

# It's an Acquisition, NOT a Merger: The Tale of the Hornet and the Wolverine



**Delaware State University**  
Acquisition of



IUPUI Assessment Institute  
October 2022



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## Presenters

Dr. Lynda Murray-Jackson, Senior  
Assoc. VP Institutional  
Effectiveness & ALO

**Substantive  
Change  
Process  
from the  
MSCHE ALOs'  
Perspective**



Ms. Christine McDermott,  
Accreditation/Assessment  
Specialist



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# Learning Outcomes

-  Importance of having and involving a person who knows and understands accreditation processes, policies, and procedures relative to your region
-  Importance of early and consistent communication with regional and program accreditors along with the "DOE"
-  Importance of a good teach-out plan
-  Value of advanced planning
-  Value of a holistic view of the institution

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## Submitting Questions for the Q&A

**Please hold your questions until the end of the presentation unless it is to clarify the topic being presented.**

**Index cards have been placed on your seats for you to leave questions. Include your contact information.**

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# The Acquisition of Wesley College by Delaware State University from the President's Perspective


Dr. Tony Allen, President  
Delaware State University



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**Everyone is preoccupied with the 'why' and 'what,' but not with the 'how' in mergers and acquisitions. This is frequently the cause of even the most promising mergers and acquisitions failing to materialize.**

Azziz, R, et al. *Strategic mergers in higher education*. Baltimore, MD, The Johns Hopkins University Press, 2019.

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**Why this is important...**



**\*SHRUG\***

- **Changing demographics and financial considerations will make mergers and acquisitions more prevalent for Higher Education Institutions.**
- **Learning from our process may make your process go even smoother.**
- **Many articles and consultants talk about M&As from a business perspective but fail to mention the accreditation agencies and other requirements for higher education.**

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# Rationale behind Higher Ed Mergers & Acquisitions

Financial Issues	Low enrollment
Expansion needs	COVID-19 pandemic impact
State Systems consolidations	Similar focus between institutions



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# Rumor Mill at Wesley College

- Wesley was in serious financial trouble
- Talk of merger or acquisition with other IHEs in DE, not DSU
- Conversations with a school in Florida, changing to SACSCOC
- Press Release came out – Delaware State University was acquiring Wesley College



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## The TEA at DSU about the Acquisition

- Conversation with Provost DeLauder – “I can neither confirm nor deny”
- Call from a good friend – "It's in the paper"
- MSCHE VP Liaison call – "What is going on?"



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# WHHW!

What Had Happened Was...







## SELF-STUDY PANDEMIC


# WESLEY ACQUISITION

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In the middle of a pandemic, the King of the Hornets approached the King of the Wolverines and offered to take over the Wolverines' kingdom, which was in financial distress. The ALO of the Hornets heard rumor of the possible acquisition and mentioned to one of the Hornet King's top advisors that any such arrangement needed MSCHÉ advanced approval. And thus began the Complex Substantive Change Journey for Delaware State University (Hornets) and Wesley College (Wolverines).



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# At times it felt just like this was what was happening...




We are rebuilding the plane while trying to fly it. We all have a piece.







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<b>Delaware State University</b>	<b>Wesley College</b>
<b>Public Institution</b>	<b>Private Institution</b>
<b>1890 Land-Grant</b>	<b>Methodist affiliated</b>
<b>Research Level 2</b>	<b>Liberal Arts</b>
<b>HBCU</b>	<b>PWI/MSI</b>
<b>Over 5,000 students</b>	<b>About 1,000 students</b>



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## DSU & Wesley Demographics

	<b>2019/20</b>	<b>Delaware State University</b>	<b>Wesley College</b>
 Student population		4768 – M 32%, F 68%	1151 – M 43%, F 57%
Race *		Black 68%, White 10%	Black 39%, White 40%
Faculty *		346 – FT 215, PT 131	177 – FT 86, PT 91
Tenure		T 128, TT 37, Contract 45, NF 44	T 51, TT 11, Contract 16, NF 8
 Average Salary		\$40,000 to \$90,000	\$30,000 to \$60,000
Retention rates Fall 2019 *		70%	54%
Graduation rates F19, 6YR *		42% - Black 50%, White 34%	29% - Black 28%, White 45%
Tuition *		\$8,358 In-/\$18,280 out-of-state	\$26,756
Grants/Pell/Fed Loans *		73%/47%/61%	92%/54%/80%
Revenue Source		34% State, 27% Tuition, 29% Grants	77% Tuition, 18% Private/Govt Grants



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# Integrating Cultures

- Delaware State is an HBCU
- Wesley was a PWI that became an MSI
- Heightened Social Justice and Societal issues at this time
- There were some concerns about a PWI, albeit an MSI, being acquired by an HBCU



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## Close Proximity

DSU Main Campus was bursting at the seams.



It is 1.7 miles from Delaware State University Main Campus to Wesley College.



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## Time to Reimagine DSU



**What does DSU look like now that the acquisition is complete?**

- DSU Downtown is the former Wesley College
- Houses the Wesley College of Health & Behavioral Sciences (WCHBS)
  - Kinesiology
  - Nursing
  - Occupational Therapy
  - Psychology
  - Public Health
  - Psychology

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## Time to Reimagine DSU cont.

- **DSU Locations**
  - Locations -Main Campus, DSU Downtown, Georgetown, Wilmington
  - Instructional Sites i.e., DAFB, China, DE High Schools
- **DSU Programs**
  - Integrating 15 new programs from WC into DSU and the Assessment cycle
  - Associate degrees now offered by DSU
- **DSU Downtown must offer the same services to students as available on Main Campus**
- **DSU needed to identify one person responsible for the additional location DSU Downtown**

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# Outreach

Thank you for sharing this important piece of information with me.



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### Welcoming former Wesley Students, Faculty, and Staff

#### Students

- Pandemic made it hard to judge number of students actually coming from Wesley
- Wesley Legacy Policy includes students who previously stopped out from Wesley College
- Teach-out plan and agreement

#### Faculty

- New Faculty Orientation
- Training on DSU systems, Blackboard LMS and Assessment practices
- Professional development opportunities

#### Staff

- New Employee Orientation
- Training on DSU's Banner system
- Professional development opportunities

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# Time to Transform DSU


## What does DSU want to become?

The most diverse, contemporary, and unapologetic HBCU in the nation!




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## Financial Concerns: DSU & WC


- Delaware State & Wesley – tuition driven institutions
- Delaware State University gets 25% to 34% of its funding from the State of Delaware
  - State funding for special projects has recently increased
- Wesley College had high discounting of tuition
  - Offered a lot of student aid including “athletic scholarships”, but DIII does not have athletic scholarships.
- Wesley was **HCM1** status with Federal Financial Aid
- State had recently given Wesley over \$6 million which was problematic for State to give funds to a private institution

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## Financial Concerns: Acquisition Funding

- DSU had to secure private or government funding to cover the acquisition
- No existing revenue in DSU’s budget was to be used to support the purchase
- MSCHÉ had a Financial Reviewer as an Evaluation Team Member
- Audited Financial Statement for prior 3 years for both institutions
  - DSU submits financial projections for next 3 years
  - WC provides financial documents to DSU State



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## Financial Concerns: The Benjamins \$\$\$

- Understand tuition discounting and the impact on the students' package
- Impact on the students' EFC (Expected Family Contribution)
- Deferred maintenance, renovations, & ADA Compliance at all locations
- Athletics
- External Contracts & MOUs
- Research Grants & Notifications
- External Contributions & Alumni Giving

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## Substantive Change Process

- Required by All the 7 Regional Accreditors
- Covers a Change in Control or Legal Status
- Require Accreditors Approval Prior to Implementation
- Require a Teach-out Plan
- Some Agencies are More Prescriptive than Others; Check Your Region

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**WASC** | Senior College and University Commission

**NWCCU**  
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

**MSCHE**  
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

**SACS COC™**

**HIGHER LEARNING COMMISSION**

**NECHE**  
New England Commission of Higher Education

**ACCJC**  
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
*Outcomes | Innovation | Improvement*

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## **Regional Accreditors**

- Approval is needed to receive Title IV funding.
- Makes you consider the change in control with respect to the Standards of Accreditation.
- Provides an indirect checklist of all factors that need to be considered.

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## Recent Changes for Regional Accreditors




**Regional Accreditors are now free to accredit anywhere in the US thanks to a new rule by the US DOE effective in 2020.**

**This ability to choose your Accreditor may make M&A in higher education easier.**

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## Consultants should...

