INTRODUCTION

The purpose of this manual is to provide guidelines for the development and revision of courses and instructional programs at Virginia Western Community College.

A college is an environment in which we learn about our past, create our present, and envision our future. The college does all of this through its curriculum. Thus, a college’s curriculum is its foundation which defines it as an institution of higher learning.

Inspiration for new curricula may come from the community, industry partners, or administrators, including the Curriculum Advisory Committees and the Virginia Community College System (VCCS) Statewide Curriculum; however, curriculum development typically begins with faculty. Faculty may initiate new courses or programs to ensure currency and relevancy, to improve effectiveness, or to respond to needs or issues which surface through the annual assessment process or periodic program review process. Also, program reviews may reveal opportunities for new program or course development that have multiple pathways for students such as transfer to four year-institutions, associate degrees, career opportunities or certifications.

The philosophical basis upon which this document is drafted encompasses the idea that faculty should be encouraged to design, implement, and evaluate courses and curricula in such a way that allows the flexibility to pursue these activities and at the same time, recognizes the external and internal constraints placed on such endeavors. Moreover, it should be recognized that any development, implementation, and evaluation which takes place at the college is done in an effort to meet the needs of the students and/or the operational needs of the college. Hence, such efforts should be based upon principles which are sound educationally as well as operationally.

It should be noted that some of the procedures stated in this manual are required by external agencies. Such procedures frequently change without warning. While it is hoped that this document will remain current at all times and provide the necessary assistance to those desiring to participate in the process of curriculum development, there may be intervals in which sections of the document are in the process of revision by these external agencies. Every effort will be made to distribute the necessary changes as they occur.
CURRICULUM STRUCTURE AND DEFINITIONS

Curriculum Structure

SCHEV and the VCCS structure curricula in several levels. For Virginia Western purposes, the broadest level is the program, identified by the CIP Code (Classification of Instructional Programs from the National Center for Education Statistics Code).

Under each of the programs there may be one or more majors. A degree, certificate, or career studies certificate may be a major, and each has a separate VCCS program code. Specializations to degree majors are not identified by the VCCS or SCHEV by a separate code but do have a VWCC curriculum code. This means that when the VCCS or SCHEV review productivity, they view a parent degree and its specializations as one curriculum. Sometimes curricula that the college considers separate programs, such as Accounting and Management, share the same CIP code and so are considered as one program for SCHEV productivity purposes.

Virginia Western Community College offers three types of degrees: Associate of Arts (AA), Associate of Science (AS) and Associate of Applied Science (AAS).

Virginia Western Community College offers two types of certificates: Certificates (C) and Career Studies Certificates (CSC). Certificates and Career Studies Certificates are typically shorter in length than degrees and presented at a different educational level. Certificates should not be created simply to serve as an award granted to students who complete the first year of a degree program. All certificates should prepare graduates to enter the workforce with new vocational skills.

Definitions

Degree
An award at the associate level that represents satisfactory completion of course and program requirements of the degree program.

Degree Program
A degree program is a broadly structured curriculum leading to the award of an associate’s degree. It is identified by a six-digit CIP code for reporting purposes to external agencies and is listed on the student’s diploma.

Associate of Arts (AA)
The Associate of Arts (AA) degree is awarded for the completion of two-year curricula in Liberal Arts. The 60-63 credit AA degree is designed for students who plan to transfer to four-year degree-granting institutions for completion of a Bachelor of Arts (BA) degree. Transfer degree curricula may include any appropriate courses numbered 100-299. A significant portion (at least 60%, see VCCS Table 5-1) of the AA degree is in general education, includes foreign language to the intermediate level, and is typical of the first two years of a BA program at many institutions.

Associate of Science (AS)
The Associate of Science (AS) degree is awarded for the completion of two-year curricula in a variety of pre-professional programs. The 60-63 (up to 72 for Engineering) credit AS degree is designed for
students who plan to transfer to four-year degree-granting institutions for completion of a Bachelor of Science (BS) degree. Transfer degree curricula may include any appropriate courses numbered 100-299. A significant portion (at least 60%, see VCCS Table 5-1) of the AS degree is in general education that is typical of the first two years of a BS program at most institutions.

**Associate of Applied Science (AAS)**
The Associate of Applied Science (AAS) degree is a two-year program of 60-69 credits (up to 72 for some health technologies) with a major in an occupational-technical curriculum. AAS degrees are designed to prepare students for employment immediately following graduation. In no case can the program extend beyond 24 calendar months of full-time study. AAS curricula may include any appropriate courses numbered 100-299. The general education requirements for AAS degrees are less than the general education requirements for the transfer degrees (approximately 20% - see VCCS Table 5-1); however, in some cases transfer agreements may be arranged to allow students to have academic pathways into four-year degree programs.

**Majors and Specializations**
Degrees include one or more majors, some of which may be further divided into appropriate specializations. A major is a group of 100 and 200-level courses that define a discipline or interdisciplinary specialty. It is listed under a common CIP code and identified by a VCCS curriculum code. All curricula under a CIP code share a common core of courses defined as 25% of total credits required for the degree, excluding the general education core. A specialization is a collection of courses that vary by 9–15 credit hours from the major requirements of the degree program under which the parent major is classified. Both the name of the major and the name of the specialization are identified in the degree award.

**Certificates**
A Certificate is a program of study typically less than two years in length with a major in an occupational/technical area consisting of 30-59 credits that may include courses numbered 10-299. A minimum of 15% of a certificate’s credit hour requirement shall be in general education, including a three-credit hour English class (see VCCS Table 5-2).

**Career Studies Certificates**
A Career Studies Certificate is a program of study typically less than one year in length with a major in an occupational/technical area consisting of 9-29 credits which may include courses numbered 10-299. These programs are not required to include general education courses (see VCCS Table 5-2).

**Financial Aid Eligible**
In order for a program to qualify for financial aid, it must be at least 16 credits in length and graduates of certificate and career studies certificate programs must be able to earn gainful employment in the field of study upon graduation.

**Substantive Change**
A significant modification or expansion of the nature and scope of an accredited institution. Additional information can be found here: [http://sacscoc.org/SubstantiveChange.asp](http://sacscoc.org/SubstantiveChange.asp)
COLLEGE AND STATE CONSTITUENCIES WITH CURRICULAR RESPONSIBILITY

Outlines of the curriculum approval process are provided in the VCCS Curriculum Process, VCCS Table 5-3 and the VCCS Curriculum Process documents.

COLLEGE CONSTITUENCIES

Curricular development actions must pass through several internal steps. The college constituencies described below typically participate in curriculum development.

Schools
The School is the structural entity by which the college organizes itself academically. The School provides curricular coordination of the discipline, its development, and delivery. The Faculty of each School is composed of administrative, full-time, and adjunct faculty, department heads, program heads, and the academic dean. At Virginia Western there are four schools: The School of Business, Technology and Trades (BTT); The School of Liberal Arts and Social Sciences (LASS); The School of Health Professions (HP) and The School of Science, Technology, Engineering and Mathematics (STEM).

Curriculum Committee
The Curriculum Committee reviews and makes recommendations for new and existing curriculum programs and courses. The committee also has the responsibility for reviewing all curriculum programs of the college over periods of three years. Recommendations of the Curriculum Committee will be made to the Vice President of Academic and Student Affairs.

Institutional Effectiveness Office
The Institutional Effectiveness Office (IEO) is responsible for reporting substantive changes to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Substantive changes that are reported include, but are not limited to, new programs, discontinued programs, and programs offered all or in-part through distance learning or at off-campus sites, including high schools. The IEO also works with program heads to develop and review curriculum maps for each program. The curriculum maps are used to ensure that program level outcomes and general education competencies are taught and assessed as appropriate in each curriculum.

College Administration
The Vice President of Academic and Student Affairs is the college's chief academic officer and is responsible for the coordination of academic policy, credit curricula, and credit course and program development. Academic deans are responsible for the administration of academic programs and most credit courses. The dean reviews proposals for new or revised curricula to be forwarded to the Curriculum Committee. The Curriculum Committee reviews all curricular proposals and makes recommendations to the Vice President of Academic and Student Affairs.

Curriculum Advisory Committees
Curriculum Advisory Committees are established for each career/technical degree and stand-alone certificate program. These committees shall be appointed by the community college president with the approval of the Virginia Western Local Advisory Board. Curriculum Advisory Committees review existing curricula at least once a year and must be consulted regarding the establishment of new programs and revision to existing programs.
Virginia Western Local Advisory Board
The Virginia Western Local Advisory Board is responsible for the review and approval of proposals to initiate or discontinue all certificate and degree programs. The Board shall review all new curricular proposals for the college and shall recommend those proposals that it supports to the Virginia Community College System Academic Services and Research unit (VCCS AS&R) for notification or approval. It shall also review proposals for the discontinuation of programs and shall communicate its recommendations on such proposals to the VCCS AS&R.

Director of Financial Aid
The Director of Financial Aid is responsible for reviewing curricular changes to determine if the program is eligible for financial aid. The director ensures that the Department of Education is notified of discontinued programs and changes to existing programs. The coordinator also submits new program proposals to the Department of Education for approval to award financial aid funds to students in the program.

Registrar
The Registrar is responsible for graduation functions and certifications; academic records security, retention and disposition; student information access and release; advanced standing and award of credit; student curriculum tracking and course substitution; all phases of grade reporting, auditing and processing; academic renewal status; college reference and referrals, administrative withdrawals, late adds, etc., after the appropriate academic dean has completed the necessary paperwork.

STATE AND REGIONAL CONSTITUENCIES

Virginia Community College System (VCCS)
The VCCS oversees the twenty three community colleges in Virginia. As part of the VCCS, Virginia Western abides by VCCS policy, including policies related to curriculum and instruction.

Academic Services and Research
Academic Services and Research (AS&R) is the unit of the VCCS central office that deals with system-wide review and approval of curricula and courses. This unit is headed by a vice chancellor and staffed by the Director of Educational Programs as well as other individuals who may assist with planning for academic programs. AS&R also maintains the Master Course File (MCF), which is an online list of all courses approved for current use by any VCCS institution.

Academic and Student Affairs Council
The Academic and Student Affairs Council (ASAC) advises the Vice Chancellor for Academic Services and Research on policy issues. The Council includes the chief academic officers (typically, the academic vice presidents) and their associate vice presidents and provosts. ASAC is divided into five subcommittees: Educational Programs, Educational Technology, Institutional Effectiveness, Student Services, and Faculty Issues. The Educational Programs Committee considers issues and policy surrounding courses and programs. The Educational Technology Committee, the Faculty Issues Committee, the Institutional Effectiveness Committee and the Student Services Committee also may make recommendations that impact VCCS policy related to curriculum. Course adoption and changes are reported to ASAC by the Deans’ Course Review
Committee, whose membership includes college deans and academic officers.

State Board for Community Colleges
The State Board is the State agency responsible for the establishment, control, administration, and supervision of all community colleges in the Commonwealth of Virginia. The State Board meets at least four times annually. The State Board must approve all new Certificate and Associate Degree programs. Career Studies Certificates and Specializations do not require approval at the State Board level.

State Council of Higher Education for Virginia (SCHEV)
The State Council of Higher Education for Virginia is established to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth and lead state-level strategic planning and policy development and implementation based on research and analysis. SCHEV approves any Virginia public institutions’, including community colleges, new Certificate and Associate Degree programs.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the SACSCOC Board of Trustees that award associate, baccalaureate, master’s, or doctoral degrees. Virginia Western Community College is accredited by SACSCOC to award associate degrees. In order to maintain this accreditation the college must adhere to requirements for educational programs as specified in the Principles of Accreditation: Foundations for Quality Enhancement. SACSCOC must be notified if a new program is related to programs already approved at the college and does not represent a potential substantive change. If the new program does represent a substantive change from approved college programs, SACSCOC approval is required. See the Substantive Change Policy for additional information.

Program Accreditation
Some occupational/technical programs participate in specialized accreditation offered by professional organizations. In some cases, this accreditation is required in order to enable graduates of the program to enter the work force and/or be eligible for certification and licensure. Specialized accreditation does not relieve a program of the state, college, and regional requirements.
ROLE AND RESPONSIBILITIES OF THE CURRICULUM COMMITTEE

Purpose
The purpose of the Curriculum Committee is to review and make recommendations for new and existing curriculum programs and courses. In addition, the committee will provide leadership for developing and reviewing policies and procedures that relate to curriculum and instruction. Recommendations of the Curriculum Committee will be made to the Vice President of Academic and Student Affairs.

Committee Membership
The committee consists of the following standing members; however, input may be sought from other non-voting individuals.

Faculty Chair - Facilitator
1 – Faculty representative from each academic school:
   School of Business, Technology & Trades
   School of Health Professions
   School of Science, Technology, Engineering & Mathematics
   School of Liberal Arts & Social Sciences

1 – Representative from each of the following areas:
   Institutional Effectiveness Office
   Financial Aid Office
   Registrar’s Office
   Academic & Student Affairs Specialist

Curriculum Committee Charge
The Curriculum Committee is responsible for ensuring that all courses and programs have instructional integrity, address appropriate learning outcomes, fit into a sequential framework that leads to students achieving the respective competencies, and meet the college’s standards of excellence. The committee reviews all proposals, and must approve all additions, deletions, and major modifications to credit courses and programs. The Vice President of Academic and Student Affairs receives the recommendations of this committee. The curriculum development and review process is planned to ensure compliance with state requirements, regional accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges (Principles of Accreditation, Foundations for Quality Enhancement), and Department of Education requirements.
VCCS GENERAL EDUCATION COMPETENCIES

The associate degree programs within the Virginia's Community College System support a collegiate experience that meets the general education requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the State Council of Higher Education for Virginia (SCHEV). The following general education core competencies shall be included in the catalog of each college.

**Civic Engagement** is the ability to contribute to the civic life and well-being of local, national, and global communities as both as social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

**Critical Thinking** is the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

**Professional Readiness** is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education.

**Quantitative Literacy** is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.

**Scientific Literacy** is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information.

**Written Communication** is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.
GENERAL INFORMATION & TIMELINES FOR CREATING NEW PROGRAMS

New Programs

There must be ample justification for the creation of new curricula based upon the needs and opportunities of the state or region served by the college. In determining the curricula to be offered in the VCCS, the State Board shall take cognizance of the varying needs of the communities served throughout the Commonwealth of Virginia and the substantiated requests of interested local governing bodies, employers, and individuals.

The VCCS approval process for new programs is summarized in the VCCS Curriculum Process document and VCCS Table 5-3.

New AA, AS, AAS Degree or Certificate Program

A new degree program that includes content in a discipline or field not currently offered by the institution requires SCHEV approval as a new degree program with a separate CIP code. A new Certificate program (consisting of at least 30 credits) requires SCHEV approval. All new degree program, new Certificate programs and all health-related proposals, new or spin-off, must be reviewed and approved by SCHEV.

