

March 13, 2017

Dr. Kevin Sightler
Director of Substantive Change
Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
1866 Southern Lane
Decatur, GA 30033-4097

Dr. Sightler,

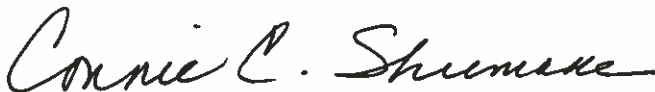
In May 2016, as the University of Louisville (UofL) accreditation liaison, I submitted a report to SACSCOC about several academic programs with inactive off-site locations. The report was prepared as part of the university's work on the decennial submission of the 2017 Reaffirmation of Accreditation. Dr. Sarah Armstrong responded to me in a letter dated September 28, 2016, requesting a formal report on the policies and procedures developed to ensure timely reporting of substantive change in the future.

The university's Substantive Change Policy and Procedures document has been amended to include a new section (IV) on Academic Programs Oversight to address the issue of timely reporting. An excerpt of Section IV is included with this letter to assist in your review of the process and to demonstrate compliance with Comprehensive Standard 3.12.1.

As requested, I am submitting four copies of the university's full Substantive Change policy document for review by the SACSCOC Board of Trustees at its June 2017 meeting. Please let me know if you have any questions or need additional information.

Your assistance is appreciated.

Sincerely,



Connie C. Shumake
Assistant Provost for Accreditation and Academic Planning

cc: Dr. Belle Wheelan, President - SACSCOC
Dr. Patricia L. Donat, Vice President – SACSCOC
Dr. Gregory Postel, M.D., Interim President
Dr. Dale B. Billingsley, Acting Executive Vice President and University Provost
Mr. Robert S. Goldstein, Vice Provost for Institutional Research, Effectiveness and Analytics



SUBSTANTIVE CHANGE REPORT
Compliance with Comprehensive Standard 3.12.1
MARCH 15, 2017

Submitted by:

Connie C. Shumake
Assistant Provost for Accreditation, and Academic Planning
SACSCOC Accreditation Liaison
MITC #338
University of Louisville
Louisville, KY 40292
(502) 852-3551
connie.shumake@louisville.edu

**Excerpt – Starting from Page 5 of the
UofL
SUBSTANTIVE CHANGE POLICY AND PROCEDURES
FOR THE
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

Section IV - Academic Programs Oversight

The University Provost's Office of Academic Planning and Accountability (OAPA) maintains the official database on academic programs. This information is used in the preparation of formal reports to address institutional, state, and federal requirements. Annual reporting at the state level to the Kentucky Council on Postsecondary Education (CPE) and at the federal level for the Integrated Postsecondary Education Data System (IPEDS) requires that OAPA review and monitor the collection of academic program data. OAPA also provides regular reports for use in institutional and program-level accreditations <http://louisville.edu/accreditation>.

OAPA has three units: institutional research and planning (IRP), institutional effectiveness (IE) and accreditation and academic planning (AAP) (<http://louisville.edu/oapa/about-1>). The university's accreditation liaison is a member of the OAPA staff.

OAPA collaborates with partners at UofL and at the state level to ensure the regular collection of accurate program information:

- Associate Deans – OAPA has a monthly meeting with the associate deans from each academic unit to discuss and develop academic policy. These are standing meetings that have occurred for many years. The Associate Deans for academic affairs serve as the unit-level liaisons for the development, review and dissemination of academic policies.
- Academic Program Review Committee – OAPA coordinates the work of the committee charged by the Provost to complete regular reviews of all academic program offerings. <http://louisville.edu/oapa/academic-program-review-process>
- Institutional Effectiveness Advisory Council (IEAC) – OAPA works with the council in developing and overseeing assessment efforts for continuous improvement at UofL.
- University Registrar and Graduate School – OAPA works with the University Registrar, graduate school, and other university personnel to produce the undergraduate, graduate, and professional school catalogs.
- Strategic Planning Implementation Group (SPIG) – SPIG meets with each unit dean and their staff to review unit strategic planning and its alignment with the overall university mission, goals, and outcomes. OAPA prepares annual data reports for use in the SPIG process.
- Kentucky Council on Postsecondary Education (CPE) – OAPA works with CPE to maintain the list of UofL program offerings in the statewide Academic Program Inventory. <http://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx>

In 2016, UofL procured a commercially-available catalog and curriculum management system to facilitate academic planning and programming across the university's academic units. We selected CourseLeaf catalog (CAT), curriculum management (CIM), and scheduler system (WEN/CLSS) developed by Leepfrog Technologies. The primary objective of adopting the CourseLeaf platform was to manage and support the curriculum committees across all 12 academic units.

CAT is an enterprise, catalog management solution designed to facilitate catalog editing, manage workflows and provide on demand publishing to web, mobile, tablet and print PDF platforms. The CAT module integrates and syncs with UofL's information management system, PeopleSoft, to produce an academic catalog website that reflects UofL's academic programs in real time.

In concert with the CAT module, the CIM module imports course information from UofL's information management system to create and monitor the workflow of each of the university's curricula by identifying all courses impacted by a proposed curriculum change; tracking unit and university-level edits and comments; and assisting in automatically updating the student information system maintained in PeopleSoft. The CAT and CIM modules work together to automatically update all catalogs with approved course, program, and student information system data. UofL is currently in phase I of implementation, with plans for the undergraduate and graduate catalogs to be migrated to the CourseLeaf platform by August 2017. Phase II, the implementation of the CIM, is scheduled to begin in April 2017 with a 6 to 9 month implementation timeline.

In conjunction with the preparation of the 2017 Reaffirmation of Accreditation report, OAPA, the University Registrar, and other university personnel collected and reviewed information about all university academic program and degree offerings. The university's accreditation liaison used the results of this process to prepare a substantive change report to SACSCOC about academic programs that discontinued operations at several off-site locations (May 2016).

The UofL Degree Program Inventory provides the current status of all program offerings including those programs offered via distance education, and will be utilized in the CourseLeaf project. A copy of the 2016-17 inventory is attached as reference.

Substantive Change Audit Process

The UofL Substantive Change Audit Process is based on several existing processes that were enhanced in 2016 to verify data at the program level for use in internal and external publications and reporting. Data elements specific to online education and off-campus programs were added to select processes. Some course-level data processes have also been added to the oversight reviews to support university's efforts to market courses with specific content to students and to support institutional initiatives in select disciplines. The accreditation liaison, as a member of the OAPA staff, has access to the results of these processes and will review the results regularly with the unit-based Associate Deans, University Registrar and other university personnel to determine those actions requiring a substantive change report to SACSCOC.

Institutional Processes	Responsible Unit (s)	Documentation
<p>Academic Catalogs</p> <ul style="list-style-type: none"> • As part of the annual production schedule, unit policies and academic degree program information are verified. • CourseLeaf software purchased by UofL in 2016 to automate the catalog publication process will also allow for the verification of program information, including all distance education offerings starting with the 2017-18 publications. OAPA is the project lead. 	<p>University Registrar, Graduate School, Academic Units, OAPA – IRP & AAP</p>	<p>http://louisville.edu/registrar/catalogs-1</p>
<p>Degree programs inventory – updates the inventory to verify</p> <ul style="list-style-type: none"> • Programs available online and off-campus. • Required credit hours (minimum & maximum). • Programs scheduled to be suspended or closed. 	<p>OAPA – IRP, AAP, Academic Units – Associate Deans</p>	<p>http://louisville.edu/academics/prog-majors.html</p> <p>http://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx</p> <p>http://louisville.edu/oapa/curriculum-and-course-development</p>

<p>Curriculum and Course Development</p> <p>The OAPA website for Curriculum and Course Development has been updated to include information on:</p> <ul style="list-style-type: none"> • Course Inventory File – changes to existing courses and creation of new courses. • Changes to existing programs <p>Course syllabi for all courses offered at UofL are collected each term (accessible via schedule of courses)</p> <ul style="list-style-type: none"> • Faculty are required to post syllabi for all courses regardless of delivery or location into the Blackboard Course Management System. <p>Regular reviews of course content including:</p> <ul style="list-style-type: none"> • Review of community-based learning (CBL) course content is currently underway. • Review of sustainability (SUST) course content is currently underway. <p>Curriculum/course and program development is discussed monthly at the Associate Dean’s Meetings.</p>	<p>OAPA – IRP, AAP, Academic Units, Associate Deans</p>	<p>http://louisville.edu/oapa/curriculum-and-course-development</p> <p>http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm</p> <p>http://louisville.edu/oapa/course-syllabus-collection/syllabus-data-collection-faqs</p>
<p>Student Learning Outcomes are collected annually for every academic program and now includes</p> <ul style="list-style-type: none"> • Reporting of outcomes data for programs at off-campus locations. • Reporting of learning outcomes for online programs. 	<p>OAPA –IE, Academic Units</p>	<p>http://louisville.edu/oapa/ie/outcomes-assessment</p>
<p>Academic Program Approval Process</p> <ul style="list-style-type: none"> • Letter of Intent required for programs offered via consortial agreements. • Accreditation liaison coordinates new program approval process and submits substantive change reports to SACSCOC. 	<p>OAPA – AAP, Academic Units</p>	<p>http://louisville.edu/oapa/academic-program-approval-process-new-proposals</p>

<ul style="list-style-type: none"> • CPE approval of new programs is required by state statute. UofL adds new programs to the online statewide Academic Program Inventory. 		http://cpe.ky.gov/policies/academicprograms.html http://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx
<p>Academic Program Review (APR) process</p> <ul style="list-style-type: none"> • Reports submitted by each academic program are to address all distance education offerings – online and off-campus. • Program Review Reports are reviewed by the university’s APR committee and then submitted to CPE 	OAPA – AAP, Academic Units	http://louisville.edu/oapa/academic-program-review-process
<p>Consortial Agreements</p> <ul style="list-style-type: none"> • Each unit with a consortial agreement has a webpage with information about the program offered off-campus. • Accreditation Liaison maintains list of agreements and will circulate the list to the Associate Deans group annually to ensure accuracy. • Public Disclosure website provides access to the unit information about consortial agreements. 	OAPA – AAP, Academic Units	http://louisville.edu/oapa/consortial-agreements-report-2015-16-for-public-disclosure-page
<p>Online Learning</p> <ul style="list-style-type: none"> • The university tracks via the degree program inventory all online programs for internal and external reporting. • Learning outcomes information is collected via the annual SLO reporting process. • Accreditation Liaison works with Delphi Center to address any state authorization concerns and the university’s SARA-NC participation. 	OAPA – IRP, IE, Academic Units and Delphi Center	http://louisville.edu/online/programs http://louisville.edu/stateauthorization

<p>Off-Campus Locations –As required by CPE, the locations of all courses offered off-campus are reported each term.</p> <ul style="list-style-type: none"> • IRP will provide the accreditation liaison a list of off-campus sites to cross-check for alignment with programs offered off-campus. 	<p>OAPA – IRP, AAP</p>	<p>http://cpe.ky.gov/policies/data/2016-17guidelines-public.pdf</p>
<p>Dual Credit courses are college-level courses that simultaneously earn both secondary school and college credits. CPE oversees the dual credit program statewide.</p> <ul style="list-style-type: none"> • The locations of all UofL dual credit instruction are tracked and listed on the university website. • The UofL Dual Credit Program consists of general education coursework offered at local high schools. • The UofL representative on the statewide Dual Credit Advisory Council ensures alignment with CPE policy and revises UofL procedures as needed. 	<p>OAPA - IRP & AAP, Admissions Office, and CPE</p>	<p>http://louisville.edu/admissions/apply/requirements/dual-credit-program</p> <p>http://cpe.ky.gov/policies/academicaffairs/dualcreditpolicy.pdf</p>

Summary

The university’s accreditation liaison regularly reports substantive changes to SACSCOC and this information is available to the public on the university’s website (a copy is also provided with this report). <http://louisville.edu/oapa/2017-sacs-general-information/sacs-approved-substantive-change>.