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- Understand Higher Education, applicable accreditation agencies, and their standards, processes, procedures, and policies!
- Know difference between an acquisition and a merger in Higher Ed.
- Provide suggestions on best options and why, not just list the different options.
- **Thoroughly vet the consultant's "expertise" in Higher Education!**

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# Complex Substantive Change

## Documents to file

- ✓ Preliminary Review – DSU & WC
- ✓ Complex Substantive Change
  - ✓ Acquiring Institution – DSU
  - ✓ Closing Institution – WC
  - ✓ Additional Location – DSU
  - ✓ Teach-out Plan – WC
  - ✓ Teach-out Agreement – DSU & WC



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### MSCHE VP Liaison's Role

- VP Liaison is sworn to maintain confidentiality
- VP Liaison is your best friend in this process
- Each school has a VP Liaison
  - Dr. Hilda Colon – DSU
  - Dr. Idna Corbett - WC
- Dr. Colon retired and Dr. Corbett became the liaison for both Institutions
- Dr. Corbett did not know about the acquisition by DSU because WC only informed her that they were in talks with an institution in Florida
- Dr. Corbett provided two experienced evaluators as reviewers for the substantive change process: one for the financial aspects and another for academic concerns







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## Advanced Planning

LET ME KNOW



Our MSCHÉ VP Liaison reminded us to keep her informed.

Consider **students** first – how change will affect them

ALO should be part of initial conversations

Consult with VP liaison – even if it's only an idea

However complex you think it will be – it will be more so

Consider both requirements of affiliation and standards for accreditation

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## Communicating with Accreditor


- Strong relationship with the **ALOs** was key to helping the process run smoothly
- MSCHÉ approach is to assist throughout the process
- Institutional transparency is paramount – accreditors cannot help if they don't know what is going on
- Expect to submit documentation along the way as negotiation progresses
- MSCHÉ liaison serves as link between institutions and peer evaluators



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## Suggestions to Complete Complex Substantive Change



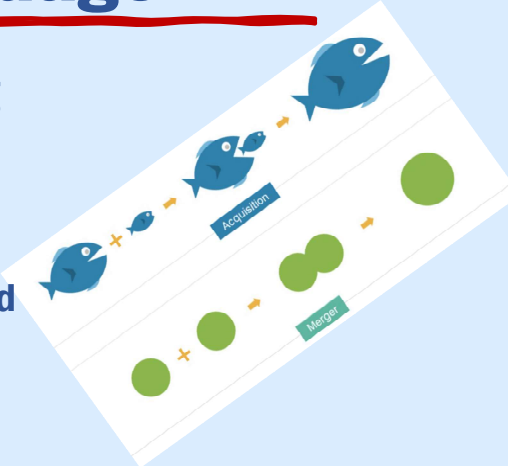
- Complete MSCHE documents as accurately as possible
- Must put student interest first
- Mini Self-Study around the proposed combination
- Address the impact of the acquisition on all accreditation standards
- Timeline and Communication Plans are important
- Not Applicable is usually Not the Applicable response

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## Importance of Language

- Pay attention to your **Regional Accreditor's** definitions regarding the transaction
- **Acquisition** versus **Merger**
  - Acquisition has different federal reporting requirements and legal implications than a merger
  - Merger gives the impression of more equal footing
  - More acquisitions may be happening in the future



**Who is really in control after the dust settles!!**

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# MSCHE Statement of Accreditation Status Language

- **DSU & WC** – sale of WC assets to DSU 7/1/21 and WC accreditation ending 8/31/21
- **St. Joe & USciences** – merging USciences with St. Joe’s 6/1/22, Usciencs accreditation ending 12/31/22
- **PASSHE**
  - **Commonwealth University** - integrates, Lock Haven, and Mansfield Universities into renamed Bloomsburg effective 7/1/22
  - **Pennsylvania Western University** - integrates Clarion and Edinboro Universities into renamed California University of Pennsylvania effective 7/1/2022.



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# Branch versus Additional Location

- **Branch Campus–**
  - An additional location of an institution that is geographically apart and independent of the main campus of the institution. The Secretary considers a location of an institution to be independent of the main campus if the location–
    - Is permanent in nature;
    - Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
    - Has its own faculty and administrative or supervisory organization; and
    - Has its own budgetary and hiring authority.
- **Additional location:**
  - A campus that is geographically apart and at which the institution offers at least 50 percent of a program and may or may not qualify as a branch campus

34 CFR §600.2



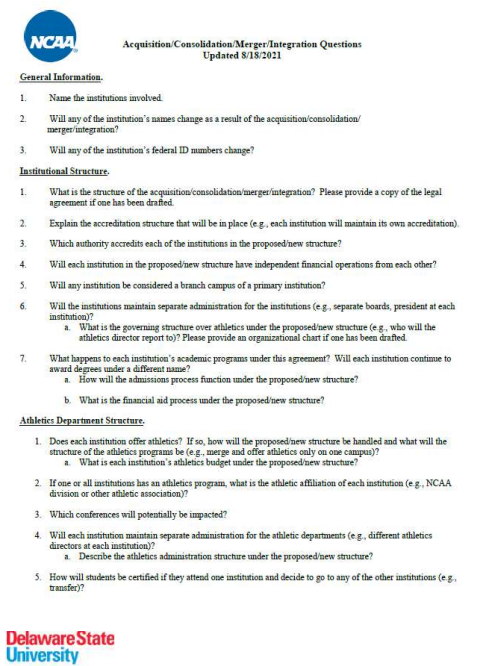
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# Athletics

- **Athletics is usually the most passionate topic and the biggest source of contention between institutions, whether a merger or an acquisition.**
- **Alumni and constituents are very outspoken about their sports teams.**
- **DI – Delaware State versus DIII – Wesley in same sports**
- **Wesley had a good record in DIII athletics and wanted to keep their sports program.**
  - **This was not a financially viable option.**

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# NCAA

- **Once M&A has been discussed, institutions should contact the NCAA for guidance**
- **NCAA has a checklist to guide decision**
- **To keep athletics from all institutions must have a completely separate athletic program at different locations**
- **Student athletes cannot move between locations and are tied to the location where their athletic program resides**
- **Will require redundant programs at different locations to support athletics**

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# Facilities

- Plan for both locations is required by MSCHE
- Must duplicate student services at all locations
- Think about what the entire University needs and how best to utilize the new space
  - Communicate ASAP with all constituents regarding their space needs
  - Start planning building usage early, knowing things will change
  - Additional Office, lab, and classroom space
  - Additional residence halls and student spaces
  - Additional athletic facilities
- ADA compliance issues – especially when doing renovations
- Needs of accredited programs (ACOTE/ACEN)

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# Personnel Considerations

- Acquisition is **not** business as usual
- Personnel needs of acquiring institution
  - Faculty and Staff
- Salaries for new personnel
- State vs. Private Institution
  - Onboarding of former Wesley personnel
- Faculty Rank and Tenure
- Union vs. Non-union – Get MOU's

**JOIN**  
**DSU'S TEAM**  
BE A PART OF OUR STORY

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# Objective Selection

- DSU Academic Departments informed of available faculty & staff from Wesley
- Used faculty information sheet to help with objective evaluation
  - Paper not personality
  - Standardized format
  - Sample of faculty info sheet
- 88 Consideration letters, 85 Yes, over 60 still at DSU

The form includes sections for:
 

- Personal Information: First, Last, Middle Initial, Suffix, Address, City, State, Zip, Date of Birth.
- Academic Program/Area: Rank at Wesley, Years of Current Rank, Future Track (YES/NO).
- Education: Degree, Name of Institution, Major.
- Transcripts: Are Official Transcript(s) on file at the University (YES/NO).
- Course History: Course name and Number, Primary, Secondary.
- Scholarly Activities: Peer-Reviewed/Journal, Book Chapter, etc.
- Other: General Community or University Beneficiary, Date, Funding Agency, Dollar Amount.



# Transition Integration Teams

- Different teams:
  - Academics, Enrollment & Student Affairs, Administration, Communications, Employees, Stakeholders, and University Operations
- Integration Team Charters and Transition Plans
- ALO keeps track of all the moving parts
  - Work with faculty and advisors to support student success
  - Works with staff to support the acquisition process

**Academic Program Integration Plan - Academic Acquisition Trans**  
**Non-negotiables and C-level decisions:**  
*[Include decisions that have been made or that will require C-level validation]*

**1** **What is in scope/subfunction structure**

- Academic Programs, curricular and program personnel and administration including clinical partnerships
- Research programs and synergies

**2** **What is out of scope**

- Academic Services
- ADA Services
- Library Services
- Career Services
- Student life & enrichment
- Inclusion & community
- Data analytics
- Athletics Programs
- Enrollment Services and Marketing
- Alumni services
- Platform technology support
- Physical campus operations and housing
- Employer relationships

**3** **Day 1/ 100/ End State Deliverables** (informed by: Value Agreement and public commitments, Regulatory Require to-have decisions)

**Day 1**  
 Implement Day 1 interim operating model in place, and design End State up Establish plan for review of all academic programs, teach-out plans, articles Establish a plan for review of all research programs, transition plan for trans communication to funding agencies and review of compliance response

**Day 100**  
 If curricular offerings overlap post integrative, ensure that student support Align and approve matriculation requirements for under degree offerings a Review current WC academic programs and determine integration agreements, Teach out plans for incoming juniors and seniors, align and establishment of matriculation and audit processes for newly acc Process for evaluating individual students from Wesley College for acc Process for supporting the registration of WC students for fall 2023 site