If the new degree program is substantively different from existing degree programs (see the Substantive Change Decision Matrix), approval must be obtained from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Timeline for developing a New Associate Degree or Certificate Program*

*Spin-off programs may follow a more condensed timeline for SCHEV approval, but not necessarily SACSCOC approval

Admitting first class in the Summer:

- Present to Virginia Western Curriculum Committee: Fall semester three years prior to implementation
- Vice President of Academic & Student Affairs Approval: After Curriculum Committee Approval
- College Council Approval: Immediately after VPASA Approval
- Local Board Approval: January, 30 months prior to implementation
- Submit to VCCS: Immediately after Local Board Approval is obtained
- State Board Approval: March, 28 months prior to implementation
- SCHEV Approval: March, 28 months prior to implementation
- SACSCOC substantive change prospectus submitted by July 1st of year prior to implementation (if necessary – see Substantive Change Matrix)
- SACSCOC substantive change notice submitted in October of year prior to implementation
- Catalog published: February 1st of implementation year
- Department of Education notified of program initiation in order to award financial aid: No later than February 15th of implementation year (at least 90 days in advance of implementation)
New Specialization within an AA, AS or AAS Degree Program

A new specialization within an existing degree program requires Local Advisory Board approval and VCCS notification; SCHEV approval is not needed. A specialization differs from the parent program by 9-15 credits. Students cannot graduate from a specialization and a parent degree because the two programs are less than 25% different by definition.

Program codes for Specializations are identified by the College. Documentation of an approved specialization is sent to the VCCS for notification and the Department of Education for Financial Aid purposes.

By definition, a new specialization is not substantially different from existing programs of study in terms of courses and content. However, if the program is requiring significant new equipment or will be held at a new site, SACSCOC approval may be needed (see the Substantive Change Decision Matrix).

Timeline for developing a New Specialization

Admitting first class in the Summer:

- Present to Virginia Western Curriculum Committee: Spring semester in year prior to implementation
- Vice President of Academic & Student Affairs Approval: After Curriculum Committee Approval
- College Council Approval: Immediately after VPASA Approval
- Local Board Approval: May, approximately one year prior to implementation
- Submit to VCCS: Immediately after Local Board Approval is obtained
- SACSCOC substantive change prospectus submitted by July 1st of year prior to implementation (if necessary – see Substantive Change Matrix)
- SACSCOC substantive change notice submitted in October of year prior to implementation
- Catalog published: February of implementation year
- Department of Education notified of program initiation in order to award financial aid: No later than February 15th of implementation year (at least 90 days in advance of implementation)
New Career Studies Certificate Program

All new career studies certificate proposals must be reviewed and approved by the Virginia Western Curriculum Committee and Local Advisory Board. Notification of approved career studies certificates is sent to the VCCS to obtain a program code and to the Department of Education for Financial Aid purposes. Any new career studies certificate that represents a substantive change must receive SACSCOC approval prior to implementation. (see the Substantive Change Decision Matrix).

Timeline for developing a New Specialization

Admitting first class in the Summer:

- Present to Virginia Western Curriculum Committee: Spring semester in year prior to implementation
- Vice President of Academic & Student Affairs Approval: After Curriculum Committee Approval
- College Council Approval: Immediately after VPASA Approval
- Local Board Approval: May, approximately one year prior to implementation
- Submit to VCCS: Immediately after Local Board Approval is obtained
- SACSCOC substantive change prospectus submitted by July 1st of year prior to implementation (if necessary – see Substantive Change Matrix)
- SACSCOC substantive change notice submitted in October of year prior to implementation
- Catalog published: February of implementation year
- Department of Education notified of program initiation in order to award financial aid: No later than February 15th of implementation year (at least 90 days in advance of implementation)
CREATING A NEW AA, AS OR AAS DEGREE PROGRAM

Proposals for new degree programs at Virginia Western Community College typically originate with a faculty member, academic dean, vice president, curriculum advisory committee, or local advisory board member. When the need for a new degree arises, the initiator should begin the process by discussing the composition of the new degree program with the appropriate academic dean. Once the dean agrees that the need for the program is justified, the program head charged with creating the program should meet with the chair of the curriculum committee to discuss the curriculum development and approval process.

**STEPS**

1. **Academic Dean/VPASA Approval:** The program head should obtain approval from the appropriate academic dean to begin working on creation of the program. The academic dean will consult with the Vice-President of Academic and Student Affairs (VPASA) prior to completing documentation.

2. **Curriculum Advisory Committee (for AAS programs):** Establish a Curriculum Advisory Committee and work with the committee to obtain approval to move forward with the request to establish the program. A list of the members and minutes addressing their approval of the program will be required in the *SCHEV Program Proposal* described below.

3. **Complete required internal documents:** Complete the following documents and review with the Curriculum Committee Chair prior to presenting to the Curriculum Committee.
   - Draft Catalog Page
   - Program Information Worksheet
   - Program Website Worksheet
   - New Program Student Learning Outcomes Worksheet
   - VCCS Form 102
   - SCHEV Part B and C
   
   If the proposed program includes any new courses not currently being offered at the institution, additional forms linked below may be needed. Please see appropriate section of this manual for further instruction.
   - New Course at Virginia Western Worksheet
   - Revised Course at Virginia Western Worksheet
   - VCCS Form 103
   - VCCS Form 104

4. **Obtain Curriculum Committee Approval:** Once the dean and program head have met with the Curriculum Committee Chair to ensure the appropriate documentation has been completed, the documents will be presented to the Curriculum Committee for approval. The program head and academic dean must attend the Curriculum Committee meeting or the proposal will not be heard.
5. **Obtain Vice President of Academic and Student Affairs Approval:** If approved, the curriculum committee chair will send the documents to the Vice-President of Academic and Student Affairs (VPASA) for final approval. The VPASA signs the VCCS Form 102 and takes the VCCS Form 102, Draft Catalog Page, and Resource Needs Worksheet to College Council for approval.

6. **Obtain College Council Approval:** Once College Council has approved, the VPASA submits the VCCS Form 102 and Draft Catalog Page to the President’s Office for inclusion at the next Local Advisory Board meeting.

7. **Obtain Local Advisory Board Approval:** The Vice-President of Academic and Student Affairs will present program details to the Local Advisory Board and obtain appropriate signatures on VCCS Form 102.

8. The VPASA will let the curriculum committee chair, program head and dean know that Local Advisory Board Approval has been obtained.

9. **Obtain VCCS Approval:** The VPASA will submit the VCCS Form 102 and Draft Catalog Page to the VCCS AS&R for approval.

10. **Complete the SCHEV Program Proposal Cover Sheet:** The program head will work with the curriculum committee chair to complete the SCHEV Program Proposal Cover Sheet.

11. **Develop the SCHEV Program Proposal:** The program head will use the *New Program Checklist – Degree Programs* to develop the SCHEV Program Proposal **two years prior to implementation**.

When completing the proposal, please adhere to the following format:

- Use word-processing software compatible with Microsoft Word (Times New Roman or Arial 12 Font preferred).
- Provide a table of contents and number all pages of the proposal consecutively to include all pages of the appendix.
- Provide a descriptive narrative that addresses all items listed below in sufficient detail to inform reviewers who may not be familiar with the discipline.
- Insert any forms or attachments in a labeled appendix. If attachments are submitted, please scan them and insert them electronically in an appendix. Fuzzy low resolution scans will not be accepted, scans must be legible.
- The entire proposal should be combined into one electronic file and numbered accordingly – no separate electronic or paper attachments.

Proposals should include all of the items indicated in the *New Program Guidelines, Checklist & Sample Table of Contents*. Some of the required forms are included in Step 3 above. Additional forms that you may need are listed below:

- **SCHEV Part A**
- **SCHEV Part D**
- **SCHEV Projected Enrollment Form**
- **Curriculum Matrix**

12. **Obtain VPASA Approval:** The program head will submit the completed SCHEV proposal to the VPASA for approval.
13. **Obtain SCHEV Approval:** The VPASA will send the completed proposal to SCHEV for approval.

14. Once approved by SCHEV, the VPASA will contact the Dean of Institutional Effectiveness and the Director of Financial Aid to initiate steps 15 and 16.

15. **SACSCOC Notification:** The Office of Institutional Effectiveness will determine if SACSCOC notification is necessary and will submit required documentation. SACSCOC must be notified if the new program is related to programs already approved at the college and does not represent a potential substantive change. If the new program does represent a substantive change from approved college programs, SACSCOC approval is required. *(See Substantive Change Decision Matrix)*

16. **Department of Education Notification:** The Director of Financial Aid will notify the Department of Education of any new programs for the upcoming catalog upon publication of the catalog in February each year.

Additional resources that might assist you as you develop your proposal:

- [VCCS SCHEV Program Proposal Workshop November 2018](#)
- [SCHEV State Level Requirements for Approval of Various Academic Programs Actions – policy 2016](#)
- [SCHEV Viability Standards](#)
- [VCCS Table 5-1](#)
- [VCCS Table 5-3](#)
- [VCCS Curriculum Approval Process](#)
CREATING A NEW DEGREE SPECIALIZATION

Proposals for new degree specializations at Virginia Western typically originate with a faculty member, academic dean, vice president, curriculum advisory committee, or local advisory board member. When the need for a new specialization arises, the initiator should begin the process by discussing the composition of the new program with the appropriate academic dean. Once the dean agrees that the need for the program is justified, the program head charged with creating the program should meet with the chair of the curriculum committee to discuss the curriculum development and approval process.

STEPS

17. Academic Dean/VPASA Approval: The program head should obtain approval from the appropriate academic dean to begin working on creation of the program. The academic dean will consult with the Vice-President of Academic and Student Affairs (VPASA) prior to completing documentation.

18. Curriculum Advisory Committee (for AAS programs only): Establish a Curriculum Advisory Committee and work with the committee to obtain approval to move forward with the request to establish the program.

19. Complete required documents: Complete the following documents and review with the Curriculum Committee Chair prior to presenting to the Curriculum Committee.

   - Draft Catalog Page
   - Program Information Worksheet
   - Program Website Worksheet
   - New Program Student Learning Outcomes Worksheet
   - VCCS Form 102
   - Resource Needs Worksheet
   - New Program Specialization Checklist
   - Specialization Crosswalk

   If the proposed program includes any new courses not currently being offered at the institution, additional forms linked below may be needed. Please see appropriate section of this manual for further instruction.

   - New Course at Virginia Western Worksheet
   - Revised Course at Virginia Western Worksheet
   - VCCS Form 103
   - VCCS Form 104

20. Obtain Curriculum Committee Approval: The dean and/or program head will meet with the chair of the curriculum committee to ensure the Proposal is complete. The documents will then be presented to the curriculum committee for approval.
21. **Obtain Vice President of Academic and Student Affairs Approval:** If approved, the curriculum committee chair will send the documents to the Vice-President of Academic and Student Affairs (VPASA) for final approval. The VPASA signs the VCCS Form 102 and takes the VCCS Form 102, Draft Catalog Page, and Resource Needs Worksheet to College Council for approval.

22. **Obtain College Council Approval:** Once College Council has approved, the VPASA submits the VCCS Form 102 and Draft Catalog Page to the President’s Office for inclusion at the next Local Advisory Board meeting.

23. **Obtain Local Advisory Board Approval:** The Vice-President of Academic and Student Affairs will present program details to the Local Advisory Board and obtain appropriate signatures on VCCS Form 102.

24. The VPASA will let the curriculum committee chair, program head, academic dean, Dean of Institutional Effectiveness and Director of Financial Aid know that Local Advisory Board Approval has been obtained.

25. **Notify VCCS AS&R Staff:** The Vice-President of Academic and Student Affairs will submit the Specialization Checklist, Copy of Parent Degree & Specialization Curriculum, Specialization Crosswalk, and the VCCS Form 102. This documentation may be submitted electronically. VCCS approval is not required for new or modified specializations.

26. **SACSCOC Notification:** The Office of Institutional Effectiveness will determine if SACSCOC notification is necessary and will submit required documentation. SACSCOC must be notified if the new program is related to programs already approved at the college and does not represent a potential substantive change. If the new program does represent a substantive change from approved college programs, SACSCOC approval is required. [See Substantive Change Decision Matrix]

27. **Department of Education Notification:** The Director of Financial Aid will notify the Department of Education of any new programs for the upcoming catalog upon publication of the catalog in February each year.

**Additional resources that might assist you as you develop your proposal:**

- [VCCS SCHEV Program Proposal Workshop November 2018](#)
- [SCHEV State Level Requirements for Approval of Various Academic Programs Actions – policy 2016](#)
- [SCHEV Viability Standards](#)
- [VCCS Table 5-1](#)
- [VCCS Table 5-3](#)
- [VCCS Curriculum Approval Process](#)
CREATING A NEW CERTIFICATE

Proposals for new certificate programs at Virginia Western Community College typically originate with a faculty member, academic dean, vice president, curriculum advisory committee, or local advisory board member. When the need for a new degree arises, the initiator should begin the process by discussing the composition of the new degree program with the appropriate academic dean. Once the dean agrees that the need for the program is justified, the program head charged with creating the program should meet with the chair of the curriculum committee to discuss the curriculum development and approval process.

STEPS

1. **Academic Dean/VPASA Approval:** The program head should obtain approval from the appropriate academic dean to begin working on creation of the program. The academic dean will consult with the Vice-President of Academic and Student Affairs (VPASA) prior to completing documentation.

2. **Curriculum Advisory Committee:** If necessary, establish a Curriculum Advisory Committee and work with the committee to obtain approval to move forward with the request to establish the program. A list of the members and minutes addressing their approval of the program will be required in the *SCHEV Program Proposal* described below.

3. **Complete required internal documents:** Complete the following documents and review with the Curriculum Committee Chair prior to presenting to the Curriculum Committee.
   - Draft Catalog Page
   - Program Information Worksheet
   - Program Website Worksheet
   - New Program Student Learning Outcomes Worksheet
   - VCCS Form 102
   - SCHEV Part B and C

   If the proposed program includes any new courses not currently being offered at the institution, additional forms linked below may be needed. Please see appropriate section of this manual for further instruction.
   - New Course at Virginia Western Worksheet
   - Revised Course at Virginia Western Worksheet
   - VCCS Form 103
   - VCCS Form 104

4. **Obtain VWCC Campus Approval:** Once the dean and program head have met with the Curriculum Committee Chair to ensure the appropriate documentation has been completed, the documents will be presented to the Curriculum Committee for approval. The program head and academic dean must attend the Curriculum Committee meeting or the proposal will not be heard.
5. **Obtain Vice President of Academic and Student Affairs Approval:** If approved, the curriculum committee chair will send the documents to the Vice-President of Academic and Student Affairs (VPASA) for final approval. The VPASA signs the VCCS Form 102 and takes the VCCS Form 102, Draft Catalog Page, and Resource Needs Worksheet to College Council for approval.

