# Texas A&M System regulation chart for CBE proposals

| Course/Credit-Based | Hybrid (substantive change) | Direct Assessment (substantive change) |
|---|---|---|
| <u>Conventional Curriculum Proposal</u> – built within context of traditional courses/terms, progression is dictated by passing summative assessment. | <u>At least 50% of the CBE program is direct assessment</u> – combination of direct assessment of competencies and credit hours | <u>Nontraditional, flexible student achievement proposal</u> – no grades, credit-hour equivalencies are established; transcript reflects competencies |
| **Accrediting Checklist, (SACSCOC):** | **Accrediting Checklist, (SACSCOC):** | |

| | | | |
|---|---|---|---|
| *Course outcomes expressed as competencies* | *Yes/No* | *Performance program outcomes expressed as competencies* | *Yes/No* |
| *Students required to demonstrate mastery of competencies to earn credit/obtain credential* | *Yes/No* | *Students required to demonstrate mastery of competencies to earn credential* | *Yes/No* |
| *Report initiation of program* | *Required* | *Report initiation of program before implementation* | *Required* |
| *Identify educational contribution to students* | *Yes/No* | *Identify educational contribution to students* | *Yes/No* |
| *Mechanism to determine student admission/eligibility* | *Yes/No* | *Mechanism to determine student admission/eligibility* | *Yes/No* |
| *Credit transferability* | *Yes/No* | *Consistent program review process consistent with grant of accreditation* | *Yes/No* |
| *Justification of credit limits* | *Yes/No* | *Confirm institutional claim of program's equivalence in terms of credit/clock hour based program* | *Yes/No* |
| *Clear application of existing institutional academic policies* | *Yes/No* | *Qualified faculty provide program guidance, educational assistance, and additional services to further support students* | *Yes/No* |
| *Consistent program review process consistent with grant of accreditation* | *Yes/No* | *Clear application of existing institutional academic policies* | *Yes/No* |
| *Institutional capacity has been determined* | *Yes/No* | *Program rigor is equivalent to traditional program and recognized as equivalent* | *Yes/No* |
| *The institution validates the* | *Yes/No* | *Announce the establishment of any* | *Required* |

| | | |
|---|---|---|
| *quality of its program through feedback from students and graduates to the external reference of the competencies* | *contractual agreement to accrediting agency* | |
| | *Establishment of program specific academic services/resources* | *Yes/No* |
| | **Institutional Capacity has been determined** | Yes/No |
| | *The institution validates the quality of its program through feedback from students and graduates to the external reference of the competencies* | *Yes/No* |

***If your institution's CBE program proposal is not compliant with the above checklist, please consider other CBE components that could in turn meet your institutional needs. ***