facilities be needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will significant additional financial resources be needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will a significant number of new courses be required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will a significant number of new faculty members be required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Will significant additional library/learning resources be needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the proposal received <u>documented</u> notification and/or approval from the following:			
Department Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liberal Arts Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APSC (if undergraduate proposal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate Council (if graduate proposal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board of Trustees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Appendix D

Substantive Change PROSPECTUS Checklist

Checklist	Completed	N/A
I. ABSTRACT (limit to one page or less)		
• Describe the proposed change with its date of implementation	<input type="checkbox"/>	
• If a new program, identify where (location) it will be offered	<input type="checkbox"/>	
• If a new off-campus site or branch, list its complete physical address	<input type="checkbox"/>	
• Provide projected number of students, if applicable	<input type="checkbox"/>	
• Indicate the projected life of the program or site, if applicable (single cohort or ongoing)	<input type="checkbox"/>	
• Describe the primary target audience	<input type="checkbox"/>	
• Describe the instructional delivery methods to be used	<input type="checkbox"/>	
• Describe strengths of the institution to undertake this change	<input type="checkbox"/>	
II. DETERMINATION OF NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE		
• Describe how the change is consistent with the mission and goals of the institution	<input type="checkbox"/>	
• Describe the rationale and need for the program to include how the institution determined need	<input type="checkbox"/>	
• Provide evidence of legal authority for the change if approval is required by the governing board or the state	<input type="checkbox"/>	
• Provide documentation that faculty and appropriate other groups were involved in planning for and approval(s) of the change	<input type="checkbox"/>	
III. REQUIRED INFORMATION FOR THE SPECIFIC SUBSTANTIVE CHANGE (SELECT THE CHANGE RELEVANT TO THE PROSPECTUS AND PROVIDE ALL INFORMATION REQUIRED FOR THAT PARTICULAR CHANGE)		
• <i>For a <u>NEW PROGRAM</u> provide the following information:</i>		
○ Provide the curriculum for the program and a projected schedule of course offerings	<input type="checkbox"/>	<input type="checkbox"/>
○ Provide specific programmatic goals (objectives) and specific student learning outcomes for the program	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe how the student learning outcomes for the program will be assessed	<input type="checkbox"/>	<input type="checkbox"/>
○ Provide course descriptions for all courses in the proposed program	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe admissions and graduation requirements for the program	<input type="checkbox"/>	<input type="checkbox"/>
○ Demonstrate compliance with Standard 10.7 (Policies for awarding credit) of the Principles of Accreditation	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe administrative oversight to ensure the quality of the program	<input type="checkbox"/>	<input type="checkbox"/>
○ For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and	<input type="checkbox"/>	<input type="checkbox"/>