6. **Obtain College Council Approval:** Once approved by College Council, the VPASA submits the VCCS Form 102 and Draft Catalog Page to the President’s Office for inclusion at the next Local Advisory Board meeting.

7. **Obtain Local Advisory Board Approval:** The Vice-President of Academic and Student Affairs will present program details to the Local Advisory Board and obtain appropriate signatures on VCCS Form 102.

8. The VPASA will let the curriculum committee chair, program head and dean know that Local Advisory Board Approval has been obtained.

9. **Obtain VCCS Approval:** The VPASA will submit the VCCS Form 102 and Draft Catalog Page to the VCCS AS&R for approval.

10. **Complete the SCHEV Program Proposal Cover Sheet:** The program head will work with the curriculum committee chair to complete the SCHEV Program Proposal Cover Sheet.

11. **Develop the SCHEV Program Proposal:** The program head will use the New Program Checklist – Degree Programs to develop the SCHEV Program Proposal two years prior to implementation.

    When completing the proposal, please adhere to the following format:
    
    - Use word-processing software compatible with Microsoft Word (Times New Roman or Arial 12 Font preferred).
    - Provide a table of contents and number all pages of the proposal consecutively to include all pages of the appendix.
    - Provide a descriptive narrative that addresses all items listed below in sufficient detail to inform reviewers who may not be familiar with the discipline.
    - Insert any forms or attachments in a labeled appendix. If attachments are submitted, please scan them and insert them electronically in an appendix. Fuzzy low resolution scans will not be accepted, scans must be legible.
    - The entire proposal should be combined into one electronic file and numbered accordingly – no separate electronic or paper attachments.

    Proposals should include all of the items indicated in the New Program Guidelines, Checklist & Sample Table of Contents. Some of the required forms are included in Step 3 above. Additional forms that you may need are listed below:
    
    - SCHEV Part A
    - SCHEV Part D
    - SCHEV Projected Enrollment Form
    - Curriculum Matrix

12. **Obtain VPASA Approval:** The program head will submit the completed SCHEV proposal to the VPASA for approval.

13. **Obtain SCHEV Approval:** The VPASA will send the completed proposal to SCHEV for approval.
14. Once approved by SCHEV, the VPASA will contact the Dean of Institutional Effectiveness and the Director of Financial Aid to initiate steps 15 and 16.

15. **SACSCOC Notification:** The Office of Institutional Effectiveness will determine if SACSCOC notification is necessary and will submit required documentation. SACSCOC must be notified if the new program is related to programs already approved at the college and does not represent a potential substantive change. If the new program does represent a substantive change from approved college programs, SACSCOC approval is required. ([See Substantive Change Decision Matrix](#))

16. **Department of Education Notification:** The Director of Financial Aid will notify the Department of Education of any new programs for the upcoming catalog upon publication of the catalog in February each year.

**Additional resources that might assist you as you develop your proposal:**
- [VCCS SCHEV Program Proposal Workshop November 2018](#)
- [SCHEV State Level Requirements for Approval of Various Academic Programs Actions – policy 2016](#)
- [SCHEV Viability Standards](#)
- [VCCS Table 5-2](#)
- [VCCS Table 5-3](#)
- [VCCS Curriculum Approval Process](#)
CREATING A NEW CAREER STUDIES CERTIFICATE

Proposals for new career studies certificate programs at Virginia Western Community College typically originate with a faculty member, academic dean, vice president, curriculum advisory committee, or local advisory board member. When the need for a new degree arises, the initiator should begin the process by discussing the composition of the new degree program with the appropriate academic dean. Once the dean agrees that the need for the program is justified, the program head charged with creating the program should meet with the chair of the curriculum committee to discuss the curriculum development and approval process.

STEPS

1. **Academic Dean/VPASA Approval:** The program head should obtain approval from the appropriate academic dean to begin working on creation of the program. The academic dean will consult with the Vice-President of Academic and Student Affairs (VPASA) prior to completing documentation.

2. **Curriculum Advisory Committee:** If necessary, establish a Curriculum Advisory Committee and work with the committee to obtain approval to move forward with the request to establish the program. A list of the members and minutes addressing their approval of the program will be required in the *SCHEV Program Proposal* described below.

3. **Complete required internal documents:** Complete the following documents and review with the Curriculum Committee Chair prior to presenting to the Curriculum Committee.
   - Draft Catalog Page
   - Program Information Worksheet
   - Program Website Worksheet
   - New Program Student Learning Outcomes Worksheet
   - VCCS Form 102
   - Resource Needs Worksheet

   If the proposed program includes any new courses not currently being offered at the institution, additional forms linked below may be needed. Please see appropriate section of this manual for further instruction.
   - New Course at Virginia Western Worksheet
   - Revised Course at Virginia Western Worksheet
   - VCCS Form 103
   - VCCS Form 104

4. **Obtain Curriculum Committee Approval:** The dean and/or program head will meet with the chair of the curriculum committee to ensure the Proposal is complete. The documents will then be presented to the curriculum committee for approval.

5. **Obtain Vice President of Academic and Student Affairs Approval:** If approved, the curriculum committee chair will send the documents to the Vice-President of Academic and Student Affairs (VPASA) for final approval. Once approved and signed, the VPASA takes the VCCS Form 102, Draft Catalog Page, and Resource Needs Worksheet to College Council for approval.
6. **Obtain College Council Approval:** Once College Council has approved, the VPASA submits the VCCS Form 102 and Draft Catalog Page to the President’s Office for inclusion at the next Local Advisory Board meeting.

7. **Obtain Local Advisory Board Approval:** The Vice-President of Academic and Student Affairs will present program details to the Local Advisory Board and obtain appropriate signatures on VCCS Form 102.

8. The VPASA will let the curriculum committee chair, program head, academic dean, Dean of Institutional Effectiveness and Director of Financial Aid know that Local Advisory Board Approval has been obtained.

9. **Completion:** The program head will work with the Assistant to the Vice President of Academic & Student Affairs to proceed with the steps outlined in the [New Program Checklist - Career Studies Certificate](#).

10. **Notify VCCS AS&R Staff:** The office of the Vice-President of Academic and Student Affairs will submit the VCCS Form 102 and Draft Catalog Page to the VCCS. This documentation may be submitted electronically. The VCCS will review the curriculum and assign a program code and CIP code designation.

11. **SACSCOC Notification:** The Office of Institutional Effectiveness will determine if SACSCOC notification is necessary and will submit required documentation. SACSCOC must be notified if the new program is related to programs already approved at the college and does not represent a potential substantive change. If the new program does represent a substantive change from approved college programs, SACSCOC approval is required. ([See Substantive Change Decision Matrix](#)).

12. **Department of Education Notification:** The Director of Financial Aid will notify the Department of Education of any new programs for the upcoming catalog upon publication of the catalog in February each year.

**Additional resources that might assist you as you develop your proposal:**

- [SCHEV Viability Standards](#)
- [VCCS Table 5-2](#)
- [VCCS Table 5-3](#)
- [VCCS Curriculum Approval Process](#)
COURSES: NEW AND REVISED

A faculty member or program head may decide there is a need for a new or revised course. All changes to existing courses in the catalog and the addition of any course to a program of study must be approved by the Curriculum Committee. Please choose the section below that corresponds to the appropriate request:

I. **New Course offered at VWCC** – this section will outline how to add a course to a program that already exists in the VCCS Master Course File (https://courses.vccs.edu/)

II. **New Course at System Level** – this section will outline the process for creating a brand-new course not currently listed in the VCCS Master Course File.

III. **Revised Course** – this section will outline how to submit a change to an existing course both locally and at the System Level.

---

I. **New Course offered at Virginia Western**

Locate the course information in the VCCS Master Course File (MCF) and complete the **New Course at Virginia Western Worksheet** and create a **Course Outline**. If the new course being requested will be used in a degree program, this worksheet must be included at the time of the program review by the Curriculum Committee.

Be sure to include the institution specific information in addition to the MCF information on this form (i.e. – additional requisites; number of credits and/or lecture/lab hours, if variable in MCF).

Please see specific requirements and limitations for **General Usage Courses** in the appendix of this manual.

The program head will present the changes to the Curriculum Committee.

If approved, the curriculum committee chair will send the documents to the Vice-President of Academic and Student Affairs (VPASA) for final approval.

---

II. **New Course at System Level**:

A faculty member may identify the need for a new course to be offered which does not currently exist in the Master Course File.

In order to add a course to the MCF, complete **VCCS Form 103** and **VCCS Form 104** for submission to the VCCS. Also complete the **New Course at Virginia Western Worksheet** and a **Course Outline** to have the course added to the Virginia Western catalog if it is approved by the Deans Course Review Committee.

If the new course is to be used in a degree program, these forms must be included at the time of the program review by the Curriculum Committee.

The program head will present the changes to the Curriculum Committee.
If approved, the curriculum committee chair will send the documents to the Vice-President of Academic and Student Affairs (VPASA) for final approval.

The VPASA will submit the VCCS 103 and VCCS 104 to the Deans Course Review Committee for approval.

Please refer to the Course Approval Guidelines for the Dean’s Course Review Committee found in the appendix of this manual.

III. Revised Course

System Level (MCF) Revisions:
Course revisions at the System Level may include changes to the
- Course title
- number of credits and/or lecture/lab hours,
- requisite requirements,
- or course description.

In order to effect change to a course currently listed in the Master Course File, complete VCCS Form 103 and VCCS Form 104. Also complete the Revised Course at Virginia Western Worksheet and revise the Course Outline.

If the revised course is to be used in a degree program, these forms must be included at the time of the program review by the Curriculum Committee.

If the course is currently being taught at other VCCS schools, copies of emails supporting the change from each college must also be included. If the course is a transfer course, copies of emails supporting the change from four-year institutions must be included.

The program head will present the changes to the Curriculum Committee.

If approved, the curriculum committee chair will send the documents to the Vice-President of Academic and Student Affairs (VPASA) for final approval.

The VPASA will submit the VCCS 103 and VCCS 104 to the Deans Course Review Committee for approval.

Local Revisions:
Local course revisions typically include
- An addition to the course description that is in the MCF. Additional language may be added to the end of the description to add additional detail by local colleges.
- Revising the number of credits and/or lecture/lab hours for courses with variable credits/hours listed in the MCF
- Adding more restrictive requisite to courses than are already listed in the MCF
- Changing course title or description information when it is not defined in the MCF. For
example, SDV 101 is listed as Orientation to (Specify the Discipline) in the MCF. We can set the discipline specific wording in our catalog.

In order to make a local revision to a course, complete the Revised Course at Virginia Western Worksheet and revise the Course Outline.

Revisions to a course at the local level only need approval of the Curriculum Committee and VPASA.
REVISING A CURRICULUM

A proposal for a curriculum revision at Virginia Western typically originates with a faculty member. When the need for a curriculum revision arises, the initiator should begin the process by discussing the revisions with the appropriate academic dean.

STEPS

13. **Academic Dean Approval**: The program head should obtain approval from the appropriate academic dean to move forward with curricular changes.

14. **Complete the required documentation for the Curriculum Committee**. Depending on the type of change requested, complete the following:

   a. **Draft catalog page**
      - □ Print the current catalog page
      - □ Mark changes BY HAND on the page in colored ink to indicate addition, removal, replacement or reorganization of courses or the descriptive wording at the top or bottom of the page.
      - □ Mark any changes to the total number of required credits

   b. **Program Website Worksheet**
      - □ Complete this worksheet if the changes you make impact the
        - total number of credits for the program
        - description of the program
        - number of terms to complete the program
        - programmatic accreditation information, or
        - program head for the program

   c. **Program Name Change and/or CIP Code Change**
      - □ Complete this worksheet if you want to change the name of the program

If the proposed changes includes any new courses not currently being offered at the institution, additional forms linked below may be needed. Please see appropriate section of this manual for further instruction.

- [New Course at Virginia Western Worksheet](#)
- [Revised Course at Virginia Western Worksheet](#)
- [VCCS Form 103](#)
- [VCCS Form 104](#)

15. **Obtain Curriculum Committee Approval**: The dean and/or program head will meet with the chair of the curriculum committee, and if approved for the agenda, will then present to the requested plan changes to the curriculum committee for approval.
16. **Obtain Vice President of Academic & Student Affairs Approval:** The VPASA has final approval for all curricular revisions.

17. **Name and/or CIP Code Changes:** Name and/or CIP Code changes for degrees and certificate programs must be submitted to the Local Advisory Board and then the VCCS for final approval.
DISCONTINUANCES

All discontinuance proposals must be reviewed and approved by the Virginia Western Curriculum Committee and Local Advisory Board. Notification of discontinued degrees is sent to the VCCS for review, the State Board for Community Colleges for approval, and SCHEV, SACSCOC, and the Department of Education for notification.

PROCESS:

Proposals for program discontinuances at Virginia Western typically originate with a faculty member or academic dean. When the need for the discontinuance arises, the initiator should begin the process by discussing the change with the appropriate academic dean and the Vice President of Academic & Student Affairs. Once the administration agrees that the need for the discontinuance is justified, the program head in charge of the program should meet with the chair of the curriculum committee to discuss the discontinuance process.

The program head will present the information on the proposed program discontinuance at the curriculum committee meeting. The proposal will not be heard if the program head and the academic dean are not present.

STEPS:

1. Dean/Vice President Approval: The program head should obtain approval from the appropriate academic dean and the Vice President of Academic & Student Affairs to begin working on discontinuance of the program.

2. Curriculum Advisory Committee (for AAS degree, Certificate and Career Study Certificate programs): Obtain approval for the discontinuance from the Curriculum Advisory Committee. Meeting minutes addressing their approval of the discontinuation must be submitted.

3. Complete required internal documents: Complete the appropriate documentation as outlined in Discontinuation Checklist. Review completed documentation with the Curriculum Committee Chair prior to presenting to the Curriculum Committee.

   All Programs will need a VCCS Discontinuance Form and a Teach-Out Plan.

   Degree Programs and Certificates (not CSCs or Specializations) will need a SCHEV Intent to Discontinue Form

4. Obtain Curriculum Committee Approval: Once the dean and program head have met with the Curriculum Committee Chair to ensure the appropriate documentation has been completed, the documents will be presented to the Curriculum Committee for approval. The program head and academic dean must attend the Curriculum Committee meeting or the proposal will not be heard.

5. Obtain College Council Approval: Once the Curriculum Committee has approved, the Curriculum Committee Chair takes the program to College Council for approval.