With the implementation of CourseLeaf in 2017-18, all academic units at the university will have an automated system to report program changes, which will facilitate and enhance the ability of the UofL accreditation liaison to make timely reports to SACSCOC. Academic units are also reminded of procedures related to program change with information maintained on the OAPA Curriculum and Development webpage <http://louisville.edu/oapa/curriculum-and-course-development>.

The University of Louisville is in compliance with Comprehensive Standard 3.12.1 on Substantive Change. As described in section IV, the university has enhanced institutional processes with the Substantive Change Audit process to better ensure ongoing compliance. The accreditation liaison along with unit representatives, primarily the Associate Deans for Academic Affairs, are working regularly to monitor and report on program changes. The attachments provided with this report illustrate the

information available to the accreditation liaison for use in completing regular notifications to SACSCOC as well as determine compliance with the various aspects of the SACSCOC Principles of Accreditation.

ATTACHMENTS (separate from the UofL Substantive Change Policy Document)

1. Substantive Change and Related Reports (current through March, 2017)
2. Degree Program Inventory: 2016-17
3. Academic Program Development Process
4. Academic Program Review Cover Page
5. Consortial Agreements Table: 2016-17
6. Student Learning Outcomes Report
7. Changes to Existing Programs Flow Chart
8. Associate Dean's Meeting Schedule & Sample Agenda
9. UofL Substantive Change Policy - amended with Section IV

University of Louisville
SACSCOC SUBSTANTIVE CHANGE AND RELATED REPORTS
 (Since the 2007 SACS reaffirmation)

Year	Program	Unit	Description of Substantive Change/ Date of Notification	Follow-up/Action
2007	Ed.D in Educational Leadership and Organization (will begin in Fall 2007)	College of Education & Human Development (CEHD)	Reinstitute Ed.D option Report to SACS 2.19.07	Approved By SACS 5.14.07
2007	Bachelor's in Social Work Program	School of Social Work	New program (will begin in Fall 2007) Report to SACS 4.18.07	Approved By SACS 5.14.07-
2007	MS in Computer Science	Speed Engineering	On-line offering - Report to SACS 6.19.07	Approved By SACS 7.19.07
2007	MS in Civil Engineering	Speed Engineering	On-line offering - Report to SACS 6.19.07	Approved By SACS 7.19.07
2008	MA in Anthropology	Arts & Sciences (A&S)	Expansion of the Anthropology Program	Approved By SACS 11.4.08
2008	BA in Atmospheric Sciences	A&S	New degree program offered by Dept. of Physics & Astronomy	Approved By SACS 11.4.08
2008	PhD in Physics & Astronomy	A&S	Expansion of current programs offered by the Department of Physics & Astronomy. Does not replace cooperative program with University of Kentucky. Letter sent 11.07.08	Approved By SACS 2.12.09
2009	BS in Workforce Development (effective Summer 2007)	CEHD	Initiating a degree completion program – late report. Letter sent 1.12.09	Approved By SACS 4.17.09
2009	BS in Nursing	School of Nursing	Offering a distance learning program with 50% or more of the program on-line and new location – Owensboro, KY. (Required Prospectus Report) Letter sent 1.12.09	Approved By SACS 4.17.09 & 2 nd letter 6.1.2010
2009	Master of Engineering in Engineering Management, Master of Science and PhD in Industrial Engineering	Speed Scientific School	Master of Engineering in Engineering Management, Master of Science and PhD in Industrial Engineering at two locations in Germany. (Required Prospectus Report) Letter sent 1.12.09	Approved By SACS 4.17.09

Year	Program	Unit	Description of Substantive Change / Date of Notification	Follow-up
2010	PhD in Applied Sociology	A&S	New Program in Applied Sociology. Letter sent 8.25.09	Approved By SACS 1.5.2010
2010	Two General Education pilot courses	A&S - Simmons College	Two General Education pilot courses with Simmons College Letter sent 8.27.10	Notification confirmed by SACS 11.16.10
2010	MBA Program	College of Business	MBA offered at Aventis School of Management (Asia) Singapore Suspended 2012. Reported 4.30.12	SACS approval 8.9.12
2011	MBA Program	College of Business	MBA offered in Hong Kong, China Suspended 2012. Reported 4.30.12	SACS approval 8.9.12
2012	PhD in Justice Administration	A&S	PhD in Justice Admin. For fall 2012 is an expansion of current programs offered by the Dept. of Justice Admin. Report 12.16.11	Approved By SACS 3.1.12
2012	PhD in Pan African Studies	A&S	PhD in PAS beginning fall 2012 is an expansion of the current program. Report 2.21.12	Approved By SACS 7.11.12
2012	Master's in Electrical and Mechanical Engineering	Speed Engineering	Expansion to 100% at the General Electric location Prospectus Report Required. Reported 9.7.12.	Approved By SACS 1.30.13
2012	MSSW online	Kent School	Letter and Prospectus Report submitted 2.24.12	SACS approval letter received 6.14.12.
2012	Panama Programs – audit report	Provost Office/ Institutional response	Letter and audit report submitted 4.2012 Three programs active – MS in HRE, MEng in Eng. Management, BA in Communication. Follow-up information submitted to SACS 11.2012.	SACS responded 1.7.13 <i>Update only. No approval required</i>

Year	Program/Report	Unit	Description of Substantive Change / Date of Notification	Follow-up/Action
2012	MBA	College of Business	Perm State – Russia, Late report from June 2010. Letter mailed to SACS with Prospectus Report on 8.6.12.	SACS response letter received 11.13.12 with additional requested information needed. Perm credentials sent 12.11.12. Approved by SACS – 7.10.13
2013	UofL Substantive Change Policy and Procedures	Institutional response to CS 3.12.1	Response to SACS letter received 11.13.12. (Late report on Perm State) Develop policy statement. Submit by 4.15.13.	Approved By SACS 7.30.13
2013	MEng in Engineering Management	Speed School	On line – 100% Letter sent May 2013	SACS approved 11.11.13
2013	Executive MBA with UK	College of Business	Letter of Notification sent 8.6.13	Approved by SACS 12.3.13
2013	EBS Dual Degree (Germany)	College of Business	Prospectus Report submitted 8.7.13	Approved by SACS 1.9.14
2013	MOA with Wenzhou – China - UofL PhD in Pharmacology	School of Medicine	Prospectus Report sent 12.19.13	Approved by SACS 2.17.14
2014	MOA with NUR in Lahore Pakistan	School of Public Health and Information Sciences	Prospectus report sent on 3.31.14, Follow-up letter 10.17.14	Approved by SACS 12.17.14
2014	Referral report on CR 2.8	Accreditation Liaison	Follow up required for the fifth year Interim Report – 4.15.14	Approved by SACS 7.9.14
2014	LCME Accreditation Action	School of Medicine	Probationary status until Summer 2015	SACS notified 3.18.14

Year	Program/Report	Unit	Description of Substantive Change / Date of Notification	Follow-up/Action
2015	LCME Accreditation	School of Medicine	Removal of Probation Reaffirmed until 2020-21 school year	SACS Notification Sent 11.23.15
2015	Competency-Based Education (CBE) Project	CEHD/Delphi Center	BS in OLL-Concentration in health care leadership – CBE program online Two reports submitted. SACS required a CBE application – completed 12/6/2015.	SACS Approved 3.4.16
2015	ILAW Ventures – online courses	Law School/ Pilot Project	Summer school classes offered online by ILAW Ventures. Meets ABA Distance Education Rules.	SACS approved 7.1.15
2015	Online Programs Email sent to SACS 6.11.15	Delphi Center	Does UofL need to request permission for each new online programs? University of Louisville was approved to offer 50% or more of a program's credits online on December 5, 1997	Answer from Dr. Sarah Armstrong at SACS dated 6.15.15 stated "Once the <u>institution</u> is approved to offer 50% or more of its first program electronically, no further notifications are needed for electronic delivery of any approved program or part of a program."
2015	Delay in MPH in Pakistan. Start date (originally Fall 2015)	SPHIS	Pakistan site visit delayed until after Fall 2016	Accreditation liaison notified SACS 12.14.15 of the delay.

Year	Program/Report	Unit	Description of Substantive Change / Date of Notification	Follow-up/Action
2016	Self-report - NCAA review, State auditor examination, Investigation of senior officials	UofL Self-report on 2.11.16	SACS requested report- due on 8.1.16.	UofL report submitted by Acting President Pinto on 7.28.16.
2016	Audiology Accreditation status	School of Medicine	Audiology placed on probation by CAA on 3.15.16. Letter sent to SACS on 4.28.16	Letter from SACS acknowledging notification 6.9.16.
2016	UofL Discontinued Programs at Off-site Locations report to SACSCOC sent 5.5.16	Accreditation Liaison	Reported to SACSCOC locations in China, Germany, Russia and Panama with inactive academic programs	SACSCOC responded on 9.28.16 requesting a Substantive Change 3.12.1 report. It is due to SACSCOC on 3.15.17
2016	Governor's Order to dissolve the Board of Trustees.	UofL Self-Report on 6.17.16	Letter from SACS on 6.28.16 requested report on standards 2.2, 3.2.1, 3.2.4, 3.2.5, and 3.12.1	Report due on 7.29.16. Extension requested and approved by SACS to 8.15.16.
2016	UofL Response to 6.28.16 Letter from SACSCOC	UofL Response sent on 8.12.16	UofL received reply from SACS on 8.18.16. Three standards are still under review: 3.2.1, 3.2.4 and 3.2.5.	UofL has until 9.16.16 to respond to the 8.18 letter on standards – 3.2.1, 3.2.4 and 3.2.5. To be reviewed by the C&R Committee at the annual meeting in Dec. 2016