competencies comparable to those required in traditional formats have been achieved		
○ Follow instructions in <u>item 4</u> below for providing information concerning number and qualifications of faculty scheduled to teach in the program	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>For a <u>NEW OFF-CAMPUS SITE OR BRANCH CAMPUS</u> provide the following information:</i> 		
<ul style="list-style-type: none"> ○ Identify whether the site is a branch campus or an instructional site. See Procedure One in the policy entitled “Substantive Change for SACSCOC Accredited Institutions.” Note: An institution is required to present itself and its sites to SACSCOC in the exact way it presents itself to the U.S. Department of Education. 	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe the educational program(s) to be offered at the site or branch. If a program to be offered at the site or branch is a new program requiring approval, also respond to the requirements for a new program listed above	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site or branch or any special arrangements for grading, transcripts, or transfer policies	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe how programs at the new site or branch will be monitored and evaluated and how they will be incorporated into the institutional evaluation and assessment processes	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe the administrative structure for overseeing the site or branch campus	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe how services and operations at the new site or branch will be evaluated	<input type="checkbox"/>	<input type="checkbox"/>
○ Follow instructions in item 4 below for providing information concerning number and qualifications of faculty scheduled to teach at the site or branch campus	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>For the <u>OFFERING OF PROGRAM(S) VIA DISTANCE METHODOLOGY (ELECTRONIC OR CORRESPONDENCE) DELIVERY FOR THE FIRST TIME</u> provide the following information:</i> 		
○ Describe the infrastructure to support distance delivery methods to include the learning management system and administrative structure for electronic delivery	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe how faculty members will be trained in distance delivery methodology and how courses will be developed	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe technical support for students enrolled in courses delivered by distance methods and technical support for faculty members	<input type="checkbox"/>	<input type="checkbox"/>
○ Describe how effectiveness of programs offered via distance delivery will be assessed	<input type="checkbox"/>	<input type="checkbox"/>
○ Document compliance with Standard 10.6 (Distance and correspondence education)	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> ○ Follow instructions in item IV below for providing information concerning number and qualifications of faculty scheduled to teach courses provided by distance methodology 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ○ Describe processes in place to ensure that students have structured access to faculty members 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ● <i>For the INITIATION OF DEGREE COMPLETION PROGRAMS provide the following information:</i> 		
<ul style="list-style-type: none"> ○ Describe the degree completion program to include a description of how the degree completion program differs from the same program offered in traditional format 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ○ Describe how the institution ensures that student learning outcomes are the same for the program offered as a degree completion program as those for the program offered in traditional format. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ○ Describe assessment methods for determining achievement of student learning outcomes for the degree completion program 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ○ Describe admission requirements for students entering the degree completion program 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ○ Describe the format for offering the degree completion program (for example, compressed format, accelerated format, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ○ Follow instructions in item IV below for providing information concerning number and qualifications of faculty members scheduled to teach in the degree completion program 	<input type="checkbox"/>	<input type="checkbox"/>
IV. FACULTY QUALIFICATIONS		
<ul style="list-style-type: none"> ● Complete the Faculty Roster Form for faculty members scheduled to teach in the new program, in a degree completion program, at a new site or branch campus, or in programs to be offered by distance methodology for the first time. Follow directions for completing the form which requires that the institution present the qualifications of each faculty member to teach the courses assigned to them. The form and instructions may be accessed at www.sacscoc.org under Institutional Resources or from a link on the Substantive Change page 	<input type="checkbox"/>	
<ul style="list-style-type: none"> ● For a new program, the institution must demonstrate that it has at least one qualified faculty member to develop and/or teach discipline courses in the new program. Refer to Standard 6.2.a in the Principles concerning the determination of appropriate qualifications 	<input type="checkbox"/>	
<ul style="list-style-type: none"> ● Provide narrative with supporting evidence that the number of full-time faculty members will be adequate to support the initiative and describe the impact on faculty workload of the new program, new site, or distance delivery 	<input type="checkbox"/>	
<ul style="list-style-type: none"> ● Document scholarship and research capability of faculty members teaching in graduate programs and document faculty experience in directing student research 	<input type="checkbox"/>	
V. LIBRARY AND LEARNING RESOURCES		
<ul style="list-style-type: none"> ● List and describe discipline-specific learning resources to support a new program. Please do not list all resources located in the library if they do not relate to the specific change 	<input type="checkbox"/>	

<ul style="list-style-type: none"> Document discipline-specific refereed journals and primary source materials 	<input type="checkbox"/>	
<ul style="list-style-type: none"> If the institution is reliant on agreements with other libraries, provide a signed copy of each formal agreement and describe how the collections support the program(s) 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Describe specifically how students enrolled in a new program and/or enrolled in a program at an off-campus location and/or enrolled in a distance education program access these discipline-specific learning resources 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Describe how students and faculty members will access information electronically 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Describe how faculty and students are instructed in the use of online resources as well as on site library resources 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Describe resources to support students in access to and use of learning resources. <i>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 (such as Viva, TexShare, Galileo, Louis, etc.)</i> 	<input type="checkbox"/>	
VI. STUDENT SUPPORT SERVICES		
<ul style="list-style-type: none"> Describe specific programs, services, and activities which will support students enrolled in the new program and/or enrolled at a new off-campus site and/or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change 	<input type="checkbox"/>	
VII. PHYSICAL RESOURCES		
<ul style="list-style-type: none"> Describe the adequacy of physical facilities which will support the change 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Describe equipment which will be available for a new program or available at a new site 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services 	<input type="checkbox"/>	
VIII. FINANCIAL SUPPORT		
<ul style="list-style-type: none"> Provide a business plan that includes all of the following (NOTE: This applies to ALL submissions) 	<input type="checkbox"/>	
<ul style="list-style-type: none"> a) a description of financial resources available to support the proposed change, including a budget for the first year of the proposed change (a three-year budget is required for a new branch campus). Do not send a copy of the entire institutional budget 	<input type="checkbox"/>	
<ul style="list-style-type: none"> b) projected revenues and expenditures and cash flow for the proposed change 	<input type="checkbox"/>	
<ul style="list-style-type: none"> c) the amount of resources going to institutions or organizations for contractual or support services for the proposed change 	<input type="checkbox"/>	
<ul style="list-style-type: none"> d) the operational, management, and physical resources available for the change 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Provide contingency plans in the event that required resources do not materialize. The institution must disclose if it is currently on 	<input type="checkbox"/>	

reimbursement for Title IV funding. Institutions currently on sanction with SACSCOC for financial reasons must provide a copy of the audit for the most recently completed fiscal year		
IX. DESCRIPTION OF INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES FOR THE CHANGE		
<ul style="list-style-type: none"> • Provide a brief description of institutional assessment processes 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Describe how the institution will incorporate the change (program, site, distance education or other change) into the institution-wide review and assessment processes 	<input type="checkbox"/>	<input type="checkbox"/>