6. Obtain Vice President of Academic and Student Affairs Approval: Once College Council has approved, the VPASA signs the VCCS Discontinuance Form and submits to the President’s Office for inclusion at the next Local Advisory Board meeting.

7. Obtain Local Advisory Board Approval: The Vice-President of Academic and Student Affairs will present program details to the Local Advisory Board and obtain appropriate signatures on VCCS Form 102.
8. **Teach-Out:** Once a program is discontinued, the college must provide an opportunity for all active students to complete the curricular requirements. In order to accomplish this, the following steps must be taken within the academic school:
   a. A query must be run to determine the students who are actively enrolled (i.e., within the last three consecutive terms) in the program.
   b. The division must send a letter to all active students informing them of the plan to discontinue the program, outlining the time frame for the student to complete the requirements, and providing alternative programs of study for students who prefer to change majors.
   c. Students who wish to complete the curricular requirements within the mandated time frame should be encouraged to meet with their advisor to ensure that they are in compliance with the graduation requirements.

9. **Teach-Out Timeline:** Degrees programs (AA, AS, AAS) require a 3 year teach-out; Certificates require 2 years; and, Career Studies Certificates require a 1 year teach-out.

10. **SACSCOC Notification:** SACSCOC must be notified when a program will be discontinued. The notification must include the teach-out plan and a description of the impact on faculty. *(See Substantive Change Policy)*

11. **Department of Education Notification:** The Director of Financial Aid will notify the Department of Education of any discontinued programs for the upcoming catalog upon publication of the catalog in February each year.

**Additional Resources:**

[VCCS Discontinuation Presentation](#)
SUBSTANTIVE CHANGE PROCESS

SACSCOC policy defines substantive change as “a significant modification or expansion of the nature and scope of an accredited institution.” Many substantive changes that must be reported to SACSCOC are related to changes in the type of programs offered and the locations where the programs are offered.

Faculty, program heads, administrators and local board members must be mindful of the requirements and timelines associated with substantive change reporting as they consider making curricular changes. The Institutional Effectiveness Office (IEO) will work with the Curriculum Committee to determine which curricular changes require substantive change reporting. The IEO routinely reports substantive changes to SACSCOC each spring and additionally throughout the year as needed.

For substantive changes requiring a prospectus, the IEO will provide support to the program head and academic dean in completing the report.

The Substantive Change Matrix on the following page provides a brief explanation of the types of substantive changes that need to be reported.

The catalog year runs with a leading summer session (summer, fall, spring). Typically curriculum changes begin with the new catalog year. For this reason, substantive changes that require prior approval must be submitted to SACSCOC by July 1st of the year prior to initiation. Substantive changes that only require notification can be submitted in the IEO annual substantive change report each spring.

Additional information regarding substantive change can be found in the SACSCOC Substantive Change Policy located on the SACS website at http://sacscoc.org/SubstantiveChange.asp.

Types of changes that **DO NOT** require SACSCOC notification or approval:

- Initiating an associate degree, certificate or career studies certificate program using *EXISTING COURSES* at an approved location
- Initiating an off-campus site where students can obtain 24% or less of credits toward a program
- Expanding program offerings at previously approved off-campus sites by adding approved programs that **ARE NOT** significantly different from current programs at the site
- Expanding program offerings at previously approved off-campus sites by adding approved programs that **ARE** significantly different from current programs at the site but **NOT** at the institution

Meet with the IEO to determine if a program proposal is a significant departure if

- new resources are needed – personnel, equipment or supplies
- more than 25% of the courses are under a new subject/discipline
- more than 50% of the courses are new to the College
## Substantive Change Decision Matrix

<table>
<thead>
<tr>
<th>If the program is</th>
<th>Prior APPROVAL required</th>
<th>Prior NOTIFICATION required</th>
<th>Time frame for contacting SACSCOC</th>
<th>Other applicable SACSCOC requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding at current degree level <em>(significant departure from current programs)</em></td>
<td>Yes</td>
<td>No</td>
<td>July 1 for summer implementation</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Offered off the main campus and ≥50% or more of the program credits are obtained at that site <em>Applies to dual enrollment</em></td>
<td>Yes</td>
<td>No</td>
<td>July 1 for summer implementation</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Expanding program offerings at previously approved off-campus sites by adding programs that ARE significantly different from current programs at the site AND at the institution</td>
<td>Yes</td>
<td>No</td>
<td>July 1 for summer implementation</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Initiating dual or joint degrees involving program expansion <em>(significant departure)</em> or initiating a new site where student can obtain 50% or more credits toward a program</td>
<td>Yes</td>
<td>No</td>
<td>July 1 for summer implementation</td>
<td>See SACSCOC policy &quot;Agreements Involving Joint and Dual Academic Awards&quot;</td>
</tr>
<tr>
<td>Initiating a program or courses delivered through cooperative academic arrangement</td>
<td>No</td>
<td>Yes</td>
<td>At least 6 months prior to implementation</td>
<td>Acceptance of notification, copy of signed agreement, contact information for each institution/entity</td>
</tr>
<tr>
<td>Initiating a certificate program at a new off-campus site at employer’s request and on short notice <em>(previously approved program)</em></td>
<td>Yes</td>
<td>No</td>
<td>Contact Commission Staff</td>
<td>Cover Sheet Modified Prospectus</td>
</tr>
<tr>
<td>Initiating a certificate program that is a significant departure from previously approved programs at employer’s request and on short notice</td>
<td>Yes</td>
<td>No</td>
<td>Contact Commission Staff</td>
<td>Cover Sheet Modified Prospectus</td>
</tr>
<tr>
<td>Moving an off-campus instructional site <em>(serving the same geographic area)</em></td>
<td>Yes</td>
<td>No</td>
<td>Prior to implementation</td>
<td>Letter of notification</td>
</tr>
<tr>
<td>Initiating programs or courses offered through contractual agreement or consortium</td>
<td>No</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>Letter of notification and copy of signed agreement</td>
</tr>
<tr>
<td>Initiating off-campus sites where students can obtain 25-49% of credits toward a program <em>(including but not limited to Early College High School, dual enrollment programs offered at a high school, and certificate programs that are not at employer’s request and not on short notice)</em></td>
<td>No</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>Letter of notification</td>
</tr>
<tr>
<td>Closing a program, approved off-campus site, branch campus, or institution where the institution plans to teach out its own students</td>
<td>Yes</td>
<td>Yes</td>
<td>As soon as decision is made</td>
<td>Letter of notification with Description of teach-out plan</td>
</tr>
<tr>
<td>Closing a program, approved off-campus site, branch campus, or institution where the institution plans contracts with another institution(s) to teach-out students <em>(Teach-out Agreement)</em></td>
<td>Yes</td>
<td>Yes</td>
<td>As soon as decision is made</td>
<td>Letter of notification with Description of teach-out plan, copy of signed teach-out agreement(s) detailing terms</td>
</tr>
</tbody>
</table>
Frequently Asked Questions

Current VCCS policies, procedures and forms related to courses and programs are available on the Buzz 2 site. Buzz 2 can be accessed from the VCCS Intranet link at the bottom of the VCCS website or directly at https://buzz2.vccs.edu/Pages/home.aspx. You will need to use your MyVWCC credentials to login to the intranet site.

The VCCS Policy Manual is located at https://www.boarddocs.com/va/vccs/Board.nsf/Public. Educational program policies are in Section 5.

PROGRAMS

- In order to qualify for financial aid, a program must include a minimum of 16 credits.

- When listing courses by semester, you cannot exceed 18 credits each semester (no more than 9 in the summer)

- When modifying programs, ensure you still meet the requirements of VCCS Table 5-1 for degree programs and Table 5-2 for certificates and career studies certificates

- Specializations must differ from the parent program by 9-15 credits only. (There is not a requirement for a credit difference among specializations under the same parent program.)

- In order for a student to graduate from two different programs, regardless of degree or certificate, the programs must differ by at least 25%. A student can never graduate from two programs under a parent program.

COURSES

- Colleges can only offer courses listed in the Master Course File (MCF) located at https://courses.vccs.edu/.

  - Course descriptions in the MCF cannot be altered. You may add a clarifying sentence to the end of a course description in the Virginia Western Catalog.
  
  - Prerequisites must be as strict as listed in the MCF. Virginia Western requisites may be more restrictive, but cannot be less restrictive that what is listed.
  
  - If you want to make a change to a course in the MCF, you will need to submit email evidence that other colleges offering the course support the change. To determine the other colleges that offer the course, click on the specific course in the MCF and review the list of “Offering Institutions” to the left of the screen.
  
  - If the course is a transfer course, you will also need support from local four year institutions that the change will not impact transfer students (Radford, Virginia Tech, JMU)
**GENERAL**


- **SOC Code**: The Standard Occupational Classification (SOC) System is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. Information on SOC codes is available at [https://www.bls.gov/soc/](https://www.bls.gov/soc/). SOC codes are used to populate the job outlook data on the program web pages that is pulled from EMSI Career Coach.
Appendices

Attached are PDF versions of the forms that will need to be completed for reference. Fillable versions of these forms are available on the L Drive at L:\Curriculum Development Manual\Form.

Please use forms saved on the L Drive. Additional information including presentations for preparing proposals are available on the L Drive. Additional VCCS information is available on the VCCS Intranet (Buzz 2) site under Teams.
Course Approval Guidelines for the Dean’s Course Review Committee

Introduction:

The Dean’s Course Review Committee has established the following guidelines for their use in deciding whether or not a proposal for a new or revised course should be considered as appropriate for college credit or if the proposal more accurately describes a non-credit training activity.

1. If the course meets the bulk of the following “Credit” criteria, it then proceeds to the next stage. Both credit and non-credit courses may contain a mixture from the two columns, but to qualify as a credit course, the proposal must be clearly distinguished as such according to the following table.

2. Credit courses also need to be evaluated for the appropriate level of instruction: <100 for “pre-college” level, 100 for college freshman level, or 200 for college sophomore level instruction, as indicated on the following “Course Level Guidelines”

3. The course also needs to be evaluated with respect to the nature of the course – lecture and/or laboratory. If the course content and description appear to meet the definition listed below, the course MUST contain an embedded laboratory component as part of the course description and contact hour configuration.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Non-credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established curriculum benchmarked against national or international industry standards and principles of good practice in the field or discipline</td>
<td>Short-term offerings providing just-in-time instruction and training to address specific employer needs or client interests</td>
</tr>
<tr>
<td>Covers theoretical, philosophical, and social constructs -- answers the question of WHY</td>
<td>Demonstrates applications of theoretical concepts -- answers the question HOW</td>
</tr>
<tr>
<td>Learning based on reflection and critical thinking as well as interactions with course content, peers, and faculty; time is required to master the content and gain understanding</td>
<td>Learning is based on time on task and building competency</td>
</tr>
<tr>
<td>Learning is qualitatively evaluated against standards for achievement and performance (formative and summative assessments)</td>
<td>Instruction is delivered without qualitative evaluation of performance (may include assessment for certification)</td>
</tr>
<tr>
<td><strong>Credit</strong></td>
<td><strong>Non-credit</strong></td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Course content is structured and sequenced as part of a total curriculum that builds breadth and depth of understanding.</td>
<td>Course content narrowly focused on discrete skills and knowledge.</td>
</tr>
<tr>
<td>Requires preparation outside of class meetings and prerequisite skills/knowledge.</td>
<td>Instruction self-contained in classroom.</td>
</tr>
<tr>
<td>Instructor is facilitator of learning (guided discovery) in and out of class.</td>
<td>Instructor provides direct supervision in the classroom.</td>
</tr>
<tr>
<td>Content taught at post-secondary collegiate level.</td>
<td>Content taught at multiple skill levels.</td>
</tr>
<tr>
<td>Faculty must be academically qualified and credentialed with relevant experience and contributions to the field.</td>
<td>Faculty may be qualified or credentialed on the basis of experience.</td>
</tr>
<tr>
<td>Instructional activities are varied and designed to provide opportunities for exploring alternative approaches and perspectives on the subject matter.</td>
<td>Instructional activities are narrowly focused to deliver content and provide opportunities for practice or application.</td>
</tr>
<tr>
<td>Minimum standards must be met for success.</td>
<td>Minimum attendance required for success.</td>
</tr>
<tr>
<td>Requires an amount of reading, writing and critical thinking appropriate for college-level and complexity and variety of instructional materials.</td>
<td>Content taught at multiple skill levels with corresponding instructional materials and limited focus.</td>
</tr>
<tr>
<td>Results in integration, transfer of learning and making connections in broad context.</td>
<td>Learning narrowly focused on discrete skills and knowledge.</td>
</tr>
<tr>
<td>Learner-centered experience.</td>
<td>Instructor-centered experience.</td>
</tr>
<tr>
<td>Based on academic hour that includes student workload (out-of-class preparation/assignments) and delivery of content (contact hours) sufficient for credit hours assigned (usually 3:1).</td>
<td>Based on clock-hours of instruction.</td>
</tr>
</tbody>
</table>
**Course Level Guidelines:**

**Below 100-level course:** content appropriate for less-than collegiate level instruction; assumes no (or limited) prerequisite skills or knowledge; focused on fundamentals (see characteristics outlined above for non-credit)

**100-level course:** assumes secondary-level skills, knowledge, understanding and maturity; prepares students with prerequisite skills and knowledge for higher-level, more difficult or complex material; provides tools for critical thinking; broad-based content that provides structure for future learning; focused on basic applications of learning skills for understanding

**200-level course:** presumes skills and knowledge and a level of reading and writing ability to deal with higher-level, more complex material; designed to provide breadth and/or depth to content area; builds on 100-level courses and narrows focus for specialization and greater in-depth examination of subject matter; requires higher-level thinking skills – transfer and integration of knowledge

**Laboratory Definition:**

If the course clearly requires students to use and have access to specialized equipment or supplies (hardware and/or software) that are not generally available to students, then this course requires an embedded laboratory component for application of course concepts. Includes:

1. Application  Yes ☐  No ☐  
   *(Of hardware, software, equipment, special resources, skill development, etc.)*

2. Authentic Learning Environment  Yes ☐  No ☐  
   *(Includes clinical, work-based learning, service learning, etc.)*
DISCONTINUANCE OF AN ACADEMIC PROGRAM

Academic Services & Research

The discontinuance process is highlighted in the VCCS Policy Manual, 5.2, Development of Programs and Courses, Table 5-3, “Procedures for Discontinuance of Programs.” Below is a listing of the required documentation by program type for a discontinuance request. The documentation may be sent electronically to dlewis@vccs.edu and mfitzgerald@vccs.edu. Please use the list(s) below to sort your proposal.