**End State**  
 Contribute to the communications and marketing plans focused on post-acc and student services Implementation plan and timeline for fully integrated academic research implementation plan and timeline for faculty and staff integration Leveraging current Wesley relationship with DAIR to expand programming



## Accreditation Liaison Officers

- Understand Accreditor's policies and processes
  - ALO = Institution's accreditation expert
  - Ability to explain to those in positions of power the importance and nuance of accreditation policies and procedures
- Have a **HOLISTIC VIEW** of the process and connectedness of all areas of the institution
  - Respect and ability to communicate with various constituents; be the institutional busy bodies
  - Get along with each other and share information no matter how small
  - Prepare for long nights and weekends
  - Have phone numbers on speed dial



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## Communication with ALL Constituents



- **Must be honest – acquisition not a merger!**
  - You don't know everything but trying to make the best of the situation and get accurate information to all parties
  - Confusion with students because of misunderstanding on both sides
- **FAQ Webpage with Helpline email address for questions and problems**
- **For student communication kept emails active for some Wesley employees now at DSU**
- **These former Wesley personnel serve as support system for Legacy students who transitioned to DSU**

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# Webpage for Information

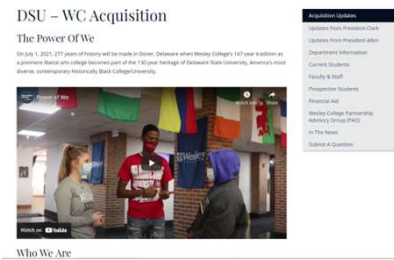
- **Webpage at DSU and Wesley what we included**
- **(Mills College/Northeastern)**
- **Have webpage of closed school redirect to acquiring or new merged school**
- **Update both schools Wikipedia pages with info after the M&A**



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# More Communication

- **Wesley Communication**
  - **FERPA Release**
    - **Allow WC to share information with DSU**
  - **Wesley presentations to students including athletes**
  - **Acquisition webpage**
  - **Financial aid process presentations**
  - **Admissions/migration process presentations**
- **DSU Communication**
  - **Town Halls and forums to explain the process**
  - **“Power of WE”**
    - **Webpage on acquisition with continuous updates**
  - **Presentations to Board of Trustees, General Faculty Meetings, and Faculty Institute**



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## Talk to Predecessors

- Communicate with those who have been there before, even in different regions
- Provides insights to potential pitfalls
- Rowan College of South Jersey Community College
  - Merger of Cumberland Community College and Gloucester Community College
  - MSCHE region
- Roosevelt University – Chicago, IL
  - Acquired Robert Morris University
  - HLC (Higher Learning Commission) accreditors

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# Student Focus

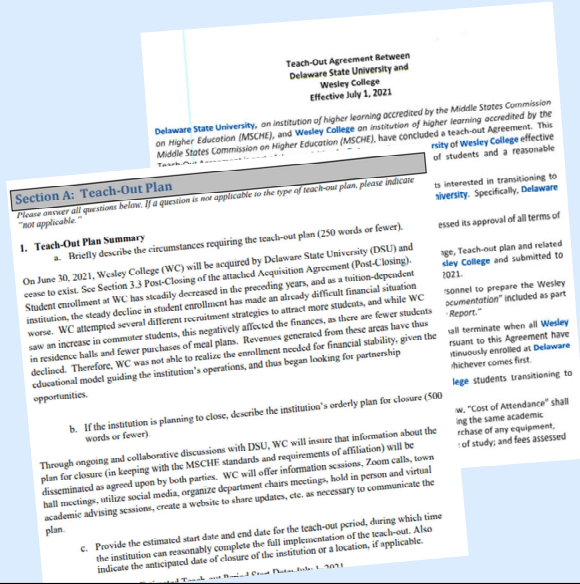
How do the students at the closing or merging institution complete their degree **without** a major disruption to their learning or adding more time?



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# What exactly is a Teach-Out Plan?

- What is the purpose?
  - *Treating students equitably/fair- MSCHE terminology*
- Incorporate accreditor's language
- May need a signed Teach-Out Agreement in addition to the Teach-Out Plan



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# Teach-Out Plan Considerations

AFAM Exp.  Multicultural Req. Psychology

COURSE NUMBER AND TITLE	CR	SEM	GR	Min GR	WC Course Substitutions
<b>Freshman (FALL) Total 16</b>					
ENGL-102 English Composition I	3		C		EN-101 Lecture Writing I
MIS-101 Microcomputer Apps*	3		C		BA-101 Microcomputer Applications
MPHC-121 College Algebra* (MATH 111)	3		C		MA-100 Applied Math Concepts
MIST-101 (101,201,202,204,205)	3		D		HE-121, HE-122, HE-123
PSYC-101 University Semester I*	3		C		FY-101 First Year Seminar
PSYC-201 (Open to General Psychology)	3		C		FY-101 Substitution to Psychology
<b>Freshman (SPRING) Total 16</b>					
ENGL-102 English Composition II*	3		C		EN-101 - College Writing II
ENGL-103 English Essays and Writing*	3		C		EN-104 Writing & Language for Professional Applications
BIOG-103 Human Biology*	4		C		BI-100, BI-101, BI-102, BI-103, BI-104, BI-105, BI-106, BI-107
BCCJ-101 Introduction to Sociology*	3		C		100 Introduction to Sociology
PSYC-102 University Semester II*	3		C		FY-101 First Year Seminar
PSYC-204 Applied Psychology*	3		C		No equivalent
<b>Sophomore (FALL) Total 16</b>					
ENGL-World Lit I (201) or AFAM Lit I (201)	3		B		EN-XXX Literature Elec 210A, 220, 226
ENGL-103 Writing*	3		C		EN-101 Writing & Language
PSYC-201 Human Development*	3		C		PS-211 Statistics for the Social Sciences
ENGL-201 Introduction to Rhetoric*	3		C		EN-101 Writing & Language
Foreign Language I SPAN 101, FREN 101	3		D		FY-101 Beginning Spanish I
<b>Sophomore (SPRING) Total 16/16</b>					
ENGL-World Lit II (202) or AFAM Lit II (202)	3		B		EN-XXX Literature Elec 210A, 220, 226
PSYC-207 Scientific Method*	3		C		FY-101 Psychological Science
PSYC-202 Learning, Memory, and Cognition*	3		C		PS-202 Psychology of Learning, Memory, and Cognition
ENGL-202 Introduction to Literature*	3		C		EN-100, EN-101, EN-102, EN-103, EN-104, EN-105, EN-106, EN-107, EN-108, EN-109, EN-110, EN-111, EN-112, EN-113, EN-114, EN-115, EN-116, EN-117, EN-118, EN-119, EN-120, EN-121, EN-122, EN-123, EN-124, EN-125, EN-126, EN-127, EN-128, EN-129, EN-130, EN-131, EN-132, EN-133, EN-134, EN-135, EN-136, EN-137, EN-138, EN-139, EN-140, EN-141, EN-142, EN-143, EN-144, EN-145, EN-146, EN-147, EN-148, EN-149, EN-150
Foreign Language II SPAN 102, FREN 102	3		D		FY-101 Beginning Spanish II
<b>Junior (FALL) Total 16</b>					
GLOB-300 Global Studies*	3		C		BA-326 Globalization
PSYC-301 Personality*	3		C		PS-301 Psychology of Personality
PSYC-316 Developmental Psychology*	3		C		PS-312 Psychology of Human Development
PSYC-400 Experimental Psychology*	3		C		PS-300 Experimental Psychology
Psychology Elective: PSYC Course	3		C		PS-301, PS-302, PS-303, PS-304, PS-305, PS-306, PS-307, PS-308, PS-309, PS-310, PS-311, PS-312, PS-313, PS-314, PS-315, PS-316, PS-317, PS-318, PS-319, PS-320, PS-321, PS-322, PS-323, PS-324, PS-325, PS-326, PS-327, PS-328, PS-329, PS-330, PS-331, PS-332, PS-333, PS-334, PS-335, PS-336, PS-337, PS-338, PS-339, PS-340, PS-341, PS-342, PS-343, PS-344, PS-345, PS-346, PS-347, PS-348, PS-349, PS-350, PS-351, PS-352, PS-353, PS-354, PS-355, PS-356, PS-357, PS-358, PS-359, PS-360, PS-361, PS-362, PS-363, PS-364, PS-365, PS-366, PS-367, PS-368, PS-369, PS-370, PS-371, PS-372, PS-373, PS-374, PS-375, PS-376, PS-377, PS-378, PS-379, PS-380, PS-381, PS-382, PS-383, PS-384, PS-385, PS-386, PS-387, PS-388, PS-389, PS-390, PS-391, PS-392, PS-393, PS-394, PS-395, PS-396, PS-397, PS-398, PS-399, PS-400, PS-401, PS-402, PS-403, PS-404, PS-405, PS-406, PS-407, PS-408, PS-409, PS-410, PS-411, PS-412, PS-413, PS-414, PS-415, PS-416, PS-417, PS-418, PS-419, PS-420, PS-421, PS-422, PS-423, PS-424, PS-425, PS-426, PS-427, PS-428, PS-429, PS-430, PS-431, PS-432, PS-433, PS-434, PS-435, PS-436, PS-437, PS-438, PS-439, PS-440, PS-441, PS-442, PS-443, PS-444, PS-445, PS-446, PS-447, PS-448, PS-449, PS-450, PS-451, PS-452, PS-453, PS-454, PS-455, PS-456, PS-457, PS-458, PS-459, PS-460, PS-461, PS-462, PS-463, PS-464, PS-465, PS-466, PS-467, PS-468, PS-469, PS-470, PS-471, PS-472, PS-473, PS-474, PS-475, PS-476, PS-477, PS-478, PS-479, PS-480, PS-481, PS-482, PS-483, PS-484, PS-485, PS-486, PS-487, PS-488, PS-489, PS-490, PS-491, PS-492, PS-493, PS-494, PS-495, PS-496, PS-497, PS-498, PS-499, PS-500, PS-501, PS-502, PS-503, PS-504, PS-505, PS-506, PS-507, PS-508, PS-509, PS-510, PS-511, PS-512, PS-513, PS-514, PS-515, PS-516, PS-517, PS-518, PS-519, PS-520, PS-521, PS-522, PS-523, PS-524, PS-525, PS-526, PS-527, PS-528, PS-529, PS-530, PS-531, PS-532, PS-533, PS-534, PS-535, PS-536, PS-537, PS-538, PS-539, PS-540, PS-541, PS-542, PS-543, PS-544, PS-545, 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PS-796, PS-797, PS-798, PS-799, PS-800, PS-801, PS-802, PS-803, PS-804, PS-805, PS-806, PS-807, PS-808, PS-809, PS-810, PS-811, PS-812, PS-813, PS-814, PS-815, PS-816, PS-817, PS-818, PS-819, PS-820, PS-821, PS-822, PS-823, PS-824, PS-825, PS-826, PS-827, PS-828, PS-829, PS-830, PS-831, PS-832, PS-833, PS-834, PS-835, PS-836, PS-837, PS-838, PS-839, PS-840, PS-841, PS-842, PS-843, PS-844, PS-845, PS-846, PS-847, PS-848, PS-849, PS-850, PS-851, PS-852, PS-853, PS-854, PS-855, PS-856, PS-857, PS-858, PS-859, PS-860, PS-861, PS-862, PS-863, PS-864, PS-865, PS-866, PS-867, PS-868, PS-869, PS-870, PS-871, PS-872, PS-873, PS-874, PS-875, PS-876, PS-877, PS-878, PS-879, PS-880, PS-881, PS-882, PS-883, PS-884, PS-885, PS-886, PS-887, PS-888, PS-889, PS-890, PS-891, PS-892, PS-893, PS-894, PS-895, PS-896, PS-897, PS-898, PS-899, PS-900, PS-901, PS-902, PS-903, PS-904, PS-905, PS-906, PS-907, PS-908, PS-909, PS-910, PS-911, PS-912, PS-913, PS-914, PS-915, PS-916, PS-917, PS-918, PS-919, PS-920, 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<b>Junior (SPRING) Total 16</b>					