Year	Program/Report	Unit	Description of Substantive Change / Date of Notification	Follow-up/Action
2016	MPH cancellation in Pakistan	School of Public Health and Information Sciences	MPH canceled effective 8.1.16. SACS notified of MPH cancellation. Accreditation Liaison sent letter on 8.23.16	SACS confirmed notification – 9.27.16
2016	UofL placed on Probation by SACSCOC	UofL received letter of notification from SACSCOC dated 1.11.17	Verbal notification at annual conference 12.6.2016. UofL placed on Probation by SACSCOC	UofL Probation Report is due on 9.8.17 and Special Visit Committee is set for 9.19-21, 2017
2016	UofL Liaison sent KY State Auditor's Report to SACSCOC	Accreditation Liaison	Follow-up to the 2.11.16 letter sent to SACSCOC. Email sent on 12.15.16 and letter with report sent on 12.16.16.	SACSCOC responded on 1.27.17 with request for information
2017	Appointment of Interim President	Accreditation Liaison	Letter sent on 1.23.17 to inform SACSCOC of Dr. Postel's appointment	SACSCOC confirmed on 2.6.17
2017	UofL Response to SACSCOC letter dated 1.27.17	President	SACSCOC requested a report on 3.2.9, 3.2.13 and 3.10.3 based on audit findings. Report due on 3.3.17	UofL sent report to SACSCOC 3.1.17
2017	SACSCOC letter dated 9.28.16 requesting a Substantive Change 3.12.1 report.	Accreditation Liaison	UofL Substantive Change 3.12.1 report is due to SACSCOC on 3.15.17	UofL report sent on 3.13.17 email, hard copies sent by UPS

UNIVERSITY OF LOUISVILLE
2016-17 DEGREE PROGRAM INVENTORY

PROGRAM	DISTANCE EDUCATION	UGRD 1	MIN # CRED HOURS	MAX # CRED HOURS	UGRD 2	MIN # CRED HOURS	MAX # CRED HOURS	CERT 1	# OF CREDIT HOURS	CERT 2	# OF CREDIT HOURS	MAST 1	MIN # CRED HOURS	MAX # CRED HOURS	MAST 2	MIN # CRED HOURS	MAX # CRED HOURS	DOCT	MIN # CRED HOURS	MAX # CRED HOURS	PROF	MIN # CRED HOURS	MAX # CRED HOURS	CIP CODE
School of Dentistry																								
Dental Hygiene		BS	122	125																				51.0602
Dentistry																					DMD	197.5	197.5	51.0401
Dentistry (Specialties)								GCERT3	69-103			MSD	69	103										varies
Dentistry - Endodontics								GCERT3	69			MSD	69	69										51.0506
Dentistry - Orthodontics								GCERT3	72			MSD	72	72										51.0508
Dentistry - Pediatric								GCERT3	70			MSD	70	70										51.0509
Dentistry - Periodontics								GCERT3	103			MSD	103	103										51.0510
Dentistry - Prosthodontics								GCERT3	94			MSD	94	94										51.0511
Oral Biology												MS	30	30										51.0501
Kent School of Social Work																								
Social Work	Joint PHD in Social Work with University of Kentucky																	PHD	56	56				44.0701
Social Work	ONLINE - MSW	BSW	121	121								MSW	30	81										44.0701
Social Work	Joint MSW/MDivinity with the Louisville Seminary											MSW	30	81										44.0702
School of Law																								
Law	Joint JD/MDivinity with the Louisville Seminary																				JD	90	90	22.0101
Law	3+3 Undergraduate/Law agreements with KWU, Murray																				JD	90	90	22.0101

UNIVERSITY OF LOUISVILLE
2016-17 DEGREE PROGRAM INVENTORY

PROGRAM	DISTANCE EDUCATION	UGRD 1	MIN # CRED HOURS	MAX # CRED HOURS	UGRD 2	MIN # CRED HOURS	MAX # CRED HOURS	CERT 1	# OF CREDIT HOURS	CERT 2	# OF CREDIT HOURS	MAST 1	MIN # CRED HOURS	MAX # CRED HOURS	MAST 2	MIN # CRED HOURS	MAX # CRED HOURS	DOCT	MIN # CRED HOURS	MAX # CRED HOURS	PROF	MIN # CRED HOURS	MAX # CRED HOURS	CIP CODE	
School of Medicine																									
Anatomical Sciences and Neurobiology												MS	30	30				PHD	30	30					26.0403
Audiology																		DAU	82	89					51.0202
Biochemistry and Molecular Biology												MS	30	30				PHD	48	48					26.0202
Communicative Disorders												MS	54	58											51.0204
Medicine	M.D. at Trover Clinic																				MD	184.5	184.5		51.1201
Microbiology and Immunology												MS	30	30				PHD	30	30					26.0503
Pharmacology and Toxicology												MS	35	41				PHD	41	43					26.1007
Physiology and Biophysics												MS	30	30				PHD	30	57					26.0901
School of Music																									
Music Education												MME	30	30											13.1312
Music Therapy		BM	132	146																					51.2305
Music, General		BA	120	120	BM	120	132					MM	36	36											50.0901
Music Education		BME	124	154								MAT	30	30											13.1312
School of Nursing																									
Nurse Practitioner								C																	varies
Nursing	ONLINE - RN/BSN	BSN	31	120								MSN	43	72.5				PHD DNP	42 35	57 78					varies
Nursing	BSN at Owensboro Medical Health System	BSN	31	120																					
School of Interdisciplinary & Graduate Studies																									
Interdisciplinary Studies												MA	30	36	MS	30	36	PHD	36	47					30.9999

UNIVERSITY OF LOUISVILLE
2016-17 DEGREE PROGRAM INVENTORY

PROGRAM	DISTANCE EDUCATION	UGRD 1	MIN # CRED HOURS	MAX # CRED HOURS	UGRD 2	MIN # CRED HOURS	MAX # CRED HOURS	CERT 1	# OF CREDIT HOURS	CERT 2	# OF CREDIT HOURS	MAST 1	MIN # CRED HOURS	MAX # CRED HOURS	MAST 2	MIN # CRED HOURS	MAX # CRED HOURS	DOCT	MIN # CRED HOURS	MAX # CRED HOURS	PROF	MIN # CRED HOURS	MAX # CRED HOURS	CIP CODE
Speed School of Engineering																								
Bioengineering		BBE	131	131								MEN	31	31										14.0501
Chemical Engineering		BCH	126	126								MEN	31	31	MS	32	32	PHD	54	84				14.0701
Civil Engineering	ONLINE - MS	BCE	126	126								MEN	30	30	MS	30	30	PHD	30	60				14.0801
Structural Engineering	ONLINE - CERT							C	12														14.0803	
Transportation Engineering	ONLINE - CERT							C	12														14.0804	
Computer Engineering and Computer Science		BCC	126	126								MEN	30	31										14.0901
Computer Science	ONLINE - MS											MS	30	30										14.0901
Computer Science and Engineering																		PHD	30	59				14.0901
Data Mining	ONLINE - CERT							GCERT1	18															11.0802
Electrical Engineering	MS at General Electric & Joint BEE with Western Ky University	BEE	123	123								MEN	32	32	MS	30	30	PHD	30	60				14.1001
Engineering Management	ONLINE - MENG, OFF-CAMPUS - PANAMA											MEN	30	30										15.1501
Environmental Engineering								GCERT1	12															14.1401
Industrial Engineering		BIE	124	124								MEN	30	30	MS	30	30	PHD	30	60				14.3501
Logistics and Distribution									suspend															52.0203
Mechanical Engineering	MS at General Electric	BMC	128	128								MEN	30	30	MS	30	30	PHD	30	60				14.1901
Network & Information Security	ONLINE - CERT							C																11.1003
School of Public Health and Information Sciences																								
Biostatistics	BS/MS agreement with Kentucky State University											MS	30	36				PHD	34	34				26.1102
Clinical Investigation Sciences								C				MSc	31	31										26.1309
Epidemiology												MSE	38	38										26.1309
Public Health		BA	120	120	BS	120	120					MPH	44	50										51.2201
Public Health Sciences																		PHD	38	50				26.0102

Items to be reported to SACSCOC

Undergraduate certificate

C

Post-baccalaureate certificate

C

Post-master's certificate

C

Post-professional certificate

Academic Program Development Process

Please Note: The program approval process can be lengthy. Both internal and external (Kentucky Council on Postsecondary Education [CPE] and possibly Southern Association of Colleges & Schools Commission on Colleges [SACSCOC] and/or other professional or licensure boards) approvals are required for new programs. Proponents should allow ample time for these processes to be completed.

Contact the Office of Academic Planning and Accountability (OAPA) with any questions. For online help, visit the program approval website: <http://louisville.edu/oapa/accreditation-academic-programs-1/academie-program-approval-review>.

Letter of Intent

1. The program development process begins with a Letter of Intent (LOI) developed by the unit proposing the new academic program. The LOI is to be approved by the department chair and dean before it is submitted to the provost office. The LOI instructions can be found online: <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>.
2. Provost Senior Staff Pre-Proposal Review Committee will review the LOI and make a recommendation on action to the provost.
3. If approved by the provost, provost staff will post the Council on Postsecondary Education (CPE) Notice of Intent (NOI) information to CPE's online programs system. There will be a statewide review of the NOI by the Chief Academic Officers (CAO). This review includes a first and second reading.
4. CPE will notify the UofL Office of Academic Planning and Accountability if any other Kentucky public institution raises any issues with the NOI that need to be resolved before proceeding further with the program development process. If there is no CAO or CPE opposition after the second reading, the NOI is approved for the completion of the pre-proposal form.

Pre-Proposal

5. The provost office notifies the unit to complete the CPE pre-proposal form (located online: <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>). UofL uses the same proposal form as CPE for the internal university review process.
6. The academic unit sends the completed pre-proposal form to the provost office. Provost staff review the completed pre-proposal form and work with the unit on any revisions prior to the start of the university (Faculty Senate & Board of Trustees) and CPE approval processes.
7. Faculty Senate and CPE Approval Process. Provost staff will submit the pre-proposal form to the UofL Faculty Senate – Academic Programs Committee (APC) and will post the form on the CPE's Kentucky Postsecondary Program Proposal System (KPPPS) for the required statewide 45-day public review and comment period.
<http://cpe.ky.gov/policies/academicpolicies/AcPrograms.htm>.

- a. **Faculty Senate Review:** The UofL Faculty Senate APC will review the program proposal (pre-proposal form) and meet with the proponents to discuss it. If APC approves the program proposal it will forward this recommendation to the Faculty Senate for addition to an upcoming meeting agenda. The APC chair will forward the program proposal to the secretary for posting on the senate website. The proposal is to be posted at least 7-10 days in advance of the next Faculty Senate meeting to allow senators time to review the proposal (<http://louisville.edu/facultysenate/documents/programs.html>). The Faculty Senate must vote to approve the program proposal before any other university action can be completed. The Faculty Senate APC chair notifies the provost office once final approval has been granted.
- b. **CPE Review:** Upon completion of the CPE 45-day public review and comment period, CPE staff will review the pre-proposal form and approve it or make any requests for additional information or revisions to the submission.

The proponent will make any revisions to the pre-proposal form requested by the Faculty Senate or CPE. When the pre-proposal form is approved by Faculty Senate and CPE, the university can complete its final approval process.