ASSOCIATE DEGREES, DIPLOMAS AND CERTIFICATES

_____ VCCS Discontinuance Form

Note the following items on the Discontinuance form are required for submission to the State Board so please keep this in mind when completing this documentation for diplomas, degree programs and majors:

- The date the program was first offered at the college.
- The college’s catalogue description.
- The program(s) student will be referred to.

Please do not add a page number to this form.

_____ Cover Letter from the Chief Academic Officer addressed to Sharon Morrissey.

Note the following items must be included in the CAO letter,

- Indicate the nature of the request and include the program name/title, and CIP code, termination date, administrative unit, and the Local and State Board approval date. **Note: State Board Approval** is required to discontinue a degree program.

- Indicate the reason for the intent to discontinue the academic program;

- Indicate the institution’s plan to address state needs if the program is in a critical shortage area;

- Describe the institution’s commitment to the proposed change (in terms of faculty and physical resources), if applicable;

- Describe the resources needed to support the change, if applicable; and

- Include contact information (name, title, telephone number, and e-mail address) of person(s) other than the institution’s chief academic officer who may be contacted regarding the document.
• Do not add a page number to the letter.

_____ SCHEV Intent to Discontinue an Academic Degree Program Cover Sheet Form
Note the SCHEV Intent to Discontinue Proposal Cover Sheet form may not be altered in any way and must be the version dated April 1, 2016. Do not add a page number this form.
*** The termination date for reporting degrees should not exceed seven years beyond the last date for reporting new enrollments. Be certain to provide SEMESTER and YEAR.

_____ Table of Contents

_____ Narrative Description to address the following,

• Indicate the name/title, and CIP code of the program.
• Indicate the date the program would no longer be available.
• Include a background narrative to describe factors prompting the closure of the program.
• Include a rationale providing justification for the intent to discontinue the program. Provide support documentation, if needed.
• For degree programs in a critical shortage area, include a detailed explanation for the intent to discontinue the program. What will the institution do to address regional and state need for graduates of such academic programs? Provide support documentation, if needed.
• Include the institution’s plans to “teach out” current students. When does the institution anticipate students graduating?

_____ Documentation that includes the local college administration and board approval.

_____ Labeled Appendix with any supporting documentation, if appropriate.

CAREER STUDIES CERTIFICATES

_____ VCCS Discontinuance Form

_____ Documentation that includes the local college administration and board approval.

_____ Copy of Advising Sheet or Curriculum
Draft Catalog Page

*Please see online catalog for a sample page

New Program name:
Purpose:
Program Objectives:
Admission Requirements:
Developmental Requirements:
Program Notes:
Schedule (Delete any semesters that are not applicable):

First Year Fall Semester:
ABC 123           Course Title                   3 CR

First Year Spring Semester:

First Year Summer:

Second Year Fall Semester:

Second Year Spring Semester:

Second Year Summer:

Total Minimum Credits for Degree:

Footnotes: (Be sure to mark any classes that have a prerequisite with an *. Number any footnotes on the classes above)
General Usage Courses

Section 5.3.0.3 of the Virginia Community College System Policy Manual provides for the use of generic-type courses, *general usage*, that apply to multiple curricula and to all disciplines. The college catalog shall include course information (number, title, credits and description) as listed in the Master Course File. More specific titles, credits and course descriptions may be substituted in published class schedules to clarify topics and content covered in a given semester.

General usage courses may be repeated for credit, and may include lecture, laboratory, out-of-class study, or a combination thereof.

90, 190, 290  **Coordinated Internship (discipline) (1-5 Cr.)**
Supervises on-the-job training in selected business, industrial or service firms coordinated by the college. Credit/practice ratio not to exceed 1:5 hours. May be repeated for credit.
Variable hours per week.

93, 193, 293  **Studies In (discipline) (1-5 Cr.)**
Covers new content not covered in existing courses in the discipline. Allows instructor to explore content and instructional methods to assess the course’s viability as a permanent offering.
Variable hours per week.

*A “Studies in” course is intended as an experimental course to test its viability as a permanent offering. Each offering of the course must be approved by the Chief Academic Officer or designee. An experimental course may be offered twice, after which the course must be approved under the appropriate discipline according to VCCS processes for adding new courses to the Master Course File.*

95, 195, 295  **Topics In (discipline) (1-5 Cr.)**
Provides an opportunity to explore topic areas of an evolving nature or of short-term importance in the discipline.
Variable hours per week.

*A “Topics in” course is intended to cover topics of an evolving nature or of short term importance in the discipline. The course shall be approved by the academic VP or designee for a period up to two years. The Chief Academic Officer or designee may approve an extension of another two-year period, after which the course must be approved under the appropriate discipline according to VCCS processes for adding new courses to the Master Course File.*

96, 196, 296  **On-Site Training (discipline) (1-5 Cr.)**
Offers opportunities for career orientation and training without pay in selected businesses and industry. Supervised and coordinated by the college. Credit/work ratio not to exceed 1:5 hours.
Variable hours per week.

Policy Approved by State Board for Community Colleges September, 2005.
Updated: 05/30/2006
General Usage Courses

**97, 197, 297**  **Cooperative Education In (discipline) (1-5 Cr.)**
Provides on-the-job training for pay in approved business, industrial and service firms. Applies to all career-technical curricula at the discretion of the college. Credit/work ratio not to exceed 1:5 hours.
Variable hours per week.

**98, 198, 298**  **Seminar and Project In (discipline) (1-5 Cr.)**
Requires completion of a project or research report related to the student's occupational objective and a study of approaches to the selection and pursuit of career opportunities in the field.
Variable hours per week.

**99, 199, 299**  **Supervised Study In (discipline) (1-5 Cr.)**
Assigns problems for independent study outside the normal classroom setting under the guidance and direction of an instructor. Incorporates prior experience and instruction in the discipline.
Variable hours per week.

Exceptions to the credit limit may be granted by the Chief Academic Officer.

Policy Approved by State Board for Community Colleges September, 2005.
Updated: 05/30/2006
Worksheet for a New Course at Virginia Western

- Copy and paste the course description from the Master Course File.

- Type the course description as should appear in the Virginia Western Catalog:

- Is this course going to be included in a program at Virginia Western? ___ Yes ___ No
  - If so, which program(s)?
  
  *If yes, you must submit a copy of your Program Page with Course Placement.*

- Prerequisite(s):
  - Does the MCR require a Pre/Co-Requisite? Yes _____ No ______
    - If Yes, list here: ________________________________
  - Is a Local Prerequisite necessary? Yes _____ No ______
    - If Yes, list here: ________________________________

- Complete the following information:
  - Number of Credits: Lecture _________ Lab _________ Other(specify) ______________
  - Number of Contact Hours: Lecture _________ Lab _________ Other ______________
  - Grading Basis: ________________ (ie – Graded, N/NP, DEV, Non-Graded)
  - Semester(s) Course Typically Offered: ________________________________
  - Is this a Transfer Course? Yes ______ No ________

- Additional Information:
New Program: Student Learning Outcomes

Develop 3-5 Student Learning Outcomes for the proposed program.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment</th>
<th>Standard of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the most vital lessons for long-term success?</td>
<td>What will provide evidence that the outcome has been met?</td>
<td>How will you know students are successful?</td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Course</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Once documentation is received staff will review the curriculum and assign a program code. Career Studies Certificates must contain between 9-29 credit hours. Staff shall notify the college in writing when the program code has been identified and the CIP Code designation has been processed.

Please submit electronically to M. Heather Fitzgerald (mfitzgerald@vccs.edu) in the order described below.

Documents and Sections - Proposals should include the following below:

_____ VCCS 102 Form, Request for New Curriculum (note there is a check box for CSC on the form.)

_____ Description of Proposed Program
Include a brief narrative that describes the program. This can be in the form of the catalog description.

_____ Provide documentation or include in the description when the Local Board approved the proposal. This can be in the form of local board minutes or curriculum approval signature form.

_____ Provide a copy of the Curriculum
This can be in the form of the bulletin copy, advising form, or documentation from local curriculum committee.

Resources:

• Master Course File - http://courses.vccs.edu/ for course descriptions, credit hours, etc. from the VCCS Website.
Instructions
1. When the program proposal is being submitted to the system office for VCCS staff review please submit the proposal electronically to M. Heather Fitzgerald, VCCS Coordinator of Academic Programs (mfitzgerald@vccs.edu).

2. VCCS staff will provide written feedback as recommendations or revisions. Staff will also indicate after review when the program proposal is ready for submission to the State Board and SCHEV.

3. When the proposal is being submitted to VCCS staff it is required that the Chief Academic Officer confirm that the program proposal features all of the required components. If the proposal is submitted without the required components, the proposal will be returned to the college with the missing areas flagged for further program development. No written feedback can be provided until all elements of the proposal have been completed.

4. Please print out this document and sign below and scan as a PDF and submit electronically to M. Heather Fitzgerald (mfitzgerald@vccs.edu).

Chief Academic Officer: (Print Name): ______________________________________

Chief Academic Officer: (Provide signature and date): ______________________________________

College: ______________________________________
Institution: __________
Program Title: ________________________________________________________________
CIP Code: ____________________________ VCCS Code: ____________________________
Date of Review by System Office: ________________
Reviewer Name (System Office): ________________________________

Proposal Format
• Use word-processing software compatible with Microsoft Word (Times New Roman or Arial 12 Font preferred).
• Provide a table of contents and number all pages of the proposal consecutively to include all pages of the appendix. Sample Appendix provided on page 9.
• Provide a descriptive narrative that addresses all items listed below in sufficient detail to inform reviewers who may not be familiar with the discipline.
• Insert any forms or attachments in a labeled appendix. If attachments are submitted, please scan them and insert them electronically in an appendix. Fuzzy low resolution scans will not be accepted, scans must be legible.
• The entire proposal should be combined into one electronic file and numbered accordingly – no separate electronic or paper attachments.

Documents and Sections - Proposals should include the following below:

_____ VCCS Form 102, Request for New Curriculum – signed.
The document must be completed and signed by Vice President, President, and Chair of Local Board.

_____ SCHEV Program Proposal Cover Sheet completed

_____ Letter from the chief academic officer – signed.
The letter should contain the following information:
  • Describe the institution’s commitment to the proposed program (in terms of faculty, financial, and physical resources);
  • Explain how the proposed program will fit with the institution’s mission and strategic plan and;
  • Describe funding plans for the proposed program.

Note: If the proposed program will be offered jointly or in collaboration with one or more additional institutions (public or private), the chief academic officer(s) of the collaborating institution(s) should also submit a letter of support and explanation.

_____ Description of Proposed Program
Include a narrative description of the program that addresses the following questions:
• What is the background of the proposed program? Include the institution’s name, location of the program, and initiation date (semester/year) of the program. Is the program a collaboration of campus units (e.g., departments)? What is the purpose of the proposed program? The focus/intent of the program should be provided. What purpose will graduates serve and what are graduates needed to do? Is the program in an emerging or cutting-edge area? A brief history of the evolvement and/or a description of the program area should be provided.

• What is the relationship of the proposed program to the institution’s mission? How does the program align with the institution’s mission? Is the program a result of the institution’s strategic plan?

• How many credit hours are required for the proposed program? The credit total range for certificates is 30 credits to 59 credits.

• If a program will seek accreditation, which accrediting organization will be used? When (in which year) will accreditation be sought?

• What are the admission criteria for the proposed program? Provide specific criteria and requirements. Indicate if admission requirements will apply to all students.

• Curriculum – What is the curriculum? Describe the curriculum and include all required courses that are general education and program-specific. A minimum of fifteen percent (15%) of a certificate’s credit hour requirement shall be in general education. The general education requirements must include one (1) three (3) credit hour English class.

• Who is the target audience for the proposed program? Describe the audience the institution intends to target for enrollment and/or the type of individual that would be interested in enrolling in the certificate program.

• What is time to complete for full-time students and part-time students? Indicate time to complete for full-time and part-time students.

• Course Delivery Format – Indicate program/courses delivery method. If all or part of the curriculum will utilize any variation of online (i.e., distance, hybrid), what institutional resources will be needed to offer courses? A complete description of the plan, courses, and resources available should be discussed.

• What is the student retention plan for the proposed program and what specific processes, requirements, or activities will be established to ensure students are retained and supported to graduation?

• With the assistance of the institution’s director of assessment or the assessment office, complete the following items (for both general education and program specific outcomes):
  o What learning outcomes (knowledge and skills) are graduates expected to demonstrate?
  o When and how does the institution plan to assess student learning?
  o How does the assessment plan fit into the institution’s overall program review?
  o When and how does the institution plan to assess/evaluate the certificate program? What is the review cycle for the program? When will the institution conduct reviews? Who will conduct the reviews? In what year will the first
in institutional level review occur?
  o  What are the benchmarks by which the program will be deemed successful?

- What are the types of jobs for which the program prepares students? Include this information in the Employer Demand section.

- How will the proposed program be administered? Who will be responsible for administering the program?

- Faculty – What are the faculty credentials and what is the availability of existing faculty? If using adjunct faculty, indicate the number of adjuncts, credentials, and teaching support that would be used to offer the certificate.

- Is the proposed program similar or related to existing programs offered by the institution? If so, explain the similarities and differences between existing certificate programs and the curriculum of the proposed program. Include the name/title of certificate and location of existing certificate programs.

- If this is a collaborative program with another institution of higher education or with business and industry, what is the extent of the collaboration? Describe resources available from each partner and how those resources will be allocated to support the program. Also describe how the program will be administered and which institution(s) will award the certificate.

___ Credits in the Program - How many credit hours are required for the proposed certificate? Institutions should include the curriculum detailing the required number of credit hours.

___ Accreditation – If college is seeking a program-specific accreditation, which accrediting body will be used (e.g. Accreditation Council for Occupational Therapy Education)? When (in which year) will accreditation will be sought?

___ Assessment
With the assistance of the institution’s director of assessment or the assessment office, complete the following items (for both general education & program-specific outcomes):
- What learning outcomes (knowledge and skills) are graduates expected to demonstrate?
- When and how does the institution plan to assess student learning?
- How does the assessment plan fit into the institution’s overall program review?
- What are the benchmarks by which the program will be deemed successful, when will they be applied, and what will the institution do if the program does not meet the benchmarks? These benchmarks may include meeting projections for enrollment, job placement and satisfaction of employers and graduates with the program. Information should be provided about how the data in the benchmarks will be collected.

___ Need for the Proposed Program
Justification provided background information for program development
- What is occurring in the field that warrants the program and evidence that the
Commonwealth needs this program or will need it in the future (visionary) to address emerging disciplines, etc.

- How was future need determined?
- Provide complete citation for all referenced information.
- Include in-text citations for all quoted information.