- Communication between academic departments at both institutions facilitates the transition for the students
- Curriculum integration - mapping of courses and programs between both schools – Advisors were integral
  - Credit differences
  - Substitutions
- DSU's process for new programs and courses approval
- What to do if not taking all the academic programs?

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# Wesley Legacy Policy

**Delaware State University**

**Wesley College/Delaware State University Teach Out Policy**

**University Area(s) Responsible:** Office of the Provost, University Registrar, Office of General Counsel

**Policy Number & Name:** Wesley College/Delaware State University Teach-out Plan and Teach Out Agreements for Wesley Legacy Students

**Subject:** Policy and Procedure to Teach-out Wesley Legacy Students

**I. Introduction**

Delaware State University and Wesley College are institutions of higher learning accredited by the Middle States Commission on Higher Education. Pursuant to the acquisition of Wesley College (Wesley) by Delaware State University (DSU), Middle States Commission on Higher Education (MSCHE) solicits a writing to ensure that Wesley has a teach-out plan in conjunction with the acquisition to provide for the equitable treatment of Wesley students who desire to complete a degree after Wesley closes. As part of the acquisition, DSU has agreed to teach-out the Wesley students. These students will be classified as Wesley Legacy students at DSU. This policy outlines the process DSU has in place to allow Wesley Legacy students complete a degree at DSU.<sup>1</sup>

**II. Policy Statement**

Both member institutions, DSU/Wesley, have developed joint teach out plans and one teach out agreement. This policy ensures the equitable treatment of all Wesley Legacy students, graduate and undergraduate, with a reasonable opportunity for the students to complete their program of study within a specified teach-out period from July 1, 2021 until July 1, 2023.<sup>2</sup> While the focus is on the Wesley Juniors and Seniors, all credits earned at or accepted by Wesley for all Wesley students will be accepted by DSU.

Focus is on graduating the students in a timely manner

Treated as continuing students

Whatever was accepted at Wesley is accepted at DSU, all credits including transfers and grades below what DSU normally accepts

Using DSU courses to teach out Wesley Curriculum for JR & SR

Integrating Wesley FR and SO into the DSU programs

Address unique situations in the best interest of the student



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## Student Issues

- **Transcript information & honors notation**
  - Honor students (related to different DSU/WC program reqs.)
  - Graduation Honors & cords (ex. Suma Cum, Magna Cum, Cum.)
- **Majors with additional program accreditation requirements**
- **All new majors not in DSU's system for creating diplomas (ex. Music Therapy)**
- **Not all DSU faculty & staff understood the impact of WC Legacy in each department/curriculum (what counted & what didn't count; per Teach-Out Agreement DSU accepted all WC credits/courses in that major)**
- **Transfer Student vs. WC Legacy Student**
- **Degree Works – substitutions because of acquisition**
- **Created a Special advisor for Wesley Legacy students**



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# Specialized Accreditations

LET ME KNOW



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- Early notification is important
- May be a substantive change for the program accreditor
- Accreditors want to know your plan and how the change will impact your program
- May require both institutions to complete documents to support transaction
- May require a site visit by the specialized program accreditor

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# Specialized Accreditations

- **AACSB**
  - DSU kept AACSB while WC had ACBSP
- **ABA**
  - Added as a new accreditation
- **ACEN**
  - Combined two programs with the same accreditation
  - Challenges due to differences in the approved curriculums
- **ACOTE**
  - Added as a new accreditation
- **CAEP**
  - Combined two programs with the same accreditation
  - Very successful alignment and integration of programs and students
- **CSWE**
  - Location Change to DSU Downtown

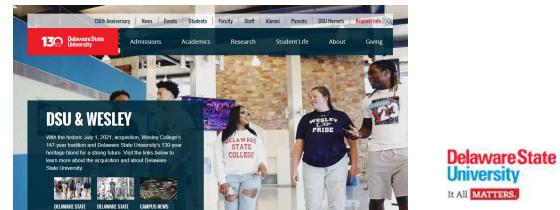


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# Information Technology

- Create data migration plan
  - Integrate technology at both locations: classrooms, offices, copiers
  - Determine actual data to be transferred
  - May need multiple transfers
- Implement testing prior to acquisition date, if possible
- Identify all websites and programs used by Wesley
- Extend DSU network to new location
- Shut down all WC emails and reactivate as needed
- Redirect website but maintain access to acquired website (behind the scenes; see photos below for example of redirection)




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# Information Technology cont.

