**Substantive Change Request Form**

*Effective* *Date: July 1, 2023*

**Direct Assessment Programs**

**Tier III**

Direct assessment program is an educational or instructional program that, in lieu of credit hours or clock hours as a measure of student learning, utilizes direct assessment of student learning or recognizes the direct assessment of student learning by others, as the primary way to measure student learning. Direct assessment of student learning means a measure of a student’s knowledge, skills, and abilities to provide evidence of the student’s proficiency in the relevant subject area.

**Review and Organize**

* Read the [Substantive Change Policy](https://www.msche.org/policies-guidelines/?title-search=substantive+change&type=), [Substantive Change Procedures](https://www.msche.org/policies-guidelines/?title-search=substantive+change&type=), [Substantive Change Guidelines](https://www.msche.org/policies-guidelines/?title-search=substantive+change&type=) before completing the request form. This request form aligns with the Substantive Change Procedures effective July 1, 2023.
* Organize analysis and evidence sufficient for review. Several questions on this form contain "examples of evidence." All of the examples are not required.
* Supply evidence that directly relates to the proposed change and provides sufficient information for the peer review process.

**Complete**

* Answer all questions with concise and detailed information.
* The substantive change **request form, including attachments, should not exceed 100 pages**. Do not include attachments that have not been referred to in the request. **Submissions exceeding 100 pages will be returned to the institution for editing and must be resubmitted.**
* All attachments should be labeled appropriately. The form and the attachments should be combined into a **single bookmarked PDF document**.

**Submit**

* Submit the substantive change request form in the MSCHE Institution Portal. Instructions at [www.msche.org/substantive-change/](http://www.msche.org/substantive-change/).

**Date Submitted: Click or tap to enter a date.**

**Institution: Click or tap here to enter text.**

**City, State:** **Click or tap here to enter text.**

Section A: Substantive Change Request

1. **What type of program are you proposing:**

100% of the program can be completed through direct assessment (the program is not credit-hour based)

50%-99% of the program can be completed through direct assessment (the program is partially credit-hour based)

Less than 50% of the program can be completed through direct assessment (the program is partially credit-hour based)

1. **Program Description:**
2. Name of program including credential level as it appears in the institution’s catalog.

**Click or tap here to enter text.**

|  |  |
| --- | --- |
|  | |
| 1. Describe the program.   **Click or tap here to enter text.**   1. Describe how the program’s objectives and competencies are consistent with the program’s discipline and/or student career paths.   **Click or tap here to enter text.**   1. Describe how the program’s goals and competencies will be effectively communicated to students.   **Click or tap here to enter text.**   1. Provide a description of procedures, requirements or policies associated with this substantive change (e.g., admissions criteria, graduation requirements, etc.).   **Click or tap here to enter text.**   1. Provide the following attachments:   Curriculum and course offerings for the proposed program, including information about course sequencing (Label attachment **Curriculum**)  Course descriptions (Label attachment **Courses**)  Learning outcomes with expected timeline for student completion (Label attachment **Outcomes**) | |

Section B: Compliance with the Commission’s Standards for Accreditation, Requirements of Affiliation, Policies and Procedures, and Applicable Federal Regulatory Requirements

The Commission will only include a substantive change within the institution’s scope of accreditation if the change does not adversely affect the institution's compliance with the Commission's standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements.

1. **Methodologies Used to Determine Credit Hour Equivalencies:** Describe the number of semesters, quarters, or clock hours that will be equivalent to the amount of student learning being directly assessed for the certificate or degree. The description should include explanations of:

1. Methodology(ies) the institution will use to determine the number of credit or clock hours to which the program is equivalent.

Click or tap here to enter text.

1. Methodology(ies) the institution will use to determine the number of credit or clock hours to which the portion of a program an individual student will need to complete is equivalent.

Click or tap here to enter text.

1. How the institution defines an academic term and the number of semesters, quarters and clock hours that are equivalent to the amount of working and learning directly assessed for the degree.

Click or tap here to enter text.

1. How the institution will determine or calculate satisfactory academic progress, cohort default rates, completion and retention rates, and other information that is commonly reported to the Commission and state and federal regulatory entities.

