

Substantive Change Proposal Pre-submittal Checklist

Prior to submitting a substantive change proposal, the ALO should conduct a review of the draft to ensure that the proposal is complete and clear before being forwarded to WASC for review.

Addressing the issues below may help institutions avoid common omissions that lead to delays or other more substantive issues that result in a “Not Accept” action by the Committee.

Once the ALO finds that the proposal is complete, using this checklist, the ALO should submit the proposal via LiveText and notify the substantive change manager at WASC via email.

Formatting and technical details

A) General Issues

- All the questions in the proposal template are answered or are noted as ‘not applicable.’
- All the questions are answered directly and completely.
- Answers appear directly following the relevant question.
- The narrative is clear and understandable to someone outside the department or institution.

B) Attachments

- Each attachment opens when clicked.
- All hyperlinks function.
- All attachments are adequately named and labeled.
- All attachments are referenced in the narrative.
- Attachments are in the relevant section.

C) Formatting

- The proposal uses the correct sub change template and is named correctly pursuant to the instructions on Livetext.
- There are no formatting or font inconsistencies that distract or impair understanding when reading.
- Large tables are attached as documents or spreadsheets instead of being inserted in the text of the response.

Analysis of the Committees ‘Not Accept’ actions from 2006-07 and 2007-08 revealed a number of common issues that prevent approval by the Committee. The following checklist should be used to help avoid these common pitfalls.

Substantive issues that may lead to a Not Accept action:

1) Student Learning Outcomes

- The proposal clearly articulates (3-6) program-level learning outcomes.
 - Course syllabi
 - The requested sample syllabi are attached.
 - Each syllabus contains learning outcomes, usually stated as “Students will be able to...”
 - The syllabi reflect the modality of delivery as applicable (distance ed, off-campus, blended).
 - The course and program requirements reflect the degree level.
 - A curricular map is attached showing learning outcomes mapped to courses.
 - The curricular map clearly shows the relationship between the program-level outcomes and the courses.
 - The curricular map includes the course syllabi provided.
- 2) Assessment Plan
- The assessment plan includes direct and indirect methods of assessment.
 - The plan describes how assessment data and results of assessment will be used to improve learning and the program.
 - The plan describes who will be involved in assessment and in collecting and analyzing the data and when assessment will be conducted.
 - The campus-level support for implementing assessment based improvements is described.
- 3) Needs Analysis
- Data is provided regarding the number of potential students interested in the program.
 - Includes direct, indirect and descriptive data
- 4) Budget
- The budget includes at least three years of revenue and expenditures in adequate line-item detail.
 - The budget presents evidence of a fiscally sustainable program.
 - Faculty benefits and salaries are clearly defined and included.
 - Budget revenue figures correlate with enrollment projections. These figures are supported by the program needs analysis.
 - All anticipated faculty hires are reflected in the budget.
 - All fees described in an MOU or partnership agreement are reflected in the expenditures.
- 5) MOU or other partnership agreements
- MOUs or other partnership agreements are attached.
 - MOUs are final, signed by all parties and dated.
 - Any legal review recommended or required has been conducted.
 - If international, all appropriate governmental approvals are included from the host country.