Final Proposal

8. When the CPE and Faculty Senate approvals are in place, the provost office uses the pre-proposal form to develop a Board of Trustees (BOT) action item, which is added to an upcoming BOT agenda. Upon approval of the action item by the Board, provost staff will enter the final proposal information into the program proposal portal in the CPE system (KPPPS). The provost office notifies the program when this action has been completed.
 SACS Substantive Change (if necessary): The accreditation liaison will work with the program representatives to develop a SACSCOC Substantive Change prospectus report or letter of notification. The required information will be submitted to SACSCOC for approval. UofL's substantive change policy statement and links to SACSCOC substantive change reporting and policy statements can be found at <http://louisville.edu/oapa/substantive-change>.
9. Upon receipt of notification of institutional approval (#8, above), CPE will add the final proposal to an upcoming monthly board agenda for a vote. The UofL Office of Academic Planning and Accountability (OAPA) will notify the program of the addition to the CPE agenda. The CPE Board vote is required in order to add the program to the official statewide inventory of approved academic programs (<http://dataportal.cpe.ky.gov/AcadProg.aspx>).
10. Upon receipt of the SACSCOC approval (if required) and CPE's addition of the program to the statewide inventory, OAPA creates a new academic plan in the PeopleSoft system. OAPA notifies all key university stakeholders when the academic plan is in place and the admission and enrollment processes may begin.

University of Louisville

Academic Program Review
Cover Page

Instructions: Please complete the following outline as a cover page for each completed program review report. Complete a separate cover page for each CIP code (different degree levels that fall under the same CIP code need only one cover page).

1. Review Year: 2016-17
2. CIP Code: _____
3. List program(s) under review that fall under this CIP code (by degree level: BS, BA, PhD, etc.)

Program Name(s)	Degree level(s)	List all tracks, concentrations or specializations

4. Program accrediting Agency(s) and Accreditation Cycles (if applicable)

Program Name and accredited degree level(s)	Agency name (include link to webpage)	Date of the Last review (month/year)	Date of the Next Review (month/year)	Note any changes in accreditation status (i.e., sanctions, etc.)

5. **Program Abstract:** provide a short narrative (for each degree level of the program) that describes the mission and focus of the program (300 words or less for each level). Include web links to the program webpage and any relevant information available online.

Program Name(s)	Degree level(s)	Abstract

6. List any plans to add new options, tracks, concentrations, or specializations, or to suspend or close existing options related to the programs under review.

Program	Change	Effective date

See this webpage for definitions: <http://louisville.edu/oapa/curriculum-and-course-development-1/MultipleDegreeDefinitionsfinal9.2.2015.pdf>

7. List any internal accelerated or interdisciplinary degree programs associated with the program(s) under review (if applicable). **Include any programs that have been discontinued since the last review.**

Program Name(s)/	Degree level(s)	UofL Program Director(s)	Program Weblink	Status (active, inactive, etc.)

See this webpage for definitions: <http://louisville.edu/oapa/curriculum-and-course-development-1/MultipleDegreeDefinitionsfinal9.2.2015.pdf>

8. List any current consortial or collaborative degrees (joint/dual or offsite programs) associated with the program(s) under review (if applicable). **Include any programs that have been discontinued since the last review.**

Program Name(s)/Consortial Partner	Degree level(s)	UofL Program Director	Program Weblink	Status (active, inactive, etc.)

9. Department Name _____

10. Name of Department Chair _____

11. Name of Dean: _____

12. Name of person(s) completing the report: _____

13. Final review of the report should be completed by the Dean before submission to the Provost Office. The dean is to complete and sign a Dean's Checklist in response to the report. The program is to upload the completed dean's checklist to Sharepoint.

14. Program review reports must be submitted to the provost office by **May 1**. Programs are to upload the report, this cover page, and the dean's checklist to Sharepoint. Contact Joanne Webb with questions.

Complete and submit with the Program Review Report to joanne.webb@louisville.edu.

University of Louisville			
Consortial Agreements Report: 2016-17			
Consortial Degrees	Responsible Unit	Program (% of degree)	Website
ACADEMIC INSTITUTIONS			
University of Kentucky Carol Martin Gatton College of Business and Economics 550 S. Limestone St. University of Kentucky Lexington KY 40506 JOINT DEGREE	College of Business	Joint Degree - Executive MBA UofL (50%) and UK (50%)	http://execmba.biz/
Akademie Adolph Wurth Business School Industriepark Wurth, Gebaude 7 Drillberg 6 Bad Mergentheim, Germany UOFL DEGREE	College of Business	Master's in Business Administration- UofL Global MBA: Total credit hours = 42; At UofL = 24 (57%); In Germany = 18 (43%).	http://business.louisville.edu/graduate-programs/global-mba/
European Business School (EBS) Campus Rheingau Rheingaustraße 1 65375 Oestrich-Winkel, Germany DUAL DEGREE	College of Business	Dual Degree - Bachelor of Science in Business Administration Earn up to 60% of the degree at either location.	http://business.louisville.edu/dual-degree/
University of Kentucky College of Social Work 619 Patterson Office Tower Lexington, Kentucky, 40506-0027 JOINT DEGREE	Kent School School of Social Work	PhD in Social Work	http://louisville.edu/kent/academics/doctor-of-philosophy-in-social-work
Louisville Seminary 1044 Alta Vista Rd. Louisville, KY 40205 DUAL DEGREE	Brandeis School of Law	Juris Doctor/Master in Divinity	http://louisville.edu/law/academics/degree-programs/dual-degree-programs

Consortial Degrees ACADEMIC INSTITUTIONS	Responsible Unit	Program (% of degree)	Website
Louisville Seminary 1044 Alta Vista Rd. Louisville, KY 40205 DUAL DEGREE	Kent School of Social Work	MSSW/Master in Divinity	http://louisville.edu/kent/academics/dual-degree-programs-curriculum-plans/mssw-master-of-divinity-dual-degree-1
Western Kentucky University 1906 College Heights Blvd. Bowling Green, KY 42101 JOINT DEGREE	Speed School	BS in Electrical Engineering	http://louisville.edu/speed/electrical/UGStudies

Consortial Partners NON-SACSCOC ACCREDITED OR NON-HIGHER EDUCATION	Responsible Unit	Program (% of degree)	Website
Fort Knox Army Base --Extended Campus 63 Quartermaster Street, Room 301 Fort Knox, KY 40121 http://louisville.edu/education/fortknox x	College of Education & Human Development (CEHD)	BS in Organizational Leadership and Learning (100%) MS in Human Resources and Organizational Development (100%)	http://louisville.edu/education/fortknox
General Electric 4000 Buechel Bank Road Louisville, KY 40218	Speed School	MS in Mechanical Engineering (100%) MS in Electrical Engineering (100%)	http://louisville.edu/speed/electrical/gradStudies
Baptist Health Madisonville/ School of Medicine Trover Clinic/Campus 200 Clinic Drive - 3rd Center East Madisonville, KY 42431	School of Medicine	Medicine (MD) (50%)	http://louisville.edu/medicine/admissions/programs/trover-rural-track
Owensboro Medical Health System 811 E. Parrish Avenue Owensboro, Kentucky 42303	School of Nursing	BS in Nursing (100%)	http://louisville.edu/nursing/academics/bsn/owensboro
Quality Leadership University – Panama Calle 45, Esta Bella Vista Panama City, Panama	1. Arts & Sciences	BA in Communication (100%)	http://louisville.edu/artsandsciences/idep/panama-program
	2. Speed School of Engineering	Master of Engineering in Engineering Management (100%)	http://louisville.edu/speed/industrial/gradStudies
Simmons College 1000 S. 4 th Street Louisville KY 40203	Arts & Sciences/Provost	General Education Coursework	Not available

Student Learning Outcomes Annual Report Process 2015-16

Instructions for Undergraduate Programs

The Student Learning Outcomes (SLO) Annual Report process is a key component of Southern Association of Colleges and Schools (SACSCOC) reaffirmation. The university needs to identify student learning outcomes in its educational programs, assess the extent to which outcomes are achieved, and provide evidence of developing improvement based on analysis of the results (SACSCOC Comprehensive Standard 3.3.1.1). **CS 3.3.1.1 is one of the most cited standards for non-compliance by SACSCOC.** New guidelines continue to be developed by SACSCOC increasing expectations on student learning outcomes reporting. Therefore in each reporting cycle changes are made to the process to more clearly and accurately define and align outcomes, measurements and findings and provide evidence of continuous quality improvements. The SLO process continues to evolve as additional refinements are needed in order for UofL to be in full compliance with SACS requirements.

The Office of Institutional Effectiveness (IE) is charged with the collection and review of Student Learning Outcomes (SLO) Annual Reports submitted by the chairs/departments heads of the academic programs. Below are the instructions for the completing the 2015-16 SLO Report for undergraduate programs.

Important Information

- **DEADLINE:** IE will need to receive the 2015-16 SLO Reports by **Friday, November 4, 2016.**
- **100% submission of reports is required for compliance with SACS core requirements and comprehensive standards.** These reports are critical to the university's ability to demonstrate institutional effectiveness. Your dean will receive periodic status reports detailing outstanding reports until full compliance is achieved.
- Staff from IE is available to assist you and ensure timely submission of the reports. Please contact Cheryl Gilchrist at 852-8139 or cheryl.gilchrist@louisville.edu if you need assistance.
- Please submit the 2015-16 SLO Report template for undergraduate programs via email to cheryl.gilchrist@louisville.edu
- IE staff will enter your reports into Compliance Assist.

SACS Accreditation

As part of the SACS accreditation for undergraduate programs, UofL needs to document the integrated relationship of our General Education program, Quality Enhancement Program [(QEP) Ideas to Action], and a culminating undergraduate experience (CUE) within our undergraduate programs. Through our SLO process the department chairs/heads provide that evidence.

Template Has Detailed Instructions

The template has detailed instructions as well to assist department chairs/heads of undergraduate programs with the alignment needed for each required program goal and its relationship to the SLO, measure, target and finding. Please submit your report to IE using the 2015-16 SLO Report for the undergraduate program. IE staff will enter the SLO Reports into Compliance Assist, a comprehensive web-based assessment and reporting system to help facilitate and standardize our SLO efforts at UofL.

Using the 2014-15 Feedback Reports

All chairs/department heads received 2014-15 Feedback Report. These reports were generated utilizing a rubric. The feedback report detailed suggestions for the next reporting cycle to demonstrate the alignment needed for each of the required program goals, its relationship to the SLOs and measures, and documenting improvement to the program based on the findings. The recommended changes identified in the 2014-15 SLO Feedback Reports need to be reflected in the 2015-16 SLO Reports.

Online (distance) Academic Programs and Off-Site Academic Programs

New guidelines developed by SACSCOC are expanding expectations on student learning outcomes reporting. Programs marketed as online through the Delphi Center and programs where 50% or more of the program are available offsite will need to be more specific in their SLO reports about the assessment of outcomes for the students enrolled in programs offered either online or at offsite locations. SLO reports will need to show that the learning taking place online or offsite is comparable to the face-to-face components of the program.