**Employer Demand** - Evidence of employer demand. Including current and future need for such graduates. Evidence of demand should include:

- Labor market information appropriate to the scope of the program (i.e., if the program is national in scope, provide national labor market data; if regional, then regional market data; if local, then local data).
- Types of jobs for which students will be prepared.
- Letters of support from prospective employers:
  - Each letter of support must show how the business will benefit, what the author’s connection is to the business, and the number of future job openings that business could fill with program graduates.
  - Do not use form letters of support that differ only in the signature (include letters in the APPENDIX)
  - Employer support letters should be referenced in the narrative.

**Student Demand** - Evidence of student demand to support projected enrollments.

Evidence of demand should include at least one of the following requirements:

- (1) A descriptive narrative/full report of student survey results. Provide a copy of any surveys administered in the APPENDIX. Surveys must reflect information obtained within 12 months of submitting the proposal to SCHEV.
- (2) Letters and/or emails of support from prospective students (a minimum of 15 letters/emails) that include a statement of need for program and indicate possible enrollment in the program, in the APPENDIX
- (3) A summary, with citations, of any other sources (such as a similar program at the college) that documents student demand.

The estimated headcount and FTE (full-time equivalent) students, including sources for the projection. Figures used here must match with the figures used in the completed and attached “Summary of Projected Enrollments in Proposed Program.” The estimated headcount and FTE must meet SCHEV’s minimum standards for program viability.

**Program duplication**

- Include evidence that the proposed program is not unnecessarily duplicative of programs at other institutions in Virginia. Describe how the curriculum of the proposed program is similar to and different from other programs in the state.
SCHEV Projected Enrollment Table

\[ \text{http://www.schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-program-actions} \], page 17) completed for years 1 through 4 – figures used here should match figures used on VCCS Form 102 and in the Student Demand section of the proposal narrative.

Projected Resource Needs

- Explain the resources to offer the certificate and if needed, indicate additional costs (actual dollar figures and explain)

Gainful Employment

- Indicate if the certificate is a Gainful Employment program and will come under Gainful Employment Regulations.

General Education courses in proposed program including course descriptions, number of credits, lecture hours, and lab hours from the Master Course File (MCF). Include any new courses in the curriculum.

Program Specific courses in proposed program including course descriptions, number of credits, lecture hours, and lab hours from the Master Course File (MCF). Include any new courses in the curriculum.

Curriculum - Semester by semester curriculum provided along with course descriptions of any new courses to be added.

- All requirements for certificates must be satisfied. The requirements may be found at the following site

\[ \text{http://www.boarddocs.com/va/vccs/Board.nsf/Public}\# \] (Under Policies, Section 5 Educational Program, Section 5.1.1 Diploma and Certificate Programs in the Policy Manual).

Resources:

- Master Course File - \text{http://courses.vccs.edu/} for course descriptions, credit hours, etc. from the VCCS Website.

- SCHEV Cover Program Proposal Cover Sheet - \text{http://www.schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-program-actions}

Notes on submission of proposal to SCHEV: When the program proposal is completed and Academic Services & Research has confirmed that the program proposal is ready for submission to SCHEV two, signed, hard copies of the final version of the complete program proposal are to be mailed to the system office at the following address:

M. Heather Fitzgerald, VCCS Coordinator of Academic Programs
Virginia Community College System
SAMPLE of a Typical Program Proposal Table of Contents

Recommended Table of Contents for Program Proposals for New Certificates
Note: Chief Academic Officer’s letter is first page of the proposal followed by SCHEV Program Proposal Cover Sheet and Table of Contents as outlined below.

Name of Certificate:
CIP Code:
Initiation Date:
Description of the Proposed Program
  Program Purpose
  Relation to Mission and Strategic Plan
  Number of Credit Hours
  Admission Criteria
  Target Audience
  Time to Complete for Full-Time and Part-Time Students
  Course Delivery Format
  Student Retention Plan
  Program Assessment
  Program-Specific Learning Outcomes
  Benchmarks for the Program
  Administration of the Program
  Relationship to Existing Programs
  Collaboration
Need for the Proposed Program
  Justification for the Program
  Employment Demand
  Student Demand
SCHEV Student Projected Enrollment Chart
Program Duplication
Projected Resource Needs
Appendices

Appendix A: VCCS 102 Form, Request for New Curriculum
Appendix B: Courses Required for the Proposed Program
Appendix C: Semester by Semester Curriculum (Catalog Layout)
Appendix D: Letters of Support from Employers
Appendix E: Blank Student Demand Survey (if selected as student demand data set)
Appendix F: Letters/Emails of Support from Students (if selected as student demand data sets)
Instructions
1. When the program proposal is being submitted to the system office for VCCS staff review please submit the proposal electronically to M. Heather Fitzgerald, VCCS Coordinator of Academic Programs (mfitzgerald@vccs.edu).

2. VCCS staff will provide written feedback as recommendations or revisions. Staff will also indicate after review when the program proposal is ready for submission to the State Board and SCHEV.

3. When the proposal is being submitted to VCCS staff it is required that the Chief Academic Officer confirm that the program proposal features all of the required components. If the proposal is submitted without the required components, the proposal will be returned to the college with the missing areas flagged for further program development. No written feedback can be provided until all elements of the proposal have been completed.

4. Please print out this document and sign below and scan as a PDF and submit electronically to M. Heather Fitzgerald (mfitzgerald@vccs.edu).

Chief Academic Officer: (Print Name): ________________________________

Chief Academic Officer: (Provide signature and date): ________________________________

College: ________________________________

Program Title: ________________________________________________________________

CIP Code: ___________________________ VCCS Code: ___________________________

Date of Review by System Office: ________________

Reviewer Name (System Office): ________________________________

Proposal Format

• Use word-processing software compatible with Microsoft Word (Times New Roman or Arial 12 Font preferred).

• Provide a table of contents and number all pages of the proposal consecutively to include all pages of the appendix. Sample Appendix provided on page 9.

• Provide a descriptive narrative that addresses all items listed below in sufficient detail to inform reviewers who may not be familiar with the discipline.

• Insert any forms or attachments in a labeled appendix. If attachments are submitted, please scan them and insert them electronically in an appendix. Fuzzy low resolution scans will not be accepted, scans must be legible.

• The entire proposal should be combined into one electronic file and numbered accordingly – no separate electronic or paper attachments.

Documents and Sections - Proposals should include the following below:

_____ VCCS Form 102, Request for New Curriculum – signed.
     The document must be completed and signed by Vice President, President, and Chair of Local Board.

_____ SCHEV Program Proposal Cover Sheet completed

_____ Letter from the chief academic officer – signed.
     The letter should contain the following information:
         • Describe the institution’s commitment to the proposed program (in terms of faculty, financial, and physical resources);
         • Explain how the proposed program will fit with the institution’s mission and strategic plan and;
         • Describe funding plans for the proposed program, including a description of what the institution will stop doing or do differently in order to initiate it, including certificates, diplomas, or degrees proposed for closure or consolidation.

Note: If the proposed program will be offered jointly or in collaboration with one or more additional institutions (public or private), the chief academic officer(s) of the collaborating institution(s) should also submit a letter of support and explanation.
Description of Proposed Program

Include a narrative description of the program that addresses the following questions:

- What is the background of the proposed program? Include the institution’s name, location of the program, and initiation date (semester/year) of the program. Is the program a collaboration of campus units (e.g., departments, schools, or colleges)? What is the purpose of the proposed program? The focus/intent of the program should be provided. What purpose will graduates serve and what are graduates needed to do? Is the degree program in an emerging or cutting-edge area? A brief history of the evolvement and/or a description of the program area should be provided.

- What is the relationship of the proposed program to the institution’s mission? How does the program align with the institution’s mission? Is the program a result of the institution’s strategic plan?

- How many credit hours are required for the proposed program? Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., A.A&S., A.A.A., A.F.A., and A.A.S. degrees. Engineering and allied health programs (other than nursing) may contain up to 72 credit hours.

- If a program will seek accreditation, which accrediting organization will be used? When (in which year) will accreditation be sought?

- What are the admission criteria for the proposed program?

- Who is the target population for the proposed program?

- What is the time to degree for full-time students and part-time students?

- Distance Learning - If all or part of the curriculum will utilize any variation of online (i.e., distance, hybrid), what resources will be needed to offer courses? A complete description of the plan, courses, and resources available should be discussed.

- What is the student retention plan for the proposed program and what specific processes, requirements, or activities will be established to ensure students are retained and supported to graduation?

- With the assistance of the institution’s director of assessment or the assessment office, complete the following items (for both general education and program specific outcomes):
  - What learning outcomes (knowledge and skills) are graduates expected to demonstrate?
  - When and how does the institution plan to assess student learning?
  - How does the assessment plan fit into the institution’s overall program review?
  - When and how does the institution plan to assess/evaluate the degree program? What is the review cycle for the program? When will the institution conduct reviews? Who will conduct the reviews? In what year will the first institutional level review occur?

- What are the benchmarks by which the program will be deemed successful?

- What employment skills/workplace competencies will graduates possess? (for applied degrees) What will graduates be able to do on a job? Abilities, skills, and competencies
should be appropriate to the curriculum, and degree level of the program.

- What are the types of jobs for which the program prepares students (for applied degrees)? Include this information in the Employer Demand section.
- How will the proposed program be administered? Who will be responsible for administering the program?
- Is the proposed program an expansion of an existing certificate or career studies certificate?
- Is the proposed program similar or related to existing degree programs offered by the institution? If so, explain the similarities and differences between existing degree programs and the curriculum of the proposed program. Include the name/title, degree designation, and location of existing degree programs.

___ Credits in the Program - How many credit hours are required for the proposed degree?
Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S, A.A.A. and A.A.S. degrees; Engineering and allied health programs (other than nursing) may contain up to 72 credit hours. Institutions should include the curriculum detailing the required number of credit hours in core/foundation courses.

___ Accreditation – If college is seeking a program-specific accreditation, which accrediting organization will be used (e.g. Accreditation Council for Occupational Therapy Education)? When (in which year) will accreditation will be sought?

___ Assessment
With the assistance of the institution’s director of assessment or the assessment office, complete the following items (for both general education & program-specific outcomes):
- What learning outcomes (knowledge and skills) are graduates expected to demonstrate?
- When and how does the institution plan to assess student learning?
- How does the assessment plan fit into the institution’s overall program review?
- What are the benchmarks by which the program will be deemed successful, when will they be applied, and what will the institution do if the program does not meet the benchmarks? These benchmarks may include meeting projections for enrollment, job placement or acceptance rates into transfer studies, and satisfaction of employers and graduates with the program. Information should be provided about how the data in the benchmarks will be collected.
- Is this program an expansion of an existing certificate, or career studies certificate? If so, what courses or faculty will be added? Will approval of the program result in closure of the existing certificate, or career studies certificate?
- If this is a collaborative program with another institution of higher education or with business and industry, what is the extent of the collaboration? Describe resources available from each partner and how those resources will be allocated to support the program. Also describe how the program will be administered and which institution(s) will award the degree.
Need for the Proposed Program

Justification provided background information for program development

- What is occurring in the field that warrants the program and evidence that the Commonwealth needs this program or will need it in the future (visionary) to address emerging disciplines, etc.
  - How was future need determined?
  - Provide complete citation for all referenced information.
  - Include in-text citations for all quoted information.

Employer Demand (for applied degrees) - Evidence of employer demand for applied degrees. Including current and future need for such graduates. Evidence of demand should include:

- Labor market information appropriate to the scope of the program (i.e., if the program is national in scope, provide national labor market data; if regional, then regional market data; if local, then local data).
- List of Advisory Committee members and a description of their involvement in developing the program (attach meeting minutes to proposal in Appendix).
- Types of jobs for which students will be prepared.
- Examples of recent job position announcements (full text) from journals or other sources of information (e.g. online) about jobs appropriate to the degree level. Qualifications for each job announcement must feature degree as required or preferred. There must be a minimum of 15 job announcements featured in the proposal. The job announcements must feature the source of the job announcement and the posting date. Employment advertisements must reflect information obtained within six months of submitting the proposal to SCHEV.
- Letters of support from prospective employers:
  - Each letter of support must show how the business will benefit, what the author’s connection is to the business, and the number of future job openings that business could fill with program graduates.
  - Do not use form letters of support that differ only in the signature (include letters in the APPENDIX)
  - Employer support letters should be referenced in the narrative.

Transfer - Evidence of transfer opportunities (for transfer degrees) - including letters of support from prospective receiving institutions, include in APPENDIX.

- Each letter of support must clearly list the program(s) of study at the receiving institution for which your program graduates are eligible.
- Do not use form letters of support that differ only in the signature.

Student Demand - Evidence of student demand to support projected enrollments. Evidence of demand should include at least two of the following requirements:

- A descriptive narrative/full report of student survey results. Provide a copy of any
surveys administered in the APPENDIX.

- **Surveys must reflect information obtained within 12 months of submitting the proposal to SCHEV.**
- Letters and/or emails of support from prospective students (a minimum of 15 letters/emails) that include a statement of need for program and indicate possible enrollment in the program, in the APPENDIX
- A summary, with citations, of any other sources that document student demand.
- The estimated headcount and FTE (full-time equivalent) students, including sources for the projection. Figures used here must match with the figures used in the completed and attached “Summary of Projected Enrollments in Proposed Program.” The estimated headcount and FTE must meet SCHEV’s minimum standards for program viability.

_____ **Program duplication**

- Include evidence that the proposed program is not unnecessarily duplicative of programs at other institutions in Virginia. Describe how the curriculum of the proposed program is similar to and different from other programs in the state.
- Discuss the number of such programs in the state, include the average number of student enrolled (headcount), and the average number of graduates over the past five years.

_____ **SCHEV Projected Enrollment Table**

http://www.schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-program-actions, page 17) completed for years 1 through 4 – figures used here should match figures used on VCCS Form 102 and in the Student Demand section of the proposal narrative.

_____ **Projected Resource Needs**

- In the narrative, describe the available and additional program resources anticipated in the following categories, explaining the need to operate the program:
  - full-time faculty and part-time/adjunct faculty
  - assistants and other classified positions
  - targeted financial aid
  - equipment (including computers)
  - library
  - telecommunications
  - physical space
  - other resources (specify)
- Describe all sources of funds and the anticipated effect of any reallocation of funds and faculty within the instructional unit.

_____ **Complete SCHEV Tables A, B, and C**

____ Complete all SCHEV Certification Statements D1 – D3 and make sure that they are signed by the Chief Academic Officer (same website as above, page 20).

____ General Education courses in proposed program including course descriptions, number of credits, lecture hours, and lab hours from the Master Course File (MCF). Include any new courses in the curriculum.

____ Program Specific courses in proposed program including course descriptions, number of credits, lecture hours, and lab hours from the Master Course File (MCF). Include any new courses in the curriculum.