Click or tap here to enter text.

1. If this is a 100% credit-hour CBE program, explain how credit hours are allocated to appropriate student learning experiences, courses, etc.

Click or tap here to enter text.

1. **Assessment of Student Learning (Standard V)**:

1. List clearly articulated statements of expected program-level student learning outcomes and how they will be aligned with any direct assessments used by the program to evaluate student performance with regard to these programmatic outcomes. Attach an appropriately labeled list of the program-level learning goals/outcomes and competency-based assessments that will be used to evaluate these student learning goals. (Label attachment **Program Learning Goals/Objectives and Competency-Based Assessments**)

Click or tap here to enter text.

1. Describe how direct assessments used in the CBE program will be regularly and systematically analyzed to ensure that they are *appropriately rigorous* *and valid* for use in evaluating student achievement of competencies, particularly by qualified faculty and/or appropriately qualified professionals.

Click or tap here to enter text.

1. Describe how programmatic student learning outcomes will be regularly assessed, including:
2. Explanation(s) of how this program’s assessment process will be used for documenting success and improving student learning and curriculum

Click or tap here to enter text.

1. Explanation(s) of how the institution will ensure the dissemination and discussion of programmatic student learning assessment results, faculty and/or appropriately qualified professionals, and other relevant stakeholders

Click or tap here to enter text.

1. Explanation(s) of how the program’s assessment results will be used to support academic planning and learning

Click or tap here to enter text.

1. Explanation(s) of how the institution will periodically evaluate the program’s overall assessment process

Click or tap here to enter text.

1. **Program Rigor:** 
   1. Describe how the institution will ensure that the program is appropriately rigorous and is reflective of higher education expectations.

Click or tap here to enter text.

* 1. In cases where the program has been awarded programmatic accreditation, identify the accreditor, provide the latest team report in an appendix, describe the latest action(s) the accreditor has taken, and indicate if the program accreditor has reviewed the program as a direct assessment program. (**Attach Programmatic Accreditor Team Report**)

Click or tap here to enter text.

* 1. How the institution’s policies, procedures, and evaluation approaches are and will be used by the institution to ensure overall academic rigor consonant with higher education expectation and, where applicable, employers and other higher education stakeholders.

Click or tap here to enter text.

1. **General Approach to CBE**: Describe how the CBE program will be administered, including the following:

* + 1. Information about how and when the institution will determine on an individual basis what each student enrolled in the program needs to learn and how this process addresses student needs.

Click or tap here to enter text.

* + 1. A description and analysis of how the institution’s competency-based evaluation processes will be managed to ensure appropriate progression of students through the program, including:

1. Descriptions of policies and procedures defining the methods by which learning can be evaluated, the level and amount of credit available by evaluation, and how these policies will be published

Click or tap here to enter text.

1. Descriptions of policies and procedures regarding the award of credit for student learning that define the acceptance of such credit based on the institution’s curricula and standards, and how these policies will be published and consistently implemented

Click or tap here to enter text.

1. Descriptions of procedures regarding the recording of evaluated learning by the awarding institution, and how these procedures will be published and consistently implemented. The description should also contain information about how transcripts will:

* Analysis demonstrating that the credit awarded will be appropriate to the subject and the degree context into which it will be accepted

Click or tap here to enter text.

* Analysis demonstrating that evaluators of student learning in the direct assessment program will be knowledgeable about the subject matter and about the institution’s criteria for determining student achievement of program competencies

Click or tap here to enter text.

* Analysis demonstrating that the institution’s general approach to CBE enables students’ ample opportunities to complete competency-based evaluations of their work in ways that enable students to progress in a timely way toward achieving a collegiate credential

Click or tap here to enter text.

1. The description should also contain information about how transcripts will:

* Be kept and maintained for each student and which document both competencies and equivalent courses in terms of credit hours

**Click or tap here to enter text.**

* Be regularly updated

**Click or tap here to enter text.**

* Contain information that is clear and sufficient for other institutions and employers for the purposes of transfer out of the program, enrollment in programs (e.g., graduate programs) after completion of the direct assessment program, and employment

Click or tap here to enter text.