In the 2015-16 SLO Report, department chairs/heads will need to identify online (distance) and/or off-site degree program in addition to the traditional on campus program. Department chairs/heads will need to verify whether program goals, SLOs and measures for online academic programs and /or off-site are similar in scope and content to the traditionally delivered counterpart. **You will need to distinguish in your report between on campus, distance, and off-site students and document for each group of students their direct attainment of the outcomes.** If the online (distance) or off-site program is a stand-alone program, a separate report will need to be submitted reflecting the unique program goals and related SLOs and measures.

Certificate Programs

For all **certificate programs**, department chairs/heads are asked to verify whether the certificate can be completed as a “stand alone” or in conjunction with another program. **If the certificate program can be completed as a “standalone”, a separate SLO annual report is required** identifying its specific program goals, SLOs, and measures. If the certificate program is offered in conjunction with another program, the certificate program can be incorporated into the SLO report for the other degree. The goals and SLOs for the certificate need to align with the existing degree program. But a separate SLO report is not needed.

Action Plan

This provides evidence of “closing the loop”, by utilizing the assessment results indicated throughout this SLO report to indicate strategies for continuous program improvement to enhance student learning and the student’s academic experience. In order to truly “close the

loop”, a three-year cycle has been incorporated into the SLO reporting process. Programs will need to provide their previous action plan (from 2014-15), include an update on improvements made in response to the plan (in 2015-16), and create a new action plan (for 2016-17) based upon the assessment results (from the 2015-15 SLO Report).

INSTRUCTIONS

Program Mission

The **program mission** is a broad statement of the purpose of the academic unit/program which is linked to UofL’s institutional mission. The mission statement outlines the purpose of the academic unit/program within the context of who it serves and in what ways. Each academic unit/program should have its own mission statement that reflects its contribution to UofL’s institutional mission: <http://louisville.edu/about/>

#1 Competency Related to Major

Program Goal #1

A statement (clearly aligned to the program’s mission) that addresses the distinct body of knowledge students will possess upon completing this program of study.

Student Learning Outcome #1

SLO clearly aligns to Program Goal 1 (above), and describes specific **measurable** knowledge, skills or perceptions to be gained or improved upon completing the program of study.

NOTE: Though you may have multiple outcomes related to this program goal, it is suggested that you limit the number of SLOs. If possible, please only report ONE SLO for which you have the necessary measure, target, and finding.

Measure #1

Clearly aligns to SLO 1 (above) and describes a **direct** assessment measuring how students’ work will be evaluated to determine their level of competency.

- Acceptable: paper, exam, essay, presentation, thesis/dissertation, portfolio, supervisor/internship/co-op evaluation
- NOT acceptable: course grade or course completion

Be sure to **describe** the criteria used to evaluate the student work and **provide copies of the evaluation materials**, if applicable.

- Acceptable: rubric (with explanation of scale), specific exam questions related to SLO, specific questions from supervisor/internship/co-op evaluation form. **Please include a copy of rubric, evaluation form, etc.**

NOTE: Where appropriate, the same measure may be used for more than one SLO.

An **indirect** measure can be used **in addition** to a direct measure (student opinion survey, satisfaction survey, exit survey, etc.)

Target #1

Clearly aligns to Measure 1 (above) and indicates a specific and appropriate threshold for students' collective performance related to the measure of SLO 1. Be sure to include:

- sampling methodology (e.g. representative sample, whole population) with justification for your choice,
- the total number of students being evaluated (ex. n = 25), and
- the percentage (not mean/average) of students expected to achieve a particular threshold (e.g. 90% of students must earn a rating of "adequate" or higher on the designated rubric).

Finding #1

Provide results specified in Measure 1 (above) and indicate whether the intended target/threshold was met. (e.g. 75% of students earned a rating of "adequate" or higher on the designated rubric. Target was not met.)

#2 Competency which builds upon the General Education Curriculum

Program Goal #2

This goal clearly aligns to the program mission statement and addresses how upper-level courses (generally 400-level and above) in your program continue to strengthen either effective communication or cultural diversity (one of the competencies initially gained through the general education curriculum)

Note: Critical thinking will be addressed in section 4: Competency related to Ideas to Action (i2a).

Student Learning Outcome #2

SLO clearly aligns to Program Goal 2 (above) and describes specific **measurable** knowledge, skills or perceptions related to effective communication or cultural diversity to be strengthened by completing this program of study.

NOTE: Though you may have multiple outcomes related to this program goal, it is suggested that you limit the number of SLOs. If possible, please only report ONE SLO for which you have the necessary measure, target, and finding.

Measure #2

Clearly aligns to SLO 2 (above) and describes a **direct** assessment measuring how students' work will be evaluated to determine their level of competency.

- Acceptable: paper, exam, essay, presentation, thesis/dissertation, portfolio, supervisor/internship/co-op evaluation
- NOT acceptable: course grade or course completion

Be sure to **describe** the criteria used to evaluate the student work and **provide copies of the evaluation materials**, if applicable.

- Acceptable: rubric (with explanation of scale), specific exam questions related to SLO, specific questions from supervisor/internship/co-op evaluation form. **Please include a copy of rubric, evaluation form, etc.**

NOTE: Where appropriate, the same measure may be used for more than one SLO.

An **indirect** measure can be used **in addition** to a direct measure (student opinion survey, satisfaction survey, exit survey, etc.)

Target #2

Clearly aligns to Measure 2 (above), and indicates a specific and appropriate threshold for students' collective performance related to the measure of SLO 2. Be sure to include:

- sampling methodology (e.g. representative sample, whole population) with justification for your choice,
- the total number of students being evaluated (ex. $n = 25$), and
- the percentage (not mean/average) of students expected to achieve a particular threshold (e.g. 90% of students must earn a rating of "adequate" or higher on the designated rubric).

Finding #2

Provide results specified in Measure 2 (above) and indicate whether the intended target/threshold was met. (e.g. 75% of students earned a rating of "adequate" or higher on the designated rubric. Target was not met.)

#3 Competency Related to the Culminating Undergraduate Experience

Program Goal #3

This goal clearly aligns to the program mission statement, describes senior-level applied-learning, addresses the defining features of a culminating undergraduate experience, (CUE) <http://louisville.edu/ideastoaction/about/cue/curriculartoolkit/definingfeatures> and identifies the specific CUE course(s). This should describe an opportunity for students to build upon discipline-specific knowledge and/or critical thinking skills and to apply their emerging skills to solve practical (i.e. real world) problems of increasing complexity.

Student Learning Outcome #3

SLO clearly aligns to Program Goal 3 (above), and describes specific measurable discipline-specific knowledge and/or critical thinking and application of their emerging skills to solve practical (i.e. real world) problems of increasing complexity.

NOTE: Though you may have multiple outcomes related to this program goal, it is suggested that you limit the number of SLOs. If possible, please only report ONE SLO for which you have the necessary measure, target, and finding.

Measure #3

Clearly aligns to SLO 3 (above) and describes a **direct** assessment measuring how students' work will be evaluated to determine their level of competency.

- Acceptable: paper, exam, essay, presentation, thesis/dissertation, portfolio, supervisor/internship/co-op evaluation
- NOT acceptable: course grade or course completion

Be sure to **describe** the criteria used to evaluate the student work and **provide copies of the evaluation materials**, if applicable.

- Acceptable: rubric (with explanation of scale), specific exam questions related to SLO, specific questions from supervisor/internship/co-op evaluation form. **Please include a copy of rubric, evaluation form, etc.**

NOTE: Where appropriate, the same measure may be used for more than one SLO.

An **indirect** measure can be used **in addition** to a direct measure (student opinion survey, satisfaction survey, exit survey, etc.)

Target #3

Clearly aligns to Measure 3 (above), and indicates a specific and appropriate threshold for students' collective performance related to the measure of SLO 3. Be sure to include:

- sampling methodology (e.g. representative sample, whole population) with justification for your choice,
- the total number of students being evaluated (ex. n = 25), and
- the percentage (not mean/average) of students expected to achieve a particular threshold (e.g. 90% of students must earn a rating of "adequate" or higher on the designated rubric).

Finding #3

Provide results specified in Measure 3 (above) and indicate whether the intended target/threshold was met. (e.g. 75% of students earned a rating of "adequate" or higher on the designated rubric. Target was not met.)

#4 Competency Related to Critical Thinking/Ideas to Action

Program Goal #4

This goal clearly aligns to the program mission statement and addresses the opportunities provided to students for refinement of their critical thinking skills (e.g. problem solving and higher-order thinking) acquired through the program.

Student Learning Outcome #4

SLO clearly aligns to Program Goal 4 (above), and describes specific **measurable** critical thinking skills acquired through the program.

NOTE: Though you may have multiple outcomes related to this program goal, it is suggested that you limit the number of SLOs. If possible, please only report ONE SLO for which you have the necessary measure, target, and finding.

Measure #4

Clearly aligns to SLO 4 (above) and describes a **direct** assessment measuring how students' work will be evaluated to determine their level of competency.

- Acceptable: paper, exam, essay, presentation, thesis/dissertation, portfolio, supervisor/internship/co-op evaluation
- NOT acceptable: course grade or course completion

Be sure to **describe** the criteria used to evaluate the student work and **provide copies of the evaluation materials**, if applicable.

- Acceptable: rubric (with explanation of scale), specific exam questions related to SLO, specific questions from supervisor/internship/co-op evaluation form. **Please include a copy of rubric, evaluation form, etc.**

NOTE: Where appropriate, the same measure may be used for more than one SLO.

An **indirect** measure can be used **in addition** to a direct measure (student opinion survey, satisfaction survey, exit survey, etc.)

Target #4

Clearly aligns to Measure 4 (above) and indicates a specific and appropriate threshold for students' collective performance related to the measure of SLO 4. Be sure to include:

- sampling methodology (e.g. representative sample, whole population) with justification for your choice,
- the total number of students being evaluated (ex. n = 25), and
- the percentage (not mean/average) of students expected to achieve a particular threshold (e.g. 90% of students must earn a rating of "adequate" or higher on the designated rubric).

Finding #4

Provide results specified in Measure 4 (above) and indicate whether the intended target/threshold was met. (e.g. 75% of students earned a rating of "adequate" or higher on the designated rubric. Target was not met.)

