

**SUBSTANTIVE CHANGE RECOMMENDATIONS  
AND RESPONSES**

DATE	PROGRAM REVIEWED	RECOMMENDATION	STATUS
<p>Review: 8/11-9/11</p> <p>Commission Approval: September 2, 2011</p>	<p><b>M.S. Nursing (Online)</b></p> <p>Enrolling</p>	<p>1. Monitor faculty preparation for online teaching</p> <p>2. Monitor support for teaching and student engagement</p> <p>3. Monitor meeting of student expectations and standards</p> <p>4. Compare student experiences and achievements with on-ground program</p> <p>5. Include market research in future proposals</p> <p>6. Provide comprehensive description of program, assessment and student services in future proposals</p> <p>7. Future proposals need marketing materials</p> <p>8. Future syllabi should be adapted to modality</p> <p>9. Syllabi should differentiate course requirements from assessment rubrics</p>	<p>1. Online module to prepare faculty</p> <p>2. PSOL survey used 2013 - 2016</p> <p>3. PSOL survey used 2013 - 2016</p> <p>4. In process</p> <p>5. Done</p> <p>6. Done</p> <p>7. Done</p> <p>8. Done</p> <p>9. Done</p>

<p>Review: 4/11-5/12</p> <p>Commission Approval: May 8, 2012</p>	<p><b>Master of Public Administration (online)</b></p> <p>Enrolling</p>	<p>1. Monitor adequacy and quality of student support services and student satisfaction</p> <p>2. Compare on-ground and online program effectiveness</p> <p>3. Monitor enrollment trends to ensure projections are met and program is sustainable</p> <p>4. SOM should develop Graduate ILOs and align them with PLOs for the program</p>	<p>1. Done. PSOL used 2013 - 2016</p> <p>2. In process</p> <p>3. Done by CIPE</p> <p>4. In process</p>
<p>Review: 5/12-6/12</p> <p>Commission Approval: June 15, 2012</p>	<p><b>Doctor of Psychology</b></p> <p>Enrolling</p>	<p>1. Pay attention to purpose, format, assessment and rubrics for culminating project</p>	<p>1. Done</p>
<p>Review: 10/12-11/12</p> <p>Commission Approval: November 9, 2012</p>	<p><b>MA TESOL (online)</b></p> <p>On Teach out. Remaining student will graduate in spring 2018.</p>	<p>1. Support students in an egalitarian fashion particularly in terms of student support services</p> <p>2. Analyze on-campus service availability for students in other time zones</p>	<p>1. Done. PSOL, used 2013 – 2016, shows this is happening</p> <p>2 Done. PSOL, used 2013 – 2016, shows high level of satisfaction</p>

<p>Review: 1/13-2/13</p> <p>Commission Approval: February 12, 2013</p>	<p><b>EdD Special Education</b></p> <p>Taught out</p>	<p>1. First Year portfolio should have rubrics indicating passing criteria</p> <p>2. Doctoral Handbook should have links to relevant documents</p> <p>3. Degree completion dates and teach out length should be congruent with program completion needs</p> <p>4. Develop rubrics for evaluation of each practicum</p> <p>5. All syllabi should show credit hours</p>	<p>1. Done</p> <p>2. Done</p> <p>3. Done</p> <p>4. Done</p> <p>5. Done</p>
<p>Review: 7/13-8/13</p> <p>Commission Approval: August 6, 2013</p>	<p><b>Joint MGEM</b></p> <p>Enrolling</p>	<p>1. Include Teach Out policies in MOUs with partner institutions</p> <p>2. Develop USF faculty hiring for program rather than use current overload model</p>	<p>1. Done</p> <p>2. Done</p>

<p>Review: 8/13-10/13</p> <p>Commission Approval: October 8, 2013</p>	<p><b>MS Health Informatics (online)</b></p> <p>Taught out</p>	<p>1. Future proposals should include marketing brochure</p> <p>2. Compare learning of on-ground and online programs</p> <p>3. In future provide description of expectations for preceptors including an MOU and preceptor qualifications</p> <p>4. Analyze workload for faculty teaching in both modalities</p> <p>5. Monitor enrollment patterns in both modalities to guarantee sustainability of programs</p>	<p>1. Done</p> <p>2. In process</p> <p>3. Done</p> <p>4. Ongoing</p> <p>5. Done by CIPE</p>
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<p>Review: 4/14</p> <p>Commission Approval: April 3, 2014</p>	<p><b>Master of Collegiate Athletics (online)</b></p> <p>Taught out</p>	<p>1. Future proposals should include a clearer description of internal approval process</p> <p>2. Future proposals for online programs should include an example of a course in the program</p> <p>3. Curriculum maps should show links between program courses and ILOs</p> <p>4. Assessment plans should describe direct assessment efforts and also how and when summative assessment of PLOs is done</p> <p>5. Budget should show all expenses including start-up costs and describe what is institution-wide budget</p>	<p>1. Done</p> <p>2. Done</p> <p>3. Done</p> <p>4. Done</p> <p>5. Done</p>
<p>Review: 5/14 &amp; 1/15</p> <p>Staff Approval: May 30, 2014 January 7, 2015</p>	<p><b>Master Digital Technologies for Teaching and Learning (online)</b></p> <p>Taught out</p>	<p>1. SLOs should include the integration of social justice into the curriculum</p> <p>2. Curriculum Map should include achievement of SLOs and not just course alignment with PLOs</p> <p>3. Assessment plan should indicate the cycle when specific PLOs are assessed</p> <p>4. Develop metrics for PLO achievement</p>	<p>1. Done</p> <p>2. Done</p> <p>3. Done</p> <p>4. In process</p>

		including alumni outcomes  5. Assessment plan should measure achievement of PLOs and not just course SLOs	5. Done
Review: 2/15  Staff Approval: February 20, 2015	<b>Master Public Health (online)</b>  Enrolling	1. Curriculum should show progression of students from introductory to advanced/mastery  2. Assessment plans should show the cycle of PLOs assessment	1. Done  2. In process
Review: 4/15-5/15  Commission Approval: May 6, 2015	<b>Doctor of Nursing Practice (online)</b>  Enrolling	1. Continue to document program changes and improvements in response to effectiveness assessment	1. Done
Staff Review: 8/15  Staff Approval: August 12, 2015	<b>Master of Healthcare Simulation (online)</b>  Taught out degree program. Now a professional certificate program.	1. Include documentation of new program approvals at all internal levels with future sub change proposals 2. Include a delineated and detailed assessment plan to assess PLOs and rubrics for capstones experiences aligned with PLOs with future sub change proposals	1. Done  2. In process
Staff Review: 10/15  Staff Approval: October 7, 2015	<b>LLM in Tax (online)</b>  Enrolling	1. Include a formal assessment plan with details on formative and summative assessment of student learning, beyond the summative assessment for licensure in the field, with future sub change proposals	1. Plan has been developed and will be included with future proposals

<p>Staff Review: 10/15</p> <p>Staff Approval October 7, 2015</p>	<p><b>Master of Legal Studies in Tax (online)</b></p> <p>Enrolling</p>	<p>1. Include a formal assessment plan with details on formative and summative assessment of student learning, beyond the summative assessment for licensure in the field, with future sub change proposals</p>	<p>1. Plan has been developed and will be included with future proposals</p>
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Updated: 08 February 2018