1. **Faculty Qualifications and Training:**
   1. Explanation and analysis of how faculty and other professionals who will be evaluating the achievement of direct assessments in the program are appropriately prepared and qualified for the positions they hold, with roles and responsibilities that are clearly defined and sufficiently numerous to fulfill those roles appropriately, and who participate in sufficient professional development to engage effectively within a CBE modality.

Click or tap here to enter text.

* 1. Explanation and analysis of how faculty and other qualified professionals will play an appropriate and meaningful role in the assessment of specific learning competencies in areas requiring their subject matter expertise, including how curriculum will be devised, developed, and regularly monitored and supported by qualified professionals, including faculty.

Click or tap here to enter text.

1. **Substantive Interaction:** 
   1. Explanation and analysis of how regular and substantivestudent-faculty interaction will be achieved in the program and how the quality of such interactions will be regularly monitored, assessed, and evaluated.

Click or tap here to enter text.

* 1. How students who are struggling or who might otherwise wish to interact with faculty and/or appropriately qualified professionals will be able to do so.

**Click or tap here to enter text.**

* 1. How the program is designed so that *regular and substantive interaction* between students and qualified faculty and/or *appropriately qualified professionals* occurs with *predictable regularity* and which ensures that such interactions focus on the academic subject matter in which students are engaged.

**Click or tap here to enter text.**

1. **Institutional Learning Outcomes**: Where applicable, explanation and analysis of how the institution’s institutional learning outcomes (e.g., general education) will be part of the overall program and how the institution ensures that such outcomes will be achieved by students in the CBE program, consistent with the Commission’s standards on general education and educational offerings.

**Click or tap here to enter text.**

1. **Third-Party Providers:** In cases where a third-party provider will play a part in the delivery of the program to students, explanation of how the institution will regularly assess and ensure that it retains sufficient control of the development and implementation of the program and how overall oversight is achieved, and how it will regularly assess and evaluate the involvement of third-party providers in the direct assessment program. Include the name of the third-party provider.

**Click or tap here to enter text.**

1. **Student Advisement and Services:** Describe how the institution will effectively provide support services to students, including the following:

* + 1. Adherence to the overall institution’s own stated policies and to overall ethical standards, including accurate and comprehensive information regarding financial aid, all tuition and fees, costs associated with the completion of competency assessments, scholarships, loans, refunds, program length, curriculum, and expected student learning outcomes

**Click or tap here to enter text.**

* + 1. Published and implemented policies and procedures regarding transfer credit, prior learning assessments, the nature and amount of competency-based (direct) assessments that must be completed to progress toward completion, and credit for extra-institutional college level learning that state the criteria established by the institution regarding transfer credit

**Click or tap here to enter text.**

* + 1. Assistance of students who drop out of the program, so they might complete comparable programs of study or might otherwise be advised to complete their education

**Click or tap here to enter text.**

* + 1. Access to learning resources comparable to those offered in traditional programs

**Click or tap here to enter text.**

* + 1. Regular evaluation of the extent to which the institution supports its students toward the achievement of learning competencies and program completion in the program

**Click or tap here to enter text.**

1. **Related Entities**. If this substantive change involves a related entity as defined in the Commission’s *Related Entities Policy and Procedures*, please answer the following questions:
2. Describe the institution’s relationship with the related entit(ies) and the entity’s role in the substantive change, particularly in the delivery of any educational program.

**Click or tap here to enter text.**

1. The Commission staff may request that the institution provide the *Related Entities Required Disclosures and Certification Statement* for certain types of substantive changes. Provide the certification statement only upon request.
2. **Title IV Certification**. If the institution participates in Title IV student financial aid programs with the United States Department of Education (USDE), please answer the following questions:
   1. Will the institution apply for certification to participate in Title IV programs or submit a change to the E-App related to this substantive change?

**Click or tap here to enter text.**

* 1. Attach the institution’s current Eligibility and Certification Approval Report (ECAR).

*The institution must also submit an updated E-CAR to the Commission documenting the USDE approval of the change as soon as it is available. Email the document to substantivechange@msche.org.*

1. Please provide, very briefly, any additional information that may be helpful to the Commission regarding this substantive change.