- Data migration issues
  - Emails to students from Wesley went to DSU email account, but students did not know how to access
  - WC faculty needed access to email and MyWesley after acquisition date
  - Some employees that were Wesley students before had 2 DSU ID#s
  - Bring over ALL student academic records at time of acquisition
    - Not all WC students were registered in the semester prior to the acquisition due to COVID but are still eligible as Wesley Legacy if we know about them
  - Do not bring over financial records that you are not responsible for
- Inventory of hardware and software technology across all locations and departments is strongly suggested


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Blackboard

# Technology Systems

---




	DSU	WC
Learning Management Systems	Blackboard	Jenzabar
ERP Database	Banner	Jenzabar
Student Information System	MyDESU	MyWesley
Case Management & Early Alert Systems	IDP	Lantern
Financial Aid System	Banner	PowerFaidS
Alumni Office	Raisers Edge	Raisers Edge




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# Financial Aid – Title IV


- Must notify the US DOE & Federal Government
- DSU must complete paperwork for additional location, based on MSCHE documentation
- Students used both school numbers on FASFA form prior to acquisition completion to jumpstart financial aid packaging
- Important so students do not lose their financial aid and are treated as continuing students
- Include FAQ webpage and contact person
- MSCHE's Statement of Accreditation Status





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## Other Challenges



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**MOU's**

- Missing information
- Agreements old but still in effect
- Replace WC with DSU in agreements

**Research Programs & Grants**

- Possible overlap
  - Contact funders to see their process for acknowledging and interacting with the new entity

**State Approval**

- Required for private school (Wesley) to close & must approve teach-out plan



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## DOE & IPEDS Reporting

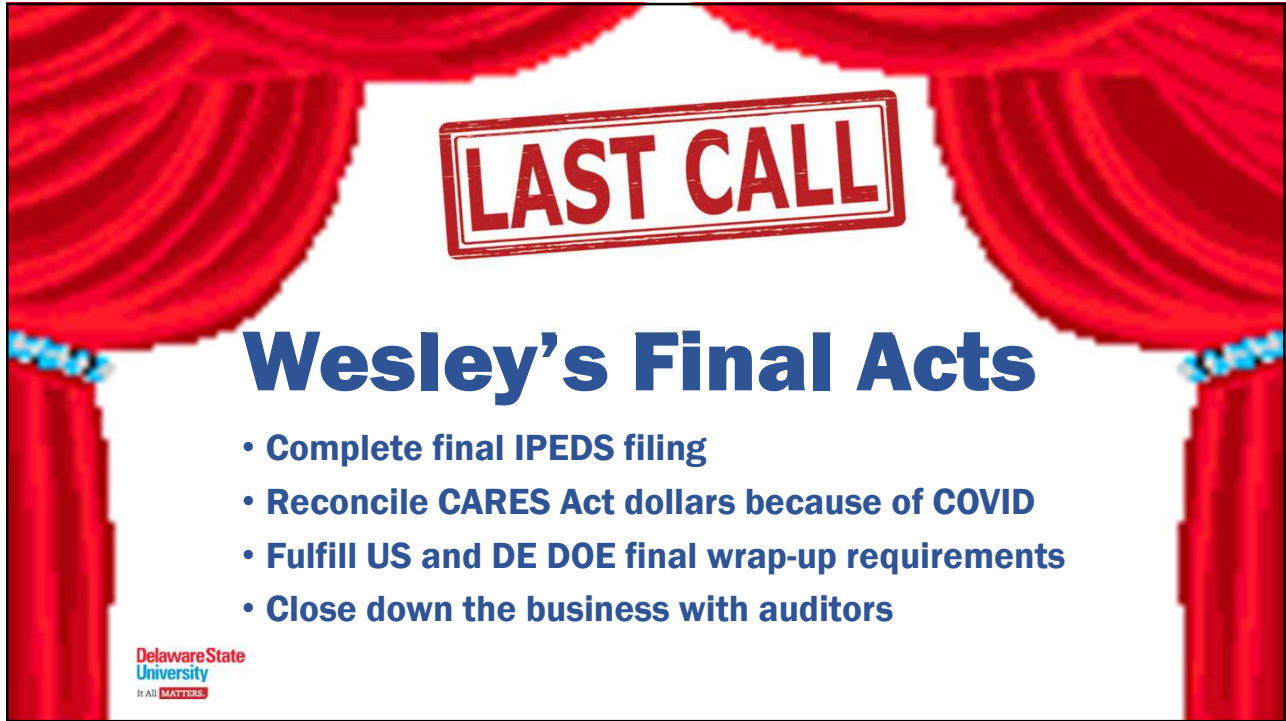
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- PEPS – WC not closed
- Speak to someone at NCES above the Help Desk
- Acquisition vs. Merger
  - Different data to include and exclude for both institutions
  - May impact your retentions & graduation rates

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# LAST CALL

## Wesley's Final Acts

- Complete final IPEDS filing
- Reconcile CARES Act dollars because of COVID
- Fulfill US and DE DOE final wrap-up requirements
- Close down the business with auditors

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**CHALLENGE Accepted!**

**Was this a good move?**

**PROBLEM SOLVED**

**HIGH FIVE!**

**yes**

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## Questions, Curiosities or Concerns?



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## Presenters' Contact Information



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# DELAWARE STATE UNIVERSITY

## Office of Institutional Effectiveness

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# Academic Programs

**Team members Sub Teams and Membership TBD**

**Academic Programs**

**Gwen Scott-Jones, Malcolm D'Souza**

Agnes Richardson, Robert Mason, Janet Blade, Shelley Rouser, Praveen Pinjani, Charlisa Edelin, Raymond Tutu, Melissa Harrington, Venugopal Kalavacharla, & Lynda Murray-Jackson

*Need to see if Malcolm has 2 additional people from WC to add to the team.*

**Team Lead:**

Alban Urbanus, Sandra DeLauder

**Subfunction leads:**

Gwen Scott-Jones, Malcolm D'Souza (Academic Programs)

# Academic Acquisition Transitional Taskforce

## Non-negotiables and C-level decisions:

[Include decisions that have been made or that will require C-level validation]

1

### What is in scope/subfunction structure

- Academic Programs, curricular and program personnel and administration including clinical partnerships
- Research programs and synergies

2

### What is out of scope

- Academic Services
- ADA Services
- Library Services
- Career services
- Student life & enrichment
- Inclusion & community
- Data analytics
- Athletics Programs
- Enrollment Services and Marketing
- Alumni services
- Platform technology support
- Physical campus operations and housing
- Employer relationships

3

**Day 1/ 100/ End State Deliverables** (informed by: Value Capture and Org Design milestones, Acquisition Agreement and public commitments, Regulatory Requirements, Financial Reporting needs, signature/ nice-to-have decisions)

#### Day 1

Implement Day 1 interim operating model in place, and design End State operating model  
Establish plan for review of all academic programs, teach-out plans, articulation agreements and approval of all new programs  
Establish a plan for review of all research programs, transition plan for transfer of funding to the acquiring institution to include communication to funding agencies and review of compliance requirements

#### Day 100

If curricular offerings overlap post-integration, ensure that student support services have the capabilities to support students who are navigating academic offerings

Articulation agreements, Teach-Out Plans are in place

Align and approve graduation requirements in similar degree offerings across schools

**Review existing MOU's for WC academic programs and determine how to transfer to DSU**

**Develop a plan for using the DAFB more extensively**

**Process for evaluating individual students from Wesley College for progress to graduation from DSU after acquisition.**

**Process for supporting the registration of WC students for fall 2021 classes at DSU**

**Communication plan to WC students about the programs at DSU and how to keep them on track for graduation**

#### End State

Contribute to the communications and marketing plans focused on post-acquisition for new program offerings, admissions, enrollment and student services

Implementation plan and timeline for fully integrated academic, research and sponsored programming

Implementation plan and timeline for faculty and staff integration

4

### Risks

- Department approval process and CBA regarding review of potential faculty members
- Faculty Senate and academic approval process

### Key interdependencies

**Curriculum and Platform:** alignment on student support needed on curriculum issues, grading, and platform issues troubleshooting

**Enrollment Management & Partnerships:** student finance, clinical relationships

**Marketing & Communications:** messaging of student support offerings

**IT:** Setting up new student support communication platforms or updating current ones

**Finance:** Aligning on post-merger Financial Aid budgeting and expectations

**Operations:** Physical campus operations and housing

**Sponsored Programs: Contract and grant funded programs**

**Advising: Registration and continuity of academic support services**

**ODELT: getting programs and classes set up in our LMS**

Note: all Teams have interdependencies with the IMO

Timeline for Academic Transition Plan for Wesley Programs and Courses

Timeline	Action	Parties involved
September 2020	Delaware State University Provost provides charge to the Academic Program Transition Team	Provost
September 2020	Delaware State University (DSU) and Wesley College (WC) academic counterparts begin to communication on transition (focus is on student success).	DSU Academic Program Transition Team, Dept Chairs at DSU and WC
September 2020	DSU and WC notify DE DOE regarding any requirements.	DSU and WC ALOs
September/October 2020	DSU & WC Notify any external accreditors of the pending acquisition as of 6/30/2021 and begin conversations on their requirements for transition.	Departments and respective external accreditors.
October 2020	Identify any programs from Wesley College (WC) with students that Delaware State University (DSU) will not be developing a plan to accept and graduate WC students. (Could be adding time and ½ for WC students to graduate.)	Academic Program Transition Team
November 2020	Articulation agreement for courses that are direct match between DSU and WC.	Chairs, Provost and Registrar
December 2020	Articulation agreement to allow any graduating WC student in a program that does not complete until after the June 30, 2020 acquisition date but before August 24, 2020 to still receive a WC diploma providing, they successfully completed their course of study. If students do not successfully complete their course of study by August 24 <sup>th</sup> then they will transition to the DSU programs.	Provost, VP Enrollment Mgmt., Registrar and President
December 2020	Substitution agreement for WC courses that are not a direct match for DSU courses but will be accepted as a substitution for DSU courses.	Chairs, Provost and Registrar Inform Advising
January 2021	General Education course matches and substitutions between WC and DSU.	Faculty Senate (Feb vote), Provost, and normal chain
February 2021	Recommendation to make changes to DSU curriculum based upon WC curriculum that DSU Department(s) would like to adopt	Faculty Senate (Mar. vote), Provost, and normal chain
February 2021	Recommendation to approve the addition of new courses to the curriculum/catalog based upon Wesley course offerings that DSU plans to adopt	Faculty Senate (Mar. vote), Provost, and normal chain