Action Plan

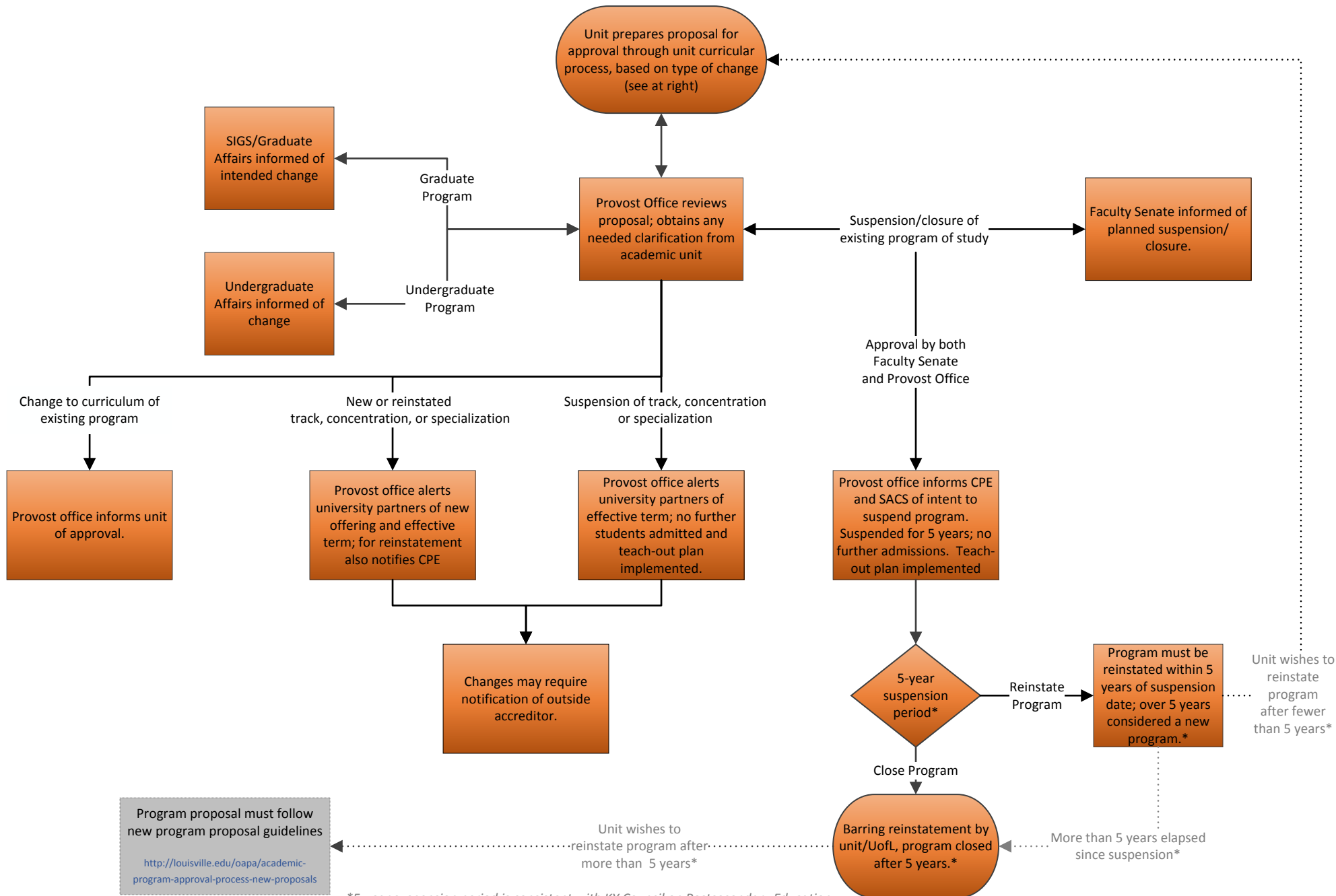
This provides evidence of "closing the loop", by utilizing the assessment results indicated throughout this SLO report to indicate strategies for continuous program improvement to enhance student learning and the student's academic experience. In order to truly "close the loop", a three-year cycle has been incorporated into the SLO reporting process. Programs will need to provide their previous action plan (from 2014-15), include an update on improvements made in response to the plan (in 2015-16), and create a new action plan (for 2016-17) based upon the assessment results (reported for 2015-16).

University of Louisville Changes to Existing Programs

ATTACHMENT 7

New Options – Tracks, Concentrations, or Specializations; Curriculum Changes to Existing Programs; Suspensions/Closures; and Reinstatements

Guidelines and instructions can be found at: <http://louisville.edu/oapa/curriculum-and-course-development>



Proposal Format:
Establishment of a New Option in Existing Degree Area or Changes to Options in an Existing Degree Area

- Provide a brief rationale for the new degree option – track, concentration, specialization or minor. Discuss the impact of adding the new degree option on the following:
 - Faculty – employment, workloads, etc.
 - Student Enrollment
 - Financial Resources (support needed for new option)
 - Other University Programs or units
- Provide a copy of the curriculum of the proposed new degree option and a copy of the existing degree option(s) in the same area. Discuss key differences between the new option and the existing option(s).
- Provide proposed effective date (first term available)

Proposal Format
Suspension/Closure of Programs

- Provide a brief rationale for the suspension/closure of the program. Academic programs are suspended prior to closure to allow a teach-out period for all students currently enrolled in the program (see 4, below). Discuss the impact of the suspension/elimination of the program on the following:
 - Faculty – employment, workloads, etc.
 - Student Enrollment
 - Financial Resources
 - Other University Programs
- Discuss how the suspension/elimination fits with the University’s mission, strategic plan, and goals. For negative effects, please discuss what will be done to lessen the impact.
- Provide effective date for program closure
- Describe any teach-out arrangements for students in the program after the effective date of suspension.

Proposal Format
Reinstatement of Programs (within 5-year suspension period)*

- Provide a brief rationale for the reinstatement of the program, include an explanation for why the program originally was suspended. Discuss the impact of the reinstatement of the program on the following:
 - Faculty – employment, workloads, etc.
 - Student Enrollment
 - Financial Resources
 - Other University Programs or Units
- Please provide a copy of the proposed curriculum of the reinstated program and a copy of the curriculum at the time of suspension. Provide a brief rationale for the program proposed for reinstatement and discuss any differences between the proposed program and the program at the time of suspension.
- Discuss the impact of the reinstatement on the University’s mission, strategic plan, and its goals.
- Provide the effective date for the reinstatement.

*5-year suspension period is consistent with KY Council on Postsecondary Education (CPE) guidelines.

2017 Associate Deans Meeting Schedule

Meeting Date	Meeting Location
January 19, 2017	Miller Info. Tech. Ctr. (MITC) 201
February 16	MITC 201
March 16	MITC 201
April 27*	MITC 201
May 18	MITC 201
June 15	Shumaker 139
July 20	Shumaker 139
August 17	Shumaker 139
September 21	Shumaker 139
October 19	Shumaker 139
November 16	Shumaker 139
December 14*	Shumaker 139

1:30-3:00 PM | Every Third Thursday*

*except April (SACS/Accreditation on-site visit) and December

Associate Deans' Meeting
Thursday, February 16, 2017
1:30-3:00 p.m.
Miller Information Technology Center (MITC), Room 201

AGENDA

Teaching Innovation Learning Lab (TILL) – Gale Rhodes

Undergraduate Affairs – Willey

Institutional Effectiveness – Gilchrist

- Degree Application - Plans after graduation survey
- 2015-16 SLO Reports
- Institutional Effectiveness Advisory Collaborative (IEAC)

IR & Analytics – Goldstein

- Unit Data Contact Persons
- SAS/VA – Demo and Log-in Information
- Academic Analytics
- CPE
 - KPEDS Program Review
 - Academic Program Review
- Course Leaf
 - Update
 - Status of Faculty File

Accreditation and Academic Planning – Shumake/Webb

- Syllabi Status Report
- Faculty Credentials – 3.7.1 follow-up
- SACSCOC Updates
- 25% Rule – 3.5.2 Follow-up

Reminder – CBL Review Process – deadline Feb. 21, 2017. Contact Patrick Smith in Community Engagement with any questions.

Next meeting – March 16, 2017 – MITC 201

UNIVERSITY OF
LOUISVILLE



**SUBSTANTIVE CHANGE POLICY AND PROCEDURES
FOR THE
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

Submitted - April 15, 2013

Revised - 4.15.2015

Revised 3.15.2017

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Substantive Change Policy and Procedures

The Southern Association of Colleges and Schools (SACS) Commission on Colleges (COC) requires its member institutions to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion. The University of Louisville as an accredited member institution adheres to the Commission's substantive change policy. The *Principles of Accreditation* states the requirement for an institution to comply with Comprehensive Standard 3.12.1 which reads as follows: *The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.*

University Policy Statement

The University of Louisville (UofL) will report in writing any actions defined as a substantive change to the Southern Association of College and Schools Commission on Colleges (SACSCOC). This policy and procedure statement sets forth the steps and requirements to monitor and report substantive changes occurring at UofL including changes to programs, where and how programs are offered and institution-level changes. The Office of Academic Planning and Accountability, a unit of the Executive Vice President and University Provost, coordinates academic program approval, program reviews and will work with the accreditation liaison to ensure accurate reporting to SACSCOC. This policy statement is published on the university's website; it will be reviewed and updated as needed on an annual basis and distributed widely. <http://louisville.edu/oapa/substantive-change>

Definition

Substantive change is a significant modification or expansion in the nature and scope of an accredited institution. The Substantive Change Policy can be viewed on the SACSCOC website.

<http://www.sacscoc.org/pdf/081705/SubstantiveChange.pdf>

Under federal regulations, substantive change includes:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- 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
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution

- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs

The substantive change reports are based on the concept of "significant departures" from previously approved programs, instructional sites or mode of delivery. A [glossary of terms](#) is found in the SACSCOC policy. There are many program adjustments, changes in curriculum or courses that do not require a report to SACSCOC. The accreditation liaison serves as the gatekeeper and advisor for the substantive change process and will consult as needed with the university's assigned staff representative at SACSCOC. A list of recently submitted UofL substantive changes can be viewed on the university website. <http://louisville.edu/oapa/substantive-change>

I. Designated Responsibility

The accreditation liaison is responsible for timely reporting of a substantive change to the SACSCOC in accordance with the requirements of the policy. It is the responsibility of the accreditation liaison to keep the institution informed of any changes in the substantive change policy. The UofL accreditation liaison reports to the Executive Vice President and University Provost.

Each university unit is responsible for informing the accreditation liaison of any potential substantive changes in a manner that ensures the institution can meet the required notification, review and approval processes of the SACSCOC. For academic program activities, the SACS substantive change report may be required in addition to the university's process and the Kentucky Council on Postsecondary Education (CPE) process for program approvals. The UofL Delphi Center for Teaching and Learning will work with academic units to determine if online courses or online program proposals require a substantive change report in consultation with the accreditation liaison.

II. Procedures for Implementation

- A. The academic or administrative officer or unit initiating the substantive change will:
1. make contact with the accreditation liaison to determine if potential program changes could result in a substantive change report.
 2. prepare and submit a Substantive Change Request Form.
 3. collect the necessary documentation for any substantive change request approved by the Executive Vice President and University Provost.
 4. prepare and submit the letter of notification (prior to implementation) and/or the prospectus report (due to SACS six months in advance of implementation and due to the accreditation liaison one month before that date).
 5. pay the SACSCOC invoice billing for the processing of the prospectus report. The payment is due upon SACSCOC approval of the substantive change (fee varies up to \$500.00).
 6. Fees related to Substantive Change Committee Visits will include a \$2,000 administrative fee and committee costs – travel, lodging, food and other incidental expenses.