**Click or tap here to enter text.**

**Section C: Institutional Standing with Accrediting Agencies**

Complete the following table.

|  |  |  |
| --- | --- | --- |
| Institutional Standing Question | Accrediting Agency Status | If **YES**, please indicate:   * Name of the agency * Due date of the next report * Attach a copy of the most recent related action letter |
| Is the institution currently in non-compliance status (e.g., warning, probation, show-cause) or subject to any adverse action with the Commission? | NO YES |  |
| Has any other accrediting agency asked for follow-up reporting from the institution, including any of its branch campuses, additional locations, or other sites within the last two full academic years, including the current year? | NO YES |  |
| Is the institution being monitored or reviewed by any federal agency, including the United States Department of Education, or any state agency for any reason (including but not limited to Title IV program responsibilities, heightened cash monitoring), including any of its branch campuses, additional locations, or other sites within the last two full academic years, including current year? | NO YES |  |

**Section D: Required Approvals for the Substantive Change**

List and **provide written documentation** of all required internal and external approvals required for the proposed substantive change.  The institution must provide written documentation from the entity or agency to demonstrate if no approval is required. The institution must provide written documentation of all required approvals to the Commission as soon as they are received.  (***Label attachments Board-Approval, State-Agency-Approval, Federal Agency-Approval, etc.****)*

|  |  |  |  |
| --- | --- | --- | --- |
| Type of Approvals | Name of Agency | Obtained? | Date Received/  Date Expected |
| Institutional  (*administration, faculty, committees, governing body*) |  | \*NO  YES |  |
| System |  | NO  YES |  |
| State |  | NO  YES |  |
| Federal  *(Including USDE and any Title IV implications)* |  | NO  YES |  |
| International |  | NO  YES  N/A |  |
| Other Legal, Contractual, or Other Required |  | NO  YES  N/A |  |

*\* The institution must provide, at a minimum, written documentation of all required institutional approvals with the submission of this form.*

**Section E: Checklist and Certifications**

By signing and submitting this *Substantive Change Request Form*, the individual below certifies that:

* The *Substantive Change Policy* *and* *Procedures* have been reviewed.
* The information included in the substantive change request form is accurate at the time of submission.
* The institution will notify the Commission of subsequent, significant developments that could affect the Commission's decision.
* The substantive change request form has been completed in its entirety and attachments are appropriately labeled to facilitate the review.
* The appropriate individuals at the institution have authorized the submission of this request for review by the Commission.
* The institution understands it must take into consideration applicable State laws, the Family Educational Rights and Privacy Act (FERPA) and other privacy laws. The institution may redact personal or sensitive information in accordance with these laws, for submission to the Commission.
* The institution understands that prior approval of all substantive changes before implementation is required by the Commission.
* The institution understands that retroactive approval will not be included within the scope of the institution's accreditation status.
* The institution understands it should not advertise or market the substantive change before the request is submitted.
* The substantive change request does not adversely affect the institution's compliance with the Commission's standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements.
* The institution understands that the Commission reserves the right to reject incomplete requests or requests that exceed 100 pages.
* The institution understands that it must provide immediate notification of any outstanding information (e.g., a site visit, evidence of required approvals, etc.). The institution's responsibility is to ensure all conditions have been met and that the Commission has received all necessary documentation.
* The institution understands that the Commission may take action in accordance with its *Accreditation Actions Policy and Procedures*.

**The Substantive Change Request Form must be submitted by the institution's Accreditation Liaison Officer (ALO)**

Provide Name, Title, Email, and Phone Number of (ALO) submitting this request:

|  |
| --- |
| Name: **Click or tap here to enter text.**  Title: **Click or tap here to enter text.**  Email: **Click or tap here to enter text.** Phone Number: **Click or tap here to enter text.** |

*Please sign by typing the name of the Accreditation Liaison Officer (ALO) or including an electronic signature of the ALO in the space provided:*

Signature of ALO: **Click or tap here to enter text.**

*Version: 2023-07-01 EFFECTIVE*