February 2021	Review of DSU course offerings, recommendation of those to discontinue to the Faculty Senate and update in the Catalog for Fall 2021.	Faculty Senate (Mar. vote), Provost, and normal chain
March 2021	Recommend any new programs to DSU from WC that we plan to adopt, i.e. MOT, Medical Technology, Associate Programs Need to inform MSCHE if we are adding a lower credential level.	Faculty Senate (April vote), Provost, BOT (all new programs go to the BOT) and normal chain
March 2021	Recommend reactivation a former DSU programs because of WC based on proposed enrollment, growth, and other metrics.	Faculty Senate (April vote), Provost, and normal chain
March 2021	DSU minor to become a full program or concentration because of WC program	Faculty Senate (April vote), Provost, BOT (all new programs go to the BOT) and normal chain
May 2021	Any open issues brought before DSU Faculty Senate	Faculty Senate
May 2021	General Faculty Vote on FS	General Faculty
June 2021	June to the Board of Trustees for approval	BOT
Fall 2021	Ready to teach former Wesley students along with DSU students	DSU Faculty

AFAM Exp.  Multicultural Req.

Psychology

Advisor:

D10

Student Name:

\*See Advisor before changing major or selecting courses to transfer.  
^ Must receive a "C" or better in all COB courses and all courses marked with a "^^"  
# See University Catalog for acceptable electives. *Must have one African-American and one Multicultural Experience course.*

Total Hours 121 Credits

COURSE NUMBER AND TITLE	CR	SEM	GR	Min GR	WC Course Substitutions
<b>Freshman (FALL) Total</b>	<b>16</b>				
ENGL-101* English Composition I	3			C	EN 100 College Writing I
MIS 105 Microcomputer Apps*	3			C	BA 150 Microcomputer Application
MTSC 121 College Algebra*ALG A / ALG B	3			C	MA 180 Applied Math Concepts
HIST- (101,201,202,203,204,205)	3			D	HI 227, HI 320, HI 330 (WC core curriculum not on sub.)
PSYC-191 University Seminar I*	1			C	<b>FY 100 – First Year Seminar?</b>
PSYC-201 Intro to General Psychology*	3			C	PY 100 Introduction to Psychology
<b>Freshman (SPRING) Total</b>	<b>16</b>				
ENGL-102 English Composition II*	3			C	EN 101 – College Writing II
MVSC-101 Lifetime Fitness and Wellness*	2			C	KN 101A Wellness Lifestyles OR HU 210 Happiness
BIOL-103 Human Biology*	4			C	BI 100, BI 110, BI 150, BI 155, BI 210, BI 215, SN 100
SCCJ-101 Introduction to Sociology*	3			C	SO 100 Introduction to Sociology
PSYC-192 University Seminar II*	1			C	<b>FY 100 – First Year Seminar?</b>
PSYC-206 Applied Psychology*	3			C	No equivalent
<b>Sophomore (FALL) Total</b>	<b>15</b>				
ENGL- World Lit I (201) or AFAM Lit I (205)	3			D	No equivalent
ENGL-200 Speech*	3			C	CM 201 Human Communications
PSYC-322 Elementary Statistics*	3			C	PY 222 Statistics for the Social Sciences
PHIL-201 Introduction to Philosophy*	3			C	PH 100 Introduction to Philosophy
Foreign Language I:	3			D	No equivalent
<b>Sophomore (SPRING) Total</b>	<b>15/16</b>				
ENGL- World Lit II (202) or AFAM Lit II (206)	3			D	No equivalent
PSYC-207 Scientific Method*	3			C	PY 102 Psychological Science
PSYC-323 Advanced Statistics*	3			C	No equivalent
Nat Sci Elective w/ lab #:	3/4			D	BI 100, BI 110, BI 150, BI 155, BI 210, BI 215, SN 100
Foreign Language II:	3			D	No equivalent
<b>Junior (FALL) Total</b>	<b>15</b>				
GLOB-395 Global Societies *	3			C	BA 320 Globalization
PSYC-308 Personality*	3			C	PY 301 Psychology of Personality
PSYC-316 Developmental Psychology*	3			C	PY 232 Psychology of Human Development OR PY 318 Developmental Psychopathology
PSYC-400 Experimental Psychology*	3			C	PY 302 Experimental Psychology
Psychology Elective: PSYC _____ Course	3			C	PY 330, PY 412, PY 326, PY 308, PY 201, PY 208, PY 300, PY 303A Needs to be adopted as new course: PY 309, PY 321, PY 217, PY 316, PY 320, PY 327, PY 331, PY 405, PY 408, PY 417, PY 435 *
<b>Junior (SPRING) Total</b>	<b>15</b>				
PSYC-402 Abnormal Psychology *	3			C	PY 200 Abnormal Psychology
PSYC-413 Psychology of Learning*	3			C	No equivalent
PSYC-416 Social Psychology*	3			C	PY 212 Social Psychology
Psychology Elective: PSYC _____ Course	3			C	PY 330, PY 412, PY 326, PY 308, PY 201, PY 208, PY 300, PY 303A Needs to be adopted as new course: PY 309, PY 321, PY 217, PY 316, PY 320, PY 327, PY 331, PY 405, PY 408, PY 417, PY 435
Free Elective Course:	3			D	Courses outside of the curriculum guide sheet
<b>Senior (FALL) Total</b>	<b>15</b>				
PSYC-422 History and Systems **	3			C	PY 317 History & Systems of Psychology
PSYC-435 Practica in Applied Psych*	3			C	PY 416 Senior Psychology Internship
Psychology Elective: PSYC _____ Course	3			C	PY 330, PY 412, PY 326, PY 308, PY 201, PY 208, PY 300, PY 303A Needs to be adopted as new course: PY 309, PY 321, PY 217, PY 316, PY 320, PY 327, PY 331, PY 405, PY 408, PY 417, PY 435
Free Elective Course:	3			D	Courses outside of the curriculum guide sheet
Free Elective Course:	3			D	Courses outside of the curriculum guide sheet
<b>Senior (SPRING) Total</b>	<b>13</b>				
PSYC-425 Senior Research Seminar ***	3			C	PY 440 Psychology Senior Seminar
Psychology Elective: PSYC _____ Course	3			C	PY 330, PY 412, PY 326, PY 308, PY 201, PY 208, PY 300, PY 303A Needs to be adopted as new course: PY 309, PY 321, PY 217, PY 316, PY 320, PY 327, PY 331, PY 405, PY 408, PY 417, PY 435
Psychology Elective: PSYC _____ Course	3			C	PY 330, PY 412, PY 326, PY 308, PY 201, PY 208, PY 300, PY 303A Needs to be adopted as new course: PY 309, PY 321, PY 217, PY 316, PY 320, PY 327, PY 331, PY 405, PY 408, PY 417, PY 435
Free Elective Course:	4			D	Courses outside of the curriculum guide sheet

Courses in Yellow must be adopted as new courses.



## Wesley College/Delaware State University Teach Out Policy

**University Area(s) Responsible:** Office of the Provost, University Registrar, Office of General Counsel

**Policy Number & Name:** Wesley College/Delaware State University Teach-out Plan and Teach Out Agreements for Wesley Legacy Students

**Subject:** Policy and Procedure to Teach-out Wesley Legacy Students

### I. Introduction

Delaware State University and Wesley College are institutions of higher learning accredited by the Middle States Commission on Higher Education. Pursuant to the acquisition of Wesley College (Wesley) by Delaware State University (DSU), Middle States Commission on Higher Education (MSCHE) solicits a writing to ensure that Wesley has a teach-out plan in conjunction with the acquisition to provide for the equitable treatment of Wesley students who desire to complete a degree after Wesley closes. As part of the acquisition, DSU has agreed to teach-out the Wesley students. These students will be classified as Wesley Legacy students at DSU. This policy outlines the process DSU has in place to allow Wesley Legacy students complete a degree at DSU.<sup>1</sup>

### II. Policy Statement

Both member institutions, DSU/Wesley, have developed joint teach out plans and one teach out agreement. This policy ensures the equitable treatment of all Wesley Legacy students, graduate and undergraduate, with a reasonable opportunity for the students to complete their program of study within a specified teach-out period from July 1, 2021 until July 1, 2023.<sup>2</sup> While the focus is on the Wesley Juniors and Seniors, all credits earned at or accepted by Wesley for all Wesley students will be accepted by DSU.

### III. Intent

The intent of this policy is to ensure equitable treatment to Wesley students who are transitioning to DSU after the acquisition of Wesley College as per MSCHE requirements.