B. The SACSCOC accreditation liaison will:

1. track changes to the Principles of Accreditation and disseminate changes to the university community and coordinate the reporting and completion of required SACSCOC activities.
2. update the university's substantive change policy and procedures as needed based on SACSCOC policy.
3. annually present the substantive change policy and any other SACS accreditation updates to the Chief Academic Officers (Deans and Associate Deans), Provost Senior Staff, Faculty Senate and other relevant groups to ensure the policy and other accreditation information is disseminated.
4. review the Substantive Change Request Form for completeness, appropriateness and consistency with SACSCOC policies and standards. The liaison will work with an initiator as needed to address any deficits. Upon completion of this review, the liaison forwards the substantive change request to the Executive Vice President and University Provost for review and approval.
5. work with initiators on approved requests to prepare any necessary documentation including a letter of notification and/or prospectus report and compile other documentation to ensure all relevant SACSCOC policies and standards are addressed and submitted in the necessary timeframe.

C. The Executive Vice President and University Provost (EVPUP) or designee reviews the Substantive Change Request Form and will as necessary consult with Faculty Senate (academic program changes). If the EVPUP approves the substantive change request, the initiating unit will prepare the substantive change report (prospectus or letter of notification) and supporting documentation with the assistance of the accreditation liaison. The accreditation liaison will prepare the formal transmission to SACSCOC. All correspondence to SACSCOC is submitted through the university President's Office.

D. The accreditation liaison will track SACSCOC actions related to substantive change requests submitted. Also the liaison will ensure substantive change activity is posted online at: <http://louisville.edu/oapa/substantive-change>

III. Annual Review and Dissemination of the Policy

The Office of the Executive Vice President and University Provost (via the accreditation liaison) will distribute (electronic and paper) the *University of Louisville Substantive Change Policy and Procedures* statement to academic and administrative officers annually. Additionally, the "Substantive Change for Accredited Institutions of the Southern Association of Colleges and Schools Commission on Colleges Policy" will be posted on the university substantive change webpage. The UofL substantive change policy and a list of the university's reports to SACSCOC will also be posted online. <http://louisville.edu/oapa/substantive-change>

The SACSCOC policy, procedures and related documents will be regularly reviewed (annually) by the accreditation liaison. The university's policy statement will be updated as needed to ensure current

information is disseminated to maintain continuing compliance with the *Substantive Change Policy for Accredited Institutions of the Commission on Colleges*. The accreditation liaison will annually present the university's Substantive Change Policy Procedures statement to university constituencies as identified in section II.B.3. If more frequent updates are required the liaison will inform each constituency group. Each unit head will be asked to verify receipt of the university's substantive change information.

IV - Academic Programs Oversight (Section IV Added – See SACSCOC Substantive Change Report 3.15.2017)

The University Provost's Office of Academic Planning and Accountability (OAPA) maintains the official database on academic programs. This information is used in the preparation of formal reports to address institutional, state, and federal requirements. Annual reporting at the state level to the Kentucky Council on Postsecondary Education (CPE) and at the federal level for the Integrated Postsecondary Education Data System (IPEDS) requires that OAPA review and monitor the collection of academic program data. OAPA also provides regular reports for use in institutional and program-level accreditations <http://louisville.edu/accreditation>.

OAPA has three units: institutional research and planning (IRP), institutional effectiveness (IE) and accreditation and academic planning (AAP) (<http://louisville.edu/oapa/about-1>). The university's accreditation liaison is a member of the OAPA staff.

OAPA collaborates with partners at UofL and at the state level to ensure the regular collection of accurate program information:

- Associate Deans – OAPA has a monthly meeting with the associate deans from each academic unit to discuss and develop academic policy. These are standing meetings that have occurred for many years. The Associate Deans for academic affairs serve as the unit-level liaisons for the development, review and dissemination of academic policies.
- Academic Program Review Committee – OAPA coordinates the work of the committee charged by the Provost to complete regular reviews of all academic program offerings. <http://louisville.edu/oapa/academic-program-review-process>
- Institutional Effectiveness Advisory Council (IEAC) – OAPA works with the council in developing and overseeing assessment efforts for continuous improvement at UofL.
- University Registrar and Graduate School – OAPA works with the University Registrar, graduate school, and other university personnel to produce the undergraduate, graduate, and professional school catalogs.
- Strategic Planning Implementation Group (SPIG) – SPIG meets with each unit dean and their staff to review unit strategic planning and its alignment with the overall university mission, goals, and outcomes. OAPA prepares annual data reports for use in the SPIG process.
- Kentucky Council on Postsecondary Education (CPE) – OAPA works with CPE to maintain the list of UofL program offerings in the statewide Academic Program Inventory. <http://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx>

In 2016, UofL procured a commercially-available catalog and curriculum management system to facilitate academic planning and programming across the university's academic units. We selected

CourseLeaf catalog (CAT), curriculum management (CIM), and scheduler system (WEN/CLSS) developed by Leepfrog Technologies. The primary objective of adopting the CourseLeaf platform was to manage and support the curriculum committees across all 12 academic units.

CAT is an enterprise, catalog management solution designed to facilitate catalog editing, manage workflows and provide on demand publishing to web, mobile, tablet and print PDF platforms. The CAT module integrates and syncs with UofL's information management system, PeopleSoft, to produce an academic catalog website that reflects UofL's academic programs in real time.

In concert with the CAT module, the CIM module imports course information from UofL's information management system to create and monitor the workflow of each of the university's curricula by identifying all courses impacted by a proposed curriculum change; tracking unit and university-level edits and comments; and assisting in automatically updating the student information system maintained in PeopleSoft. The CAT and CIM modules work together to automatically update all catalogs with approved course, program, and student information system data. UofL is currently in phase I of implementation, with plans for the undergraduate and graduate catalogs to be migrated to the CourseLeaf platform by August 2017. Phase II, the implementation of the CIM, is scheduled to begin in April 2017 with a 6 to 9 month implementation timeline.

In conjunction with the preparation of the 2017 Reaffirmation of Accreditation report, OAPA, the University Registrar, and other university personnel collected and reviewed information about all university academic program and degree offerings. The university's accreditation liaison used the results of this process to prepare a substantive change report to SACSCOC about academic programs that discontinued operations at several off-site locations (May 2016).

Substantive Change Audit Process

The UofL Substantive Change Audit Process is based on several existing processes that were enhanced in 2016 to verify data at the program level for use in internal and external publications and reporting. Data elements specific to online education and off-campus programs were added to select processes. Some course-level data processes have also been added to the oversight reviews to support university's efforts to market courses with specific content to students and to support institutional initiatives in select disciplines. The accreditation liaison, as a member of the OAPA staff, has access to the results of these processes and will review the results regularly with the unit-based Associate Deans, University Registrar and other university personnel to determine those actions requiring a substantive change report to SACSCOC.

Institutional Processes	Responsible Unit (s)	Documentation
<p>Academic Catalogs</p> <ul style="list-style-type: none"> As part of the annual production schedule, unit policies and academic degree program information are verified. CourseLeaf software purchased by UofL in 2016 to automate the catalog publication process will also allow for the verification of program information, including all distance education offerings starting with the 2017-18 publications. OAPA is the project lead. 	<p>OAPA (Office of Academic Planning and Accountability) IRP (Institutional Research and Planning) AAP (Accreditation and Academic Planning) IE (Institutional Effectiveness)</p> <p>University Registrar, Graduate School, Academic Units, OAPA – IRP & AAP</p>	<p>http://louisville.edu/registrar/catalogs-1</p>
<p>Degree programs inventory – updates the inventory to verify</p> <ul style="list-style-type: none"> Programs available online and off-campus. Required credit hours (minimum & maximum). Programs scheduled to be suspended or closed. 	<p>OAPA – IRP, AAP, Academic Units – Associate Deans</p>	<p>http://louisville.edu/academics/prog-majors.html</p> <p>http://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx</p> <p>http://louisville.edu/oapa/curriculum-and-course-development</p>

<p>Curriculum and Course Development</p> <p>The OAPA website for Curriculum and Course Development has been updated to include information on:</p> <ul style="list-style-type: none"> • Course Inventory File – changes to existing courses and creation of new courses. • Changes to existing programs <p>Course syllabi for all courses offered at UofL are collected each term (accessible via schedule of courses)</p> <ul style="list-style-type: none"> • Faculty are required to post syllabi for all courses regardless of delivery or location into the Blackboard Course Management System. <p>Regular reviews of course content including:</p> <ul style="list-style-type: none"> • Review of community-based learning (CBL) course content is currently underway. • Review of sustainability (SUST) course content is currently underway. <p>Curriculum/course and program development is discussed monthly at the Associate Dean's Meetings</p>	<p>OAPA – IRP, AAP, Academic Units, Associate Deans</p>	<p>http://louisville.edu/oapa/curriculum-and-course-development</p> <p>http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm</p> <p>http://louisville.edu/oapa/course-syllabus-collection/syllabus-data-collection-faqs</p>
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<p>Student Learning Outcomes are collected annually for every academic program and now includes</p> <ul style="list-style-type: none"> • Reporting of outcomes data for programs at off-campus locations. • Reporting of learning outcomes for online programs. 	<p>OAPA –IE, Academic Units</p>	<p>http://louisville.edu/oapa/ie/outcomes-assessment</p>
<p>Academic Program Approval Process</p> <ul style="list-style-type: none"> • Letter of Intent required for programs offered via consortial agreements. • Accreditation liaison coordinates new program approval process and submits substantive change reports to SACSCOC. • CPE approval of new programs is required by state statute. UofL adds new programs to the online statewide Academic Program Inventory. 	<p>OAPA – AAP, Academic Units</p>	<p>http://louisville.edu/oapa/academic-program-approval-process-new-proposals</p> <p>http://cpe.ky.gov/policies/academicprograms.html</p> <p>http://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx</p>
<p>Academic Program Review (APR) process</p> <ul style="list-style-type: none"> • Reports submitted by each academic program are to address all distance education offerings – online and off-campus. • Program Review Reports are reviewed by the university’s APR committee and then submitted to CPE 	<p>OAPA – AAP, Academic Units</p>	<p>http://louisville.edu/oapa/academic-program-review-process</p>
<p>Consortial Agreements</p> <ul style="list-style-type: none"> • Each unit with a consortial agreement has a webpage with information about the program offered off-campus. • Accreditation Liaison maintains list of agreements and will circulate the list to the Associate Deans group annually to ensure accuracy. • Public Disclosure website provides access to the unit information about consortial agreements. 	<p>OAPA – AAP, Academic Units</p>	<p>http://louisville.edu/oapa/consortial-agreements-report-2015-16-for-public-disclosure-page</p>