____ Curriculum - Semester by semester curriculum provided along with course descriptions of any new courses to be added.
   • All provisions of the Table 5-1 Minimum Requirements for Associate Degrees in the VCCS must be satisfied. The requirements may be found at the following site http://www.boarddocs.com/va/vccs/Board.nsf/Public# (Under Policies, Section 5 Educational Program, Section 5.01 in the Policy Manual).
   • Evidence that the student learning outcomes for each of the general education goal areas will be addressed by completion and attachment of the VCCS Curriculum Outcomes Matrix.

Note: Sample completed matrices and a blank form are also available at, https://buzz2.vccs.edu/teams/CourseProgramDevelopment/SitePages/Home.aspx

Resources:
   • Master Course File - http://courses.vccs.edu/ for course descriptions, credit hours, etc. from the VCCS Website.
   • SCHEV Documents and Academic Approval Policy- http://www.schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-program-actions

Notes on submission of proposal to SCHEV: When the program proposal is completed Academic Services & Research has confirmed that the program proposal is ready for submission to SCHEV two, signed, hard copies of the final version of the complete program proposal are to be mailed to the system office at the following address:

M. Heather Fitzgerald, VCCS Coordinator of Academic Programs
Virginia Community College System
300 Arboretum Place, Suite 200
Richmond, Virginia 23236
SAMPLE of a Typical Program Proposal Table of Contents

Recommended Table of Contents for Program Proposals for New Degrees
Note: Chief Academic Officer’s letter is first page of the proposal followed by SCHEV Program Proposal Cover Sheet and Table of Contents as outlined below.

Description of the Proposed Program
  Program Purpose
  Relation to Mission and Strategic Plan
  Number of Credit Hours
  Admission Criteria
  Target Population
  Time to Degree for Full-Time and Part-Time Students
  Distance Learning
  Student Retention Plan
  Program Assessment
    General Education Outcomes
    Program-Specific Learning Outcomes
    Assessment
    Employment Skills/Workplace Competencies
  Benchmarks for the Program
  Administration of the Program
  Relationship to Existing Programs
  Collaboration

Need for the Proposed Program
  Justification for the Program
  Employment Demand (for applied programs)
  Student Demand

SCHEV Student Projected Enrollment Chart

Program Duplication
Projected Resource Needs

Part A: General Budget Information
Part B: Number of FTE Positions needed for the Program
Part C: Estimated Resources Needed to Initiate and Operate the Program
Part D: Certification Statement
  Estimated $$ and funding sources
  Statement of Impact/Funding Sources
  Secondary Certification

Appendices
  Appendix A: VCCS 102 Form, Request for New Curriculum
  Appendix B: Courses Required for the Proposed Program
  Appendix C: Semester by Semester Curriculum (Catalog Layout)
  Appendix D: VCCS General Education Outcomes Matrix
  Appendix E: Letters of Support from Employers (for applied degrees)
  Appendix F: List of Advisory Committee members and minutes (for applied degrees)
  Appendix G: Job Announcements (for applied degrees)
  Appendix H: Blank Student Demand Survey (if selected as student demand data set)
  Appendix I: Letters/Emails of Support from Students (if selected as student demand data sets)
  Appendix H: Letter of Support from four year institutions.
SPECIALIZATION CHECKLIST
Academic Services & Research

Once documentation is received staff will review the specialization to confirm that it aligns with the following VCCS Policy - 5.1.0.0.2 Specialization: *A specialization is an area of concentration within an approved major, varying from the parent major by 9-15 credit hours.* Staff shall notify the college when the review is complete with either a recommendation or verification of alignment.

Below is a listing of the required documentation for specialization review. The documentation may be sent electronically M. Heather Fitzgerald at mfitzgerald@vccs.edu.

**Documents and Sections - Proposals should include the following below:**

_____ **VCCS 102 Form, Request for New Curriculum** *(note there is a check box for specialization on the form.)*

_____ **Description of Proposed Program**
Include a brief narrative that describes the specialization. This can be in form of the catalog description.

_____ **Provide documentation or include in the description when the Local Board approved the proposal.** This can be in the form of local board minutes or curriculum approval signature form.

_____ **Provide a copy of the Parent degree & Specialization Curriculum**
This can be in the form of the bulletin copy, advising form, or documentation from local curriculum committee.

_____ **Provide a crosswalk comparison of the parent degree to the specialization (see sample).**

**Resources:**
- Master Course File - [http://courses.vccs.edu/](http://courses.vccs.edu/) for course descriptions, credit hours, etc. from the VCCS Website.
Example of a SPECIALIZATION Crosswalk

<table>
<thead>
<tr>
<th>Culinary Arts - Parent</th>
<th>Baking - Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>CR</td>
</tr>
<tr>
<td>SDV 100</td>
<td>1</td>
</tr>
<tr>
<td>SDV 101</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>MTH 120</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111</td>
<td>3</td>
</tr>
<tr>
<td>PHI 220</td>
<td>3</td>
</tr>
<tr>
<td>HLT 105</td>
<td>1</td>
</tr>
<tr>
<td>BUS 111</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115</td>
<td>3</td>
</tr>
<tr>
<td>HRI 106</td>
<td>3</td>
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</tr>
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<td>3</td>
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</tr>
<tr>
<td>HRI 290</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total CR:</strong></td>
<td>66</td>
</tr>
</tbody>
</table>
Program Information Worksheet

Program Name:

Academic School:

Program Advisor:

Program Head:

Faculty Advisors for this program (please list all faculty that should be assigned):

Program description for the Academic Plan Table (shows in EAB):
Name Change and/or CIP Code Change
Certificates, Degrees, and Diplomas
Academic Services and Research (AS&R)
(Excludes Career Studies Certificates)

Institution: __________ Program Title (current program): ______________
CIP Code (current program): __________ VCCS Code: ______________
Date of Review: ________________ Staff Reviewer: ______________

SCHEV Guidelines
Program name/title and/or CIP code change: Change made in an existing program title and/or existing CIP code (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis. SCHEV staff approval is required for Program name/title and/or CIP code change.

***If significant changes are indicated, a new program proposal shall be submitted.***
Please see Program Proposal Checklist for Degrees, Diploma or Certificate.

If no significant changes are indicated as describe above. Colleges must submit the following to AS&R.

Proposal Format
• Use Microsoft Word Times New Roman 12 or Arial Font for all text including appendix cover pages and page numbers. At minimum, foot notes should be in TNR or Arial 10 Font.
• Use one inch margins and single space between narrative text.
• Number all pages of the document. Number appendices or attachments separate from the main document.
• Use only SCHEV official forms – edited SCHEV forms will not be accepted. Use SCHEV category headings when provided within this document.
• Include support documentation (e.g., forms, cited documents) in a labeled appendix. Non-word documents are to be scanned for inclusion in the appendix of the electronic copy, if applicable.
• Print documents from the Word document format—do not print documents from the PDF.
• Print one-sided.
• Use a clip or rubber band—please do not bind materials.
• For formal submissions, send two hard copies of the documentation. One document must contain an original signature on the cover letter and the resources signature page. **Electronic signatures will not be accepted.**
• Insert any forms or attachments. If attachments are submitted, *Fuzzy low resolution scans will not be accepted, scans must be legible.* The entire proposal should be combined into one electronic file and numbered accordingly – no separate electronic or paper attachments.

**Documents and Sections - Proposals should include the following below and in the order provided:**

_____ **Letter from the chief academic officer – signed.**
The letter should contain the following information (please note that each bullet is a separate paragraph):

- Indicate the nature of the request (revised title or CIP code revision) and include the program name/title, credential designation (i.e. degree, certificate, diploma), and CIP code, initiation date, administrative unit, and the Local College Board approval date.
- Describe the institution’s commitment to the proposed change (in terms of faculty and physical resources);
- Include contact information (name, title, telephone number, and e-mail address) of person(s) other than the institution’s chief academic officer who may be contacted regarding the proposal.

_____ **SCHEV Cover Sheet for “Revising an Academic Program Name/Title, CIP Code, or Degree Designation”- completed.**

_____ **Table of Contents**

_____ **Descriptive Narrative**

- This is a narrative section; the proposal should **not be** bulleted and/or have subheadings.
- Include a background narrative to describe factors prompting the proposed change.
- Include a detailed rationale providing justification for the revision/change. Include support documentation as needed in the appendix.
- Briefly discuss the extent to which the curriculum has been revised and include the curriculum for the existing curriculum and the revised curriculum (if revisions made) in the appendix. If latter, explain changes to curricular requirements. Provide a chart indicating course changes and requirements, if needed in the appendix.
- Describe the resources needed to institute the change. Include information for administration, faculty, and program support, if applicable. Provide an itemized budget to show resources for signage, paper products, websites (when applicable) in the appendix.
• Include courses descriptions for the major (not general education) at the end of
  the narrative.

_____ Course Descriptions for program-related courses in the curriculum

_____ Current Curriculum - Semester by semester curriculum of current program
  (appendix).

_____ Revised Curriculum - Semester by semester curriculum for revised curriculum (if
  curriculum is being revised) (appendix)

_____ Two, signed, hard copies of the final version of the complete program proposal
  are to be delivered to the VCCS Director of Educational Programs & Policy for
  submission to SCHEV.

Resources:
• Master Course File - http://courses.vccs.edu/ for course descriptions, credit hours, etc. from
  the VCCS Website.
• SCHEV Documents & Academic Approval Policy -
  http://www.schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-program-actions

Comments:
All proposals will be reviewed by VCCS staff and returned to the college with written feedback as
recommendations or revisions. Staff will also indicate after review if and when the proposal is
ready for submission to the State Board and SCHEV.
**SAMPLE Table of Contents**

Note: Chief Academic Officer’s letter is first page of the proposal followed by SCHEV Cover Sheet, “Revising An Academic Program Name/Title, CIP Code, or Degree Designation” and Table of Contents as outlined below. Do not include pagination on Chief Academic Officer’s letter or SCHEV cover sheet. The first paginated page (i.e. “Page 1”) is the narrative.

SCHEV Cover Sheet

Narrative

Course Descriptions

Appendices

   Appendix A: Semester by Semester Curriculum

   Appendix B: Semester by Semester Revised Curriculum

   Appendix C: Chart Indicating course changes and requirements
Program Website Worksheet

Program Name: ____________________________________________

Program Type:  
__CSC  __CERT  __AAS  __AS/AA

School:  
__BTT  __HP  __LASS  __STEM

Total Number of Credits for program: __________________________________

Time to Completion (1 semester, 2 years, etc.): ____________________________

Program Head Information

Name:
Title:
Email:
Phone:
Office:
Qualifications (degrees, certifications):

Should a “Local Job Opportunities” section be included?  __ yes  __ no

If yes, provide the SOC codes and jobs to include.  https://www.bls.gov/soc/2018/major_groups.htm

Is this program accredited?  __ yes  __ no

If yes, please provide the accreditation statement that should be included
### Proposed Program Name:

Type Program Name Here

#### Part A: Fill in the number of FTE and other positions needed for the program

<table>
<thead>
<tr>
<th></th>
<th>Program Initiation Year</th>
<th>Expected by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20___ - 20____</td>
<td>20___ - 20____</td>
</tr>
<tr>
<td></td>
<td>On-going and reallocated</td>
<td>Added (New)</td>
</tr>
<tr>
<td>Full-time faculty FTE*</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Part-time faculty FTE**</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Classified positions</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>

*Faculty dedicated to the program.  **Faculty effort can be in the department or split with another unit.
*** Added after initiation year

#### Part B: Estimated resources to initiate and operate the program

<table>
<thead>
<tr>
<th></th>
<th>Program Initiation Year</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20___ - 20____</td>
<td>20___ - 20____</td>
</tr>
<tr>
<td></td>
<td>On-going and reallocated</td>
<td>Added (New)</td>
</tr>
<tr>
<td>Full-time faculty</td>
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<td>0.00</td>
</tr>
<tr>
<td>salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fringe benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time faculty (faculty FTE split with unit(s))</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>salaries</td>
<td></td>
<td></td>
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<tr>
<td>fringe benefits</td>
<td></td>
<td></td>
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<tr>
<td>Adjunct faculty</td>
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<td>0.00</td>
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<tr>
<td>salaries</td>
<td></td>
<td></td>
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<tr>
<td>fringe benefits</td>
<td></td>
<td></td>
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<tr>
<td>Classified Positions</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fringe benefits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Personnel cost

<table>
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<th></th>
<th>20___ - 20____</th>
<th>20___ - 20____</th>
<th>20___ - 20____</th>
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<tr>
<td>salaries</td>
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<td>$0</td>
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<td>fringe benefits</td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total personnel cost</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Equipment

Library

Telecommunication costs

Other costs**
**PLEASE provide a detailed explanation of "Other Costs" below:

### Part C: Estimated Revenue

<table>
<thead>
<tr>
<th></th>
<th>Fall FTE</th>
<th>Spring FTE</th>
<th>Summer FTE</th>
<th>Tuition Revenue</th>
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<tr>
<td>Year 1</td>
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<td>0</td>
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<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
Worksheet for Revising a Course at Virginia Western

Course: _________________________________________

What do you want to change:

___ Course Title
___ Prerequisites
___ Course Description
___ Lecture/Lab Hours
___ Credits

Copy and paste the course description as it currently appears in the Virginia Western Catalog:

Type the course description as you would like it to appear in the Virginia Western Catalog:
1. Institution

2. Academic Program (Check one):
   - New program proposal
   - Spin-off proposal
   - Certificate document

3. Name/title of proposed program

4. CIP code

5. Degree/certificate designation

6. Term and year of initiation

7a. For a proposed spin-off, title and degree designation of existing degree program

7b. CIP code (existing program)

8. Term and year of first graduates

9. Date approved by Board of Visitors

10. For community colleges:
    - date approved by local board
    - date approved by State Board for Community Colleges

11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)

12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).
   - Departments(s) or division of ____________________________
   - School(s) or college(s) of ________________________________
   - Campus(es) or off-campus site(s) __________________________

   Mode(s) of delivery: face-to-face
   - hybrid (both face-to-face and distance)
   - Distance (51% or more web-based)

13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program.
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>1. Institution</strong></td>
<td><strong>2. Type of Program (Check one):</strong></td>
</tr>
<tr>
<td></td>
<td>Degree program [ ]</td>
</tr>
<tr>
<td></td>
<td>Certificate program [ ]</td>
</tr>
<tr>
<td></td>
<td>Degree/Certificate Designation [ ]</td>
</tr>
<tr>
<td><strong>3. Program name/title:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4. Degree/certificate designation</strong></td>
<td><strong>5. CIP code:</strong></td>
</tr>
<tr>
<td><strong>6. Degree program approval date by Council</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7. Certificate program acknowledgement date by SCHEV</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8. Date (semester/year) beyond which no new enrollments will be accepted:</strong></td>
<td><strong>9. Teach-out date: (semester/year) to (semester/year):</strong></td>
</tr>
<tr>
<td><strong>10. Desired termination date for reporting degrees/certificates (semester and year)</strong></td>
<td><strong>11. Date approved by Board of Visitors</strong></td>
</tr>
<tr>
<td><strong>12. For community colleges:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>date approved by local board: ________________________________</td>
</tr>
<tr>
<td></td>
<td>date approved by State Board for Community Colleges: ________________________________</td>
</tr>
<tr>
<td><strong>13. For Critical Shortage Area Only.</strong> Check all that apply. Explain in attached narrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of student demand [ ]</td>
</tr>
<tr>
<td></td>
<td>State-wide public program duplication [ ]</td>
</tr>
<tr>
<td></td>
<td>Lack of market demand [ ]</td>
</tr>
<tr>
<td></td>
<td>Lack of institutional resources [ ]</td>
</tr>
<tr>
<td></td>
<td>Other [ ]</td>
</tr>
<tr>
<td><strong>14. List of constituents impacted by action.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>15. If collaborative or joint program, identify collaborating institution(s).</strong> Note: Each collaborating institution must submit a separate “Intent to Discontinue” form.</td>
<td></td>
</tr>
<tr>
<td><strong>16. Name, title, telephone number(s), and email address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the discontinuance.</strong></td>
<td></td>
</tr>
</tbody>
</table>
vi) Projected Resource Needs for the Proposed Program

Instructions:
In a narrative, describe the available and additional program resources anticipated in each of the following categories, explaining the need to initiate and operate the program:

- full-time faculty
- part-time faculty
- adjunct faculty
- graduate assistants
- classified positions
- equipment (including computers)
- library
- telecommunications
- space
- targeted financial aid
- other resources (specify)

- Describe all sources of funds and the allocation and/or reallocation of faculty, classified personnel, and funds needed to initiate and operate the proposed degree program.

