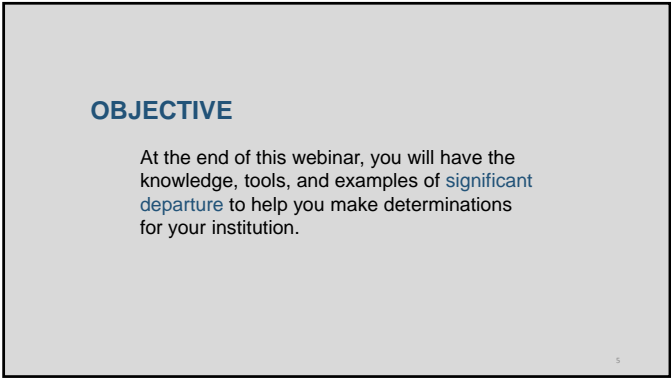


This is an advance copy of the slides. The slides you see in the webinar may be slightly different -- with minor edits, additions, and deletions. The core content, however, is here. You can print this in black+white without losing any information.







TAKE-AWAYS

1. Know the policy and definition of significant departure
2. Understand the guiding questions for significant departure
3. Know institutional obligations

more...

6

TAKE-AWAYS *(continued)*

4. Understand institutional context in making determinations
5. Suggested practices
6. Scenarios

7

1. Know the policy and definition of significant departure

"The 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"

—*Substantive change policy, p.1*

2. Understand the guiding questions for significant departure

"To determine whether a new program is a 'significant departure,' it is helpful to consider the following questions...

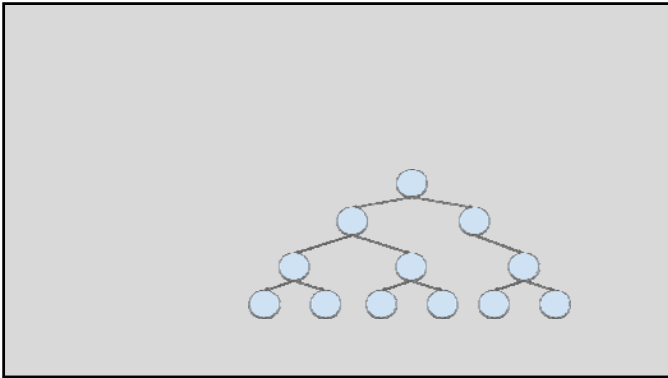
—*Substantive change policy, p.4*

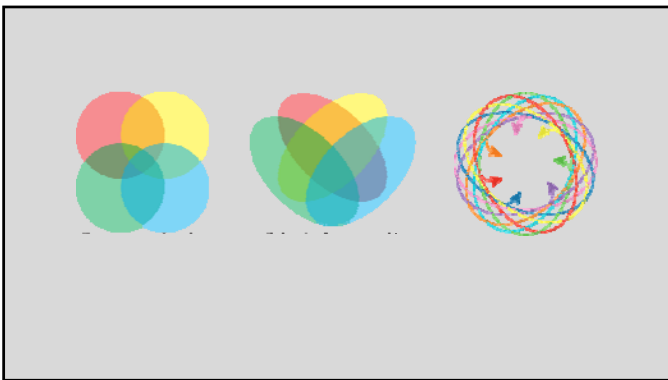
2. Understand the guiding questions for significant departure *(continued)*

- a) What **previously approved programs** does the institution offer that are **closely related** to the new program and **how** are they related?
- b) Will significant additional **equipment or facilities** be needed?
- c) Will significant additional **financial resources** be needed?

2. Understand the guiding questions for significant departure *(continued)*

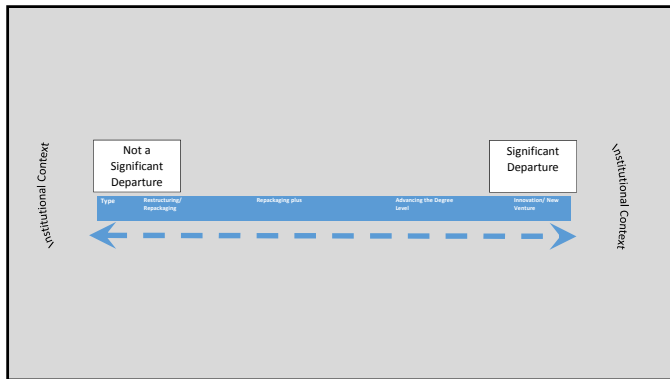
- d) Will a significant number of **new courses** will be required?
- e) Will a significant number of **new faculty** members will be required?
- f) Will significant additional **library/learning resources** be needed?





ambiguity

****Refer to the handout; some information is unexplainably obscured on this handout****



3. Know institutional obligations

- Approval of significant departures, through the review of a prospectus, prior to implementation
- Determination of significant departure is the responsibility of the institution

4. Understand institutional context in making determinations

- Related programs and transferrable knowledge and expertise
- Similar programs at the same credential level: in general, first programs at a level are significant departures
- Interdisciplinary, multidisciplinary, transdisciplinary programs – existing expertise into a new focus or application area

5. Suggested practices

- Develop internal process for making determinations
- Document, document, document
- If you determine a program is not a significant departure...



6. Scenarios

A



New associate degree program in business

NO



- Existing, established baccalaureate and master's degree programs in business
- Public institution
- No new faculty members required
- College president is former business dean
- All required major courses are already taught in the baccalaureate program

B



New baccalaureate degree program in nursing

YES



- Existing, established associate degree program in nursing
- Institution currently offers B.S. degree programs in Information Technology, Kinesiology, Public Health, and Packaging Science
- Four current nursing faculty members; two new faculty members at start-up and two more within four years
- Library faculty has identified new materials deemed necessary to support the program

C



New graduate certificate program in Synthetic Biology

YES



- Some curricular content from existing master's and doctoral degree program
- 9 credit hours (3 courses) in new content
- One new faculty member with expertise new to the institution in the discipline is necessary
- Certificate requires a total of 18 credit hours
- Some new specialized laboratory space and equipment is required but represents a minimal investment for the institution

D




NO




New master's degree program in Nanoscale Optoelectronic Materials

- 36-hour program with no thesis but an applied industry-based project and non-credit internship
- There are 12 required courses in the curriculum, all created specifically to support the program
- Existing faculty will assemble into a new Center for Nanoscale Research
- Curricular content is drawn from existing graduate level instruction in electrical engineering, materials science, and mechanical engineering

E




MAYBE




New master's degree program in Clinical Addiction

"The program being considered is in the School of Medicine. We already offers master's degrees, including in Counseling in the School of Education. The Med School has faculty qualified in the area but may consider adding one more. No significant additional equipment, facilities, financial resources or additional library/learning resources would be needed."



YES



New master's degree program in Clinical Addiction (continued)

What additional information is needed to make a determination?

- "Approximately two-thirds of the courses for the program would be new courses, not repackaged courses or content."

SIGNIFICANT DEPARTURE

QUESTIONS + ANSWERS



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DETERMINING SIGNIFICANT DEPARTURE