### IV. Definitions

*Member Institution.* All institutions that are accredited by MSCHE and all institutions that have been granted Candidate for Accreditation Status by MSCHE, that are in good standing with respect to payment of dues and fees, shall be institutional members of MSCHE. Accreditation and candidacy shall be established according to the standards for accreditation, requirements of

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<sup>1</sup> See also, the Commission's Substantive Change Policy and Procedures. (Some substantive changes require the submission of a teach-out plan in conjunction with the substantive change request [MSCHE Teach-Out Plans and Agreements Policy, 2020]).

<sup>2</sup> Under certain circumstances, students may be permitted to complete their program of study after the July 1, 2023 deadline, for example, if they choose to sit out for up to two years, pursuant to DSU policy and V.I.d. below.



affiliation, policies and Teach-Out Plans and Agreements Policy Page 3 procedures, and applicable federal regulatory requirements adopted by the Commission.<sup>3</sup>

*Teach-Out.* A process during which an institution or institutional location that provides 100 percent of at least one program engages in an orderly closure or when, following the closure of an institution or location, another institution provides an opportunity for the students of the closed school to complete their program, regardless of their academic progress at the time of closure (34 CFR § 600.2, slightly modified to remove the word “program”).<sup>3</sup>

*Teach-Out Agreement.* A written agreement between two or more institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides 100 percent of at least one program offered, ceases to operate before all enrolled students have completed their program of study. (34 CFR § 600.2)<sup>3</sup>

*Teach-Out Period.* The start and end date for the full implementation of the teach out plan and any teach-out agreements.<sup>3</sup>

*Teach-out plan.* A written plan developed by the institution that provides for the equitable treatment of students to complete their education, including any teach-out agreements that the institution has entered into or intends to enter into with another institution. (34 CFR § 600.2)<sup>3</sup>

*Course Waiver.* The course requirement is no longer relevant for the student. No credit hours are applied.

*Course Substitutions.* The course requirement is met through the substitution of a different course, regardless of content, with equal or more credit hours.

*Course Equivalencies.* The course requirement is met by a course that is considered equivalent in content to the required course with equal or more credit hours.

*Curriculum Alignment/Mapping.* The process of comparing curricula taken at Wesley with Delaware State curricula for congruence to support the ultimate goal of graduating the Wesley legacy students in a timely basis. To support the curriculum alignment process, all departments must sequentially list and align DSU courses to their Wesley equivalent, per the teach-out agreement. The focus is on determining what courses Wesley Legacy Juniors and Seniors have to complete on the Wesley curriculum and finding appropriate courses to use in the DSU curriculum to graduate the Wesley students. Wesley Legacy Freshmen and Sophomores will be integrated into the DSU curriculum but still get waiver or substitution credit for courses from Wesley.

*Wesley New Admits Transitioning to DSU.* Admitted new undergraduate and graduate students to Wesley will follow DSU curriculum.

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<sup>3</sup> MSCHE Teach-out Plan and Agreement Policy, 9/1/2020

*Wesley Legacy Students* –All students, undergraduate and graduate, previously enrolled at Wesley College prior to the acquisition by DSU who choose to transition to DSU.

- Currently enrolled Wesley students in a degree program who have 60 or more credit hours (Juniors and Seniors) applicable to the major in their program of study;
- Currently enrolled students in a degree program who have less than 60 credit hours (Freshman and Sophomores) applicable to the major in their program of study; and,
- Graduate students currently enrolled in a graduate degree program who have been granted an opportunity at DSU to complete the program (Substantive change request (MSCHE Teach-Out Plans and Agreements Policy, 2020).
- Former Wesley students who have not completed their degree because they stopped attending Wesley within three-years prior to July 1, 2021 and wish to complete their degree at DSU.
  - After the three-year period has expired these students will be considered transfer students

#### **V. Academic Requirements for the Teach Out Plans**

1. Wesley Legacy Junior and Seniors who need to complete their major or minor degree requirements will use the Wesley Major or Minor Curriculum and DSU/Wesley Curriculum Mapping/Alignment.
  - a. Wesley Legacy students who come to DSU will have credits taken at Wesley accepted by DSU, including transfer credits previously accepted by Wesley.
  - b. No courses will be added for Wesley Legacy Junior and Seniors because of differences in DSU and Wesley curriculum.
  - c. Wesley Legacy Junior and Seniors will transition to DSU based on their Wesley majors and minors and following that Wesley curriculum.
    - i. If the Wesley Legacy Junior or Senior desires to change their major either at transition to or while at DSU, the student will have to use the new major's DSU program curriculum using the DSU/Wesley Curriculum Mapping/Alignment to determine what courses will be accepted under the DSU program curriculum.
    - ii. This change of major may add time to the Wesley Legacy students progress to degree completion.
  - d. Wesley Legacy Juniors and Seniors have three years from July 2021 to enroll at DSU and follow the Wesley curriculum to complete their degree with the DSU/Wesley Curriculum Mapping/Alignment.
    - i. After the three years has lapsed, the Wesley Legacy students will be considered as transfer students and therefore will have to follow the DSU curriculum.
2. Wesley Legacy Freshmen and Sophomores who need to complete their major or minor degree requirements will use DSU Program Curriculum and the DSU/Wesley Curriculum Mapping/Alignment for courses in the identified major and/or minor.

- a. Wesley Legacy Freshmen and Sophomores will follow DSU policies regarding stop-out.
3. Wesley Legacy Graduate students have three years from July 2021 to enroll at DSU and follow the Wesley curriculum to complete their degree with the DSU/Wesley Curriculum Mapping/Alignment.
  - a. After the three-year period has expired these students will be considered transfer students

## **VI. Additional Considerations: Teach Out Agreements and Advisement**

1. General Education
  - a. If a Wesley student has completed their Wesley General Education (GE) (i.e. Wesley College Core Curriculum), then they have completed DSU's GE requirements.
  - b. If a D is acceptable for Wesley's GE (i.e. Wesley College Core Curriculum) then it is acceptable for DSU.
  - c. Consult the Curriculum Mapping/Alignment in the GE articulation agreement for substitution recommendations.
  - d. Whenever applicable, Level 3 courses in the Wesley College Core Curriculum will be accepted for General Education credits in the respective areas of the appropriate academic departments.
2. Procedures for curriculum alignment: Review Wesley's current continuing academic program curricula
  - a. Determine the courses left on the student's Wesley plan and find appropriate course substitutions at DSU.
  - b. Identify potential equivalency gaps in the curriculum sequence
  - c. Develop equivalencies/substitutions for the gaps
  - d. Ensure synchronization of core content and competencies
  - e. Develop curricula for new academic programs
3. Advisement Procedures Wesley Legacy Undergraduate Students
  - a. Assigned professional advisors/faculty mentors according to students' last name per academic program.
  - b. Continuing students will meet with professional advisors for advisement and complete registration.
  - c. All first-year students are required to take the ALEKS Math Placement
  - d. All first-year students are registered according to their program requirements and receive their semester schedules at new student orientation.
  - e. Individual Development Plans (IDP) completed for all students by professional advisors each semester.
  - f. Degree audits for graduating seniors completed by Department Chair or Director.
  - g. Course drops, withdrawals and leave of absence initiated by professional advisors and student.

- h. All students on academic probation are required to take learning strategies and be restricted to 13 credits.
  - i. All students with at-risk indicators (i.e., provisional admits, GPA of 2.3 and below, non-residential, SAP and SAP warnings, low course completion rate/ frequent courses drop) will be assigned to Intervention caseload.
  - j. Students are expected to adhere to university policies and deadlines
4. Advisement Procedures for Wesley Legacy Graduate Students
- a. The Wesley Legacy Graduate students work with the respective Department Chairs or Program Directors to determine applicable plans of study for completing their degree.

**VI. Criteria for Discipline Specific Accreditation Programs**

- 1. Accredited programs are:
  - a. Nursing – Accreditation Commission for Education in Nursing, Inc (ACEN)
  - b. Education – Council for the Accreditation of Educator Preparation (CAEP)
  - c. Occupational Therapy (MOT) – Accreditation Council for Occupational Therapy Education (ACOTE)
  - d. Law Studies – American Bar Association (ABA approved)
- 2. Students enrolled in these programs need to work closely with the Department Chairs or Program Directors to develop course schedules.
- 3. Programs may include special modules to ensure coverage of topics on licensure exam.

**VII. Criteria for Certificate Programs and Graduate Students**

- 1. MSCHE approved DSU to provide a certificate program as long as it is less than one year in duration.
  - a. Faculty Senate approval is required.
  - b. Certificate programs eligibility for Title IV funds are dependent on the program listing and approval by the Delaware State University Program Participation Agreement (PPA). The Process to list with PPA for approval:
    - i. Approval by VP of Strategic Enrollment Management; Executive Director, Student Financial Aid; University Registrar.
    - ii. MSCHE documentation indicating approval to DSU to provide program from Institutional Effectiveness.
    - iii. Documentation from DE State Higher Education indicating DSU is authorized and approved to provide the program.
- 2. Matriculating undergraduate, graduate, and postbaccalaureate students interested in certificate programs at DSU should consult with Adult and Continuing Education (ACE).