<p>Online Learning</p> <ul style="list-style-type: none"> • The university tracks via the degree program inventory all online programs for internal and external reporting. • Learning outcomes information is collected via the annual SLO reporting process. • Accreditation Liaison works with Delphi Center to address any state authorization concerns and the university's SARA-NC participation. 	<p>OAPA – IRP, IE, Academic Units and Delphi Center</p>	<p>http://louisville.edu/online/programs</p> <p>http://louisville.edu/stateauthorization</p>
<p>Off-Campus Locations –As required by CPE, the locations of all courses offered off-campus are reported each term.</p> <ul style="list-style-type: none"> • IRP will provide the accreditation liaison a list of off-campus sites to cross-check for alignment with programs offered off-campus. 	<p>OAPA – IRP, AAP</p>	<p>http://cpe.ky.gov/policies/data/2016-17guidelines-public.pdf</p>
<p>Dual Credit courses are college-level courses that simultaneously earn both secondary school and college credits. CPE oversees the dual credit program statewide.</p> <ul style="list-style-type: none"> • The locations of all UofL dual credit instruction are tracked and listed on the university website. • The UofL Dual Credit Program consists of general education coursework offered at local high schools. • The UofL representative on the statewide Dual Credit Advisory Council ensures alignment with CPE policy and revises UofL procedures as needed. 	<p>OAPA - IRP & AAP, Admissions Office, and CPE</p>	<p>http://louisville.edu/admissions/apply/requirements/dual-credit-program</p> <p>http://cpe.ky.gov/policies/academicaffairs/dualcreditpolicy.pdf</p>

The University of Louisville is in compliance with Comprehensive Standard 3.12.1 on Substantive Change. As described in section IV, the university has enhanced institutional processes with the Substantive Change Audit process to better ensure ongoing compliance. The accreditation liaison along with unit representatives, primarily the Associate Deans for Academic Affairs, are working regularly to monitor and report on program changes.

SACSCOC Procedures for Reporting

There are three procedures for addressing the different types of substantive changes

- Procedure One for the Review of Substantive Changes Requiring Approval Prior to Implementation (Notification may also be required).
- Procedure Two for the Review of Substantive Changes Requiring Only Notification Prior to Implementation (some changes also require submission of additional documents).
- Procedure Three for Closing a Program, Site, Branch Campus or Institution. Procedures for the following types of changes are included in a separate document, “Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status.”
 - initiating mergers or consolidations
 - acquiring any program or site from another institution
 - adding as a permanent location any site where the institution is conducting a teach-out for students of another institution that is closing
 - changes in governance, ownership, means of control or legal status

Procedures for approval of direct assessment competency-based education programs are in a separate document, “Direct Assessment Competency-Based Educational Programs.”

The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation.

Reporting the Various Types of Substantive Change

The different types of substantive change, the specific procedure to be used for each, their respective approval/notification requirements, and their reporting time lines can be found on the SACSCOC website in the Substantive Change Policy document pages 6-10
<http://sacscoc.org/pdf/081705/SubstantiveChange.pdf>

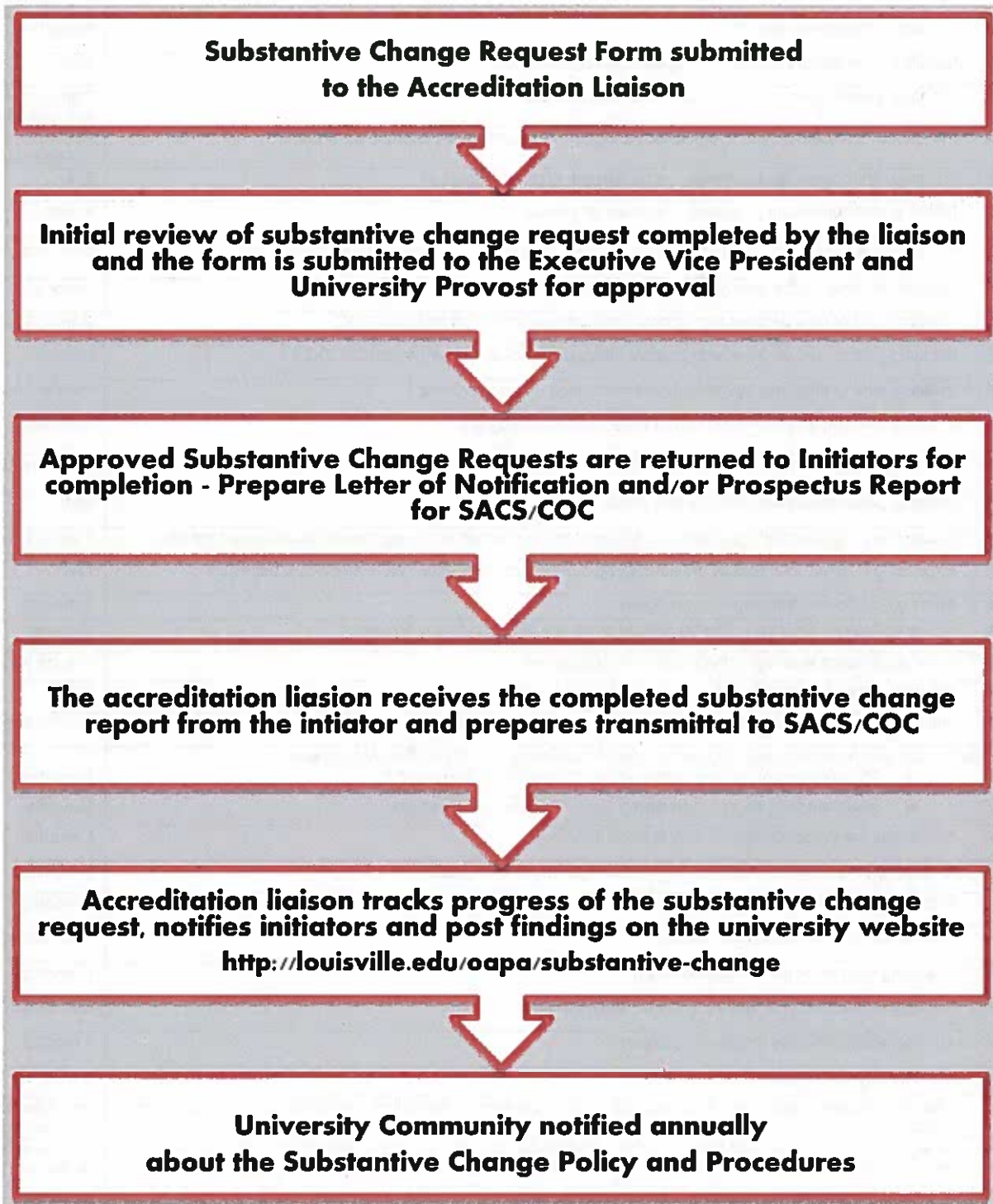
Institutional Contact with SACSCOC

Any communication with SACSCOC is to be coordinated through the UofL accreditation liaison:

Connie C. Shumake
Assistant Provost for Accreditation, and Academic Planning
SACSCOC Accreditation Liaison
MITC #338
University of Louisville
Louisville, KY 40292
(502) 852-3551
connie.shumake@louisville.edu

Substantive Change Request Process

Initiators of possible substantive change requests should consult with the SACSCOC Accreditation Liaison before completing the program approval process in the unit.



Substantive Change Request Form

Substantive Change Initiator:	Title:
Check type of Substantive Change to be Initiated below:	Time Frame for Contacting COC:
€ Initiating a branch campus *	6 months
€ Initiating a certificate program - using existing approved courses	N/A
€ Initiating a certificate program - at a new off-campus site *	Approval required prior to implementation
€ Initiating a certificate program -significant departure from previously approved programs *	Approval required prior to implementation
€ Initiating other certificate programs - using existing approved courses	N/A
€ Initiating other certificate programs - at a new off-campus site *	6 months
€ Initiating other certificate programs -significant departure from previously approved programs *	6 months
€ Altering significantly the educational mission of the institution *	6 months
€ Initiating joint or dual degrees with another institution - Accredited by SACSCOC	Prior to implementation
€ Initiating joint or dual degrees with another institution - Not accredited by SACSCOC *	6 months
€ Initiating joint or dual degrees with another institution - Dual programs *	Prior to implementation
€ Initiating off-campus sites - 50% or more credits toward program *	6 months
€ Initiating off-campus sites - 25-49% of credit	Prior to implementation
€ Initiating off-campus sites - 24% or less credit	N/A
€ Expanding program offerings at previously approved off-campus sites - significant departure (at the site)	Prior to implementation
€ Expanding program offerings at previously approved off-campus sites - NOT significant departure	N/A
€ Altering significantly the length of a program *	6 months
€ Initiating distance learning - offering 50% or more of a program for the first time*	6 months
€ Initiating distance learning - offering 25-49% of program	Prior to implementation
€ Initiating distance learning - offering 24% or less of program	N/A
€ Initiating programs or courses offered through contractual agreement or consortium	Prior to implementation
Entering into a contract with an entity not certified to participate in USDOE Title IV programs:	
€ 25% or more of program offered by COC accredited Institution *	6 months
€ less than 25% of program offered by COC accredited Institution	6 months
€ Initiating a merger/consolidation with another institution *	6 months
€ Changing governance, ownership, control, or legal status of an institution *	6 months
€ Relocating a main or branch campus *	6 months
€ Moving an off-campus instructional site	Prior to implementation
€ Changing from clock hours to credit hours *	6 months
€ Initiating a direct assessment competency-based program	See SACSCOC Policy
€ Altering significantly the length of a program *	6 months
€ Initiating degree completion programs *	6 months
€ Closing a program, approved off-campus site, branch campus, or institution - Institution to teach-out its own students	Immediately following decision to close
€ Closing a program, approved off-campus site, branch campus, or institution - Institution to contract with another institution to teach-out students (Teach-out Agreement)	Immediately following decision to close
€ Acquiring any program or site from another institution *	6 months

€ Adding a permanent location at a site...another institution that is closing *	6 months
See http://louisville.edu/oapa/substantive-change for a complete listing of substantive changes and related rules.	
* Prospectus Report Required	

Description of Substantive Change
Date of Expected Implementation
Submission to SACSCOC (Provost Office Use Only)
<input type="checkbox"/> Approved (sign & date below) <input type="checkbox"/> Not Approved <input type="checkbox"/> Exempt or Not Applicable (N/A)
Comment: _____

Signatures:

Initiator

Date

Dean or Vice President

Date

Executive Vice President and University Provost

Date

If the substantive change request is approved, the accreditation liaison will notify the initiator of next steps, which may be a request for 1) a letter of notification or 2) the prospectus report. The liaison will coordinate the submission of all materials to SACSCOC and any required follow-up reporting.

Print and complete this form. Send to:
 Connie C. Shumake
 Assistant Provost for Accreditation, and Academic Planning
 SACSCOC Accreditation Liaison
 MITC #338
 University of Louisville
 Louisville, KY 40292
 (502) 852-3551
connie.shumake@louisville.edu