**VIII. Effective Date: July 1, 2021**

**IX. Approved by the Delaware State University Board of Trustees on June 17, 2021**



Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

Certifications/Licenses:		
Certification/License Type	Number (if applicable)	State (if applicable)

Work Experience		
Company:	Position:	Dates:

Service (Indicate the beneficiary: Professional Community, General Community or University)			
Type of Service activity	Organization	Beneficiary	Dates

Research/Publications/Presentations/Exhibitions or other Scholarly Activities		
Activity	Title, Date, Co-authors	Peer-Reviewed/ Journal, Book Chapter, etc

Grants:			
Name and Collaborators	Date	Funding Agency	Dollar Amount

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

Consultation:		
Project information	Dollar Amounts	Dates

Other

\*\*\*\*\*DO NOT WRITE BELOW THIS LINE\*\*\*\*\*

Notes:

Academic Programs Integration Milestones – Wesley College Acquisition – December 14, 2020

<b>Milestone Title</b>	<b>Owner</b>	<b>Time Frame</b>	<b>Activity Title</b>	<b>Status</b>
<b>0.0 Milestone is what you are trying to accomplish, the goal</b>	Who is responsible for carrying out the particular activity that supports the milestone	When should this be done	Should have between 1 and 5 activities per milestone. Activities are the steps needed to complete the milestone	Complete In progress Not yet started Partially complete
<b>1.0 Teach-out of WC Academic Programs</b>	Department Chairs/Wesley Department Chairs	October 2020	1.1 Identify any WC programs that DSU will not be teaching out.	Complete
	Department Chairs	December 2020	1.2 Recommend WC course to be included in an articulation agreement as direct match or substitution for DSU course	Partially
	Department Chairs	February 2021	1.3 Recommend any new courses or curriculum changes from Wesley that DSU would like to adopt	Partially
	Department Chairs	February 2021	1.4 Recommend any new programs from WC that DSU plans to adopt	Partially
	Department Chairs	March 2021	1.5 Recommend any DSU courses or programs to be discontinued, changed to a minor or become a full program	Not Yet Started
<b>2.0 Programmatic Accreditations</b>	Dr. Agnes Richardson Dr. Pinjani Praveen Dr. Shelley Rouser Dr. Chris Mason Dr. Charlisa Edelin	October 2020	2.1 Contact Program accreditors to determine what they require for DSU to absorb the WC program	Partially
	Dr. Agnes Richardson Dr. Pinjani Praveen Dr. Shelley Rouser Dr. Chris Mason Dr. Charlisa Edelin	January 2021	2.2 Prepare documents required for program accreditors	Not Yet Started
	Dr. Agnes Richardson Dr. Pinjani Praveen	March 2021	2.3 Respond to any accreditors' questions	Not Yet Started



	Dr. Shelley Rouser Dr. Chris Mason Dr. Charlisa Edelin			
	Dr. Agnes Richardson Dr. Pinjani Praveen Dr. Shelley Rouser Dr. Chris Mason Dr. Charlisa Edelin	January 2022	2.4 Plan accreditors post acquisition program visit	Not Yet Started
<b>3.0 Research Synergies</b>	Dr. Melissa Harrington Dr. V. Kalavacharla Dr. Malcolm D'Souza	December 2020	3.1 Coordinate with OSP Integration Plan	Partially
	Dr. Melissa Harrington Dr. V. Kalavacharla Dr. Malcolm D'Souza	February 2021	3.2 Plan for integrating overlapping DSU and WC grants to maintain combined level of funding.	Partially
<b>4.0 Academic Programs Acquisition Plan</b>	Entire AATT	April 2021	4.1 Plan for all the Acquisition related Academic program changes to be approved by Faculty Senate, Provost, President and BOT	Not Yet Started
<b>5.0 Facilities &amp; Equipment</b>	Department Chairs/Facilities	January 2021	5.1 Kinesiology, MOT, Nursing, Psych and Public & Allied Health tour facilities at WC (Maybe Social Work also) and inventory equipment	Partially
	Department Chairs/Facilities	January 2021	5.2 DSU departments staying on Main campus reimagine their space on main campus	Partially
	Department Chairs/Facilities	January 2021	5.3 DSU departments tour WC departments moving to Main Campus to inventory equipment that will be moving	Partially
<b>6.0 Review of WC Faculty</b>	Department Chairs	November 2020	6.1 Programs to a preliminary review of WC faculty to see if they are appropriate to work in DSU department	Completed
<b>7.0 IT needs</b>	Department Chairs in Collaboration with Deans/IT	February 2021	7.1 Departments review IT needs especially if moving to different location	Not Yet Started

<b>8.0 Registration and Graduation of WC Students from DSU</b>	Department Chairs in conjunction with Enrollment Management & Professional Advisors	March 2021	8.1 Review individual WC students' curriculum plan to ensure timely graduation for those that decide to matriculate at DSU working with Registrar and Advising	Not Yet Started
	Department Chairs in conjunction with Enrollment Management & Professional Advisors	March 2021	8.2 Plan to support WC registration at DSU for Fall 2021	Not Yet Started
<b>9.0 Communication</b>	Department Chairs	March 2021	9.1 Work with Enrollment Management and Marketing to develop plan to inform WC students about DSU programs	Not Yet Started
<b>10.0 WC Academic MOU's &amp; Articulation Agreements</b>	Department Chairs	January 2021	10.1 Identify existing MOU's and articulation agreements that WC has	Partially
	Academic Acquisition Transition works with Academic Program Prioritization Committee	March 2021	10.2 Examine how to capitalize and expand DAFB MOU (Tracey Lundblad, Wesley's Military Liaison)	Not Yet Started



## Acquisition/Consolidation/Merger/Integration Questions Updated 8/18/2021

### **General Information.**

1. Name the institutions involved.
2. Will any of the institution's names change as a result of the acquisition/consolidation/merger/integration?
3. Will any of the institution's federal ID number change?

### **Institutional Structure.**

1. What is the structure of the acquisition/consolidation/merger/integration? Please provide a copy of the legal agreement if one has been drafted.
2. Explain the accreditation structure that will be in place (e.g., each institution will maintain its own accreditation).
3. Which authority accredits each of the institutions in the proposed/new structure?
4. Will each institution in the proposed/new structure have independent financial operations from each other?
5. Will any institution be considered a branch campus of a primary institution?
6. Will the institutions maintain separate administration for the institutions (e.g., separate boards, president at each institution)?
  - What is the governing structure over athletics under the proposed/new structure (e.g., who will the athletics director report to)? Please provide an organizational chart if one has been drafted.
7. What happens to each institution's academic programs under this agreement? Will each institution continue to award degrees under a different name?
  - a. How will admissions process function under the proposed/new structure?
  - b. What is the financial aid process under the proposed/new structure?

### **Athletics Department Structure.**

1. Does each institution offer athletics? If so, how will the proposed/new structure be handled and what will the structure of the athletics programs be (e.g., merge and offer athletics only on one campus)?

- What is each institution's athletics budget under the proposed/new structure?
2. If one or all institutions has an athletics program, what is the athletic affiliation of each institution (e.g., NCAA division or other athletic association)?
3. Which conferences will potentially be impacted?
4. Will each institution maintain separate administration for the athletic departments (e.g., different athletics director at each institution)?
  - Describe the athletics administration structure under the proposed/new structure?
5. How will students be certified if they attend the one institution and decide to go to any of the other institutions (e.g., transfer)?



# Delaware State University–Wesley College

## COMPLEX SUBSTANTIVE CHANGE **TENTATIVE** TIMELINE

(revised November 13, 2020)

Date	Activity
July 24	Institutions submit Complex Substantive Change Preliminary Review Form
July 29	Consultation with MSCHE Staff Liaison and Institutions
August 17	VPIFR Review of Preliminary Review Form (3-4 weeks)
August 31	Policy Review (at least 2 weeks)
September 14	Legal Review (at least 2 weeks)
September 28	Provide institution with guidance based on legal review Request Additional Information (2-3 weeks)
September 28	MSCHE identifies peer evaluators
October 9	Institutions submit Substantive Change Request Form (review must be completed within one year of this date)
October 23	Policy Review (at least 2 weeks)
October-November	Peer evaluators access request form Peer evaluators review and formulate questions Conference call(s), as needed
November 16	Deadline for evaluators to request of additional information
November 23	Legal Review (at least 2 weeks)
November 30	Final date for the institution to provide additional information
Dec 1-16	Peer evaluators review additional information
<b>December</b>	<b>Conference call</b>
December 16	Peer evaluators upload report
December 23	Institution uploads formal response
January 7, 2021	Lead evaluator uploads confidential brief
January 14	MSCHE staff policy and legal review of language
January 28, 2021	Meeting of MSCHE Committee on Follow-up
March 4	MSCHE Commission meeting
If complex substantive change is approved, within 6 months of date of transaction	Institution provides verification of transaction Institution provides outstanding state and/or other approvals VP Liaison Visit