With the assistance of the institution’s budget officer or chief financial officer, complete and include “Projected Resource Needs for Proposed Program” Parts A- D. For the forms:
- answer the questions listed in Part A.
- use the number of full-time equivalent (FTE) positions when completing the table in Part B. For faculty, FTE is determined by calculating faculty teaching effort to the degree program.
- in Part C, use 0% salary increases and no inflation factor for any other cost item.
- in Part D, a narrative must be included to provide detailed explanation of the amount and sources of funds allocated and/or reallocated to support the proposed program. Indicate the anticipated effect of any reallocation of resources (faculty and funds) within the funding source.

RESOURCE NEEDS

Part A: Answer the following questions about general budget information.

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs?  
  Yes □  No □

- Has the institution submitted or will it submit an addendum budget request to cover operating costs?  
  Yes □  No □

- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)?  
  Yes □  No □

- Will each type of space for the proposed program be within projected guidelines?  
  Yes □  No □

- Will a capital outlay request in support of this program be forthcoming?  
  Yes □  No □
Part B: Fill in the number of FTE and other positions needed for the program

<table>
<thead>
<tr>
<th></th>
<th>Program Initiation Year 20___ - 20____</th>
<th>Expected by Target Enrollment Year 20___ - 20____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going and reallocated</td>
<td>Added (New)</td>
</tr>
<tr>
<td>Full-time faculty FTE*</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Part-time faculty FTE**</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Graduate assistants (HDCT)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Classified positions</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit. *** Added after initiation year

Part C: Estimated resources to initiate and operate the program

<table>
<thead>
<tr>
<th></th>
<th>Program Initiation Year 20___ - 20____</th>
<th>Expected by Target Enrollment Year 20___ - 20____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time faculty</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fringe benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time faculty (faculty FTE split with unit(s))</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fringe benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fringe benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate assistants</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fringe benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Positions</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fringe benefits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Personnel cost
- salaries $0 $0 $0 $0
- fringe benefits $0 $0 $0 $0
- Total personnel cost $0 $0 $0 $0

Equipment $0
Library $0
Telecommunication costs $0
Other costs $0
| TOTAL | $0 | $0 | $0 | $0 |
Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

___ Yes

Signature of Chief Academic Officer

___ No

Signature of Chief Academic Officer

Please complete Items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the program.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Program initiation year 20__ - 20__</th>
<th>Target enrollment year 20__ - 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocation within the department (Note below the impact this will have within the department.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation within the school or college (Note below the impact this will have within the school or college.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation within the institution (Note below the impact this will have within the institution.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other funding sources (Specify and note if these are currently available or anticipated.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Statement of Impact/Funding Source(s). A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________


If resources are reallocated from another unit to support this proposal, the institution will not subsequently request additional state funding to restore those resources for their original purpose.

___ Agree

Signature of Chief Academic Officer

___ Disagree

Signature of Chief Academic Officer
**Summary of Projected Enrollments in Proposed Program**

Complete and submit the form below.

---

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**

**SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

**Instructions:**

- Enter the appropriate dates at the top of each column.

- Provide **fall headcount enrollment (HDCT)** and **annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.

- **Assumptions:** Provide data for 1. Retention (%); 2. Part-time students (%); 3. Full-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

**Note:** Target Year refers to the year the institution anticipates the program will have achieved full enrollment. The Council will review for possible closure any program that has not met SCHEV’s productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see **Productivity Standards**). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the program.

### Projected Enrollment:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDCT</td>
<td>FTES</td>
<td>HDCT</td>
<td>FTES</td>
<td>HDCT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20__ - 20__</td>
<td>20__ - 20__</td>
<td>20__ - 20__</td>
<td>20__ - 20__</td>
<td>20__ - 20__</td>
</tr>
</tbody>
</table>

**Note:** VCCS institutions only complete **Years 1 through 4**. Graduation rates must be included in Year 4, Target year for the VCCS. Four-year institutions are not to complete the **GRAD** rate for Year 4.

**Definitions:**

- HDCT—fall headcount enrollment
- FTES—annual full-time equated student enrollment
- GRADS—annual number of graduates of the proposed program
1. Institution

2. Program Change (Check all that apply):
   - Name/Title
   - CIP code
   - Degree/Certificate designation

3. Name/title, existing program

4. Degree/certificate designation, existing program

5. CIP code, existing program

6. Last term and year for granting existing degree/certificate

7. New program name/title (if applicable)

8. Degree designation, add revised

9. CIP code, revised program

10. Term and year of initiation, revised program

11. Term and year of first graduates, revised program

12. Date approved by Board of Visitors

13. For community colleges:
   - date approved by local board
   - date approved by State Board for Community Colleges

14. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).
   - Department(s) of
   - Division(s) of
   - School(s) or college(s) of
   - Campus(es) or off-campus site(s)

15. Name, title, telephone number(s), and email address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the revision.
Quantitative Standards for Associate Degree, Certificate, and Diploma Programs

<table>
<thead>
<tr>
<th>Institutional Size</th>
<th>Community Colleges</th>
<th>DEGREE PROGRAMS</th>
<th>FTES</th>
<th>Grads</th>
<th>FTES</th>
<th>Grads</th>
<th>FTES</th>
<th>Grads</th>
<th>FTES</th>
<th>Grads</th>
<th>FTES</th>
<th>Grads</th>
<th>Certificates &amp; Diplomas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Under 1800</strong></td>
<td>DSLCC, ESCC, MECC, PDCCC, PHCC, SWCC, VHCC, and WCC</td>
<td>Transfer (AA, AS, AA&amp;S, AFA)</td>
<td>17</td>
<td>12</td>
<td>13</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>1800 – 4999</strong></td>
<td>BRCC, CVCC, DCC, GCC, LFCC, NRCC, PVCC, RCC, SVCC, &amp; VWCC</td>
<td>AAS, AAS Agriculture &amp; Natural Resources, Business, Arts &amp; Design, Public Service Technologies</td>
<td>22</td>
<td>15</td>
<td>16</td>
<td>11</td>
<td>12</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>5000 and Over</strong></td>
<td>JSRCC, JTCC, NVCC, TNCC &amp; TCC</td>
<td>AAS Engineering, Mechanical and Industrial Technologies</td>
<td>24</td>
<td>17</td>
<td>18</td>
<td>12</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS Health Technologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Update 3/13/2019
Teach-Out Plan

Name of Program:

Date of closure: provide the date when new students will no longer be admitted

Informing affected parties: Explain how students, faculty, staff will be informed of the impending closure.

Teach-Out Plan: Explain how all affected students will be helped to complete their programs of study with minimal disruption and provide the timeline for completion. Explain whether the teach-out plan will incur additional charges/expenses to the students and, if so, how the students will be notified. Indicate if there will be teach-out agreements with other institutions. Explain how faculty and staff will be redeployed or helped to find new employment.
VCCS ACADEMIC SERVICES & RESEARCH
CURRICULAR CHANGE PROCESSES

NEW COURSES

<table>
<thead>
<tr>
<th>complete</th>
<th>send to</th>
<th>Vice Chancellor</th>
<th>AS&amp;R stuff</th>
<th>Deans/Provosts</th>
<th>action notification</th>
<th>data</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;VCCS 103 Form&quot;</td>
<td>VCCS 103</td>
<td>AS&amp;R</td>
<td>acknowledges</td>
<td>review</td>
<td>Course Review Comm.</td>
<td>by AS&amp;R stuff</td>
</tr>
</tbody>
</table>

VCCS 103 form should include appropriate course description, credit and contact values, and attached course outline.

NEW MAJORS

<table>
<thead>
<tr>
<th>complete</th>
<th>send to</th>
<th>Vice Chancellor</th>
<th>AS&amp;R stuff</th>
<th>Chancellor &amp; State</th>
<th>action notification</th>
<th>data</th>
</tr>
</thead>
<tbody>
<tr>
<td>(existing degree program) &quot;VCCS 102 Form&quot;</td>
<td>VCCS 102</td>
<td>AS&amp;R</td>
<td>acknowledges</td>
<td>review</td>
<td>Board approval</td>
<td>by AS&amp;R stuff</td>
</tr>
</tbody>
</table>

VCCS 102 form should include appropriate program justification, curricular outline, and advisory committee list.

NEW DEGREE PROGRAMS

<table>
<thead>
<tr>
<th>complete</th>
<th>send to</th>
<th>Vice Chancellor</th>
<th>AS&amp;R stuff</th>
<th>Chancellor &amp; State</th>
<th>SCHEV</th>
<th>SCHEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>all forms</td>
<td>AS&amp;R</td>
<td>acknowledges</td>
<td>review</td>
<td>Board approval</td>
<td>staff review</td>
<td>action</td>
</tr>
</tbody>
</table>

VCCS 102 form should include appropriate program justification, curricular outline, and advisory committee list.

SCHEV Full Program Proposal should include cover sheet, program justification, assessment plan, curriculum vitae, enrollment projections, resource needs, advisory committee list, and other items noted in SCHEV instructions.

NON-DEGREE PROGRAMS-NEW

<table>
<thead>
<tr>
<th>complete</th>
<th>send to</th>
<th>Vice Chancellor</th>
<th>AS&amp;R stuff</th>
<th>Chancellor &amp; State</th>
<th>action notification</th>
<th>data</th>
</tr>
</thead>
<tbody>
<tr>
<td>(new to the VCCS) &quot;VCCS 102 Form&quot;</td>
<td>VCCS 102</td>
<td>AS&amp;R</td>
<td>acknowledges</td>
<td>review</td>
<td>Board approval</td>
<td>by AS&amp;R stuff</td>
</tr>
</tbody>
</table>

VCCS 102 form should include appropriate program justification, curricular outline, and advisory committee list.
NON-DEGREE PROGRAMS (currently offered in VCCS) 
"VCCS 102 Form"

VCCS 102 form should include appropriate program justification, curricular outline, and advisory committee list.

VCCS 102  ➔  AS&R  ➔  acknowledges  ➔  review  ➔  approval  ➔  by AS&R staff ➔  entry

SPECIALIZATIONS
(approved by college board)

Specializations must vary by 9-15 credit hours from the parent major.

CAREER STUDIES CERTIFICATES
(approved by college board ➔ AS&R ➔ acknowledges)

Career Studies Certificates must contain 9-29 credit hours.

PROGRAM DISCONTINUANCE "Discontinuance Form(s)"

Certificates and Diplomas = VCCS discontinuance form. Majors and Degree Programs = SCHEV discontinuance form.

SOURCE: VCCS Policy Manual, Table 5-2, and sections 5.2.0, 5.2.1, 5.3, and 5.4

Revised 1997
REQUEST PROGRAM DISCONTINUANCE

I. PROGRAM LEVEL (Check the program level below that applies)

☐ DEGREE PROGRAM - ASSOCIATE OF ______________________

☐ CERTIFICATE  ☐ DIPLOMA  ☐ CSC  ☐ SPECIALIZATION

II. PROGRAM CHARACTERISTICS

A. Name of College ________________________________

B. Program Title ________________________________

C. VCCS Program Code and CIP Code____________________

D. Program Start Date______________________________

E. Catalog Description

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

F. Date of Approval of Request for Discontinuance by Local College Board ________________________

G. Date of Graduation of Last Student in Program________________

H. List the names of the program(s) students will be referred to due to this discontinuance. ________________________________

___________________________________________________

III. REASON(S) for DISCONTINUANCE

___________________________________________________

___________________________________________________

___________________________________________________

Submitted by ________________________________

Name  Title  Date
REQUEST FOR NEW CURRICULUM (VCCS-102)

College: __________________________________________________ College Code: ______ FICE Code: ______

1. Title of Curriculum: _____________________________________________________________

2. Proposed Initiation Date: Fall _____ Spring _____ Year ____ Proposed 1st Degree Conferral: Fall _____ Spring _____ Year____

3. Program Level
   Transfer: ________AA _______AS _______AA&S ______ AFA
   Occupational/Technical: _______AAS _______AAA _______Diploma _______Certificate _______CSC

   Specialization: □ (Check the box to the left if this is a Specialization request)

4. Additional funding required: New funds required: Facilities $_______ Equipment $_______ Operations $_______ Other _________
   No new funds required ______

5. Faculty required: Additional Faculty First year: _______FT _______Adjunct
   No new faculty required ______ Required Second Year: _______FT _______Adjunct _________

6. Costs to be funded by:
   Increased enrollments in existing courses taught at the college
   (Check all that apply) ______ Savings through program restructuring or discontinuances
   ______ Savings through attrition from other programs
   ______ Enrollments in new courses
   ______ Other

7. FTES Enrollment Projections: 1st year _______ 2nd year _______ 3rd year _______

   If after 3 years the program does not sustain an enrollment of _______ FTES, the program will be analyzed
to determine whether or not it should be continued.

8. Can this program and all associated degree/certificate requirements be completed as follows?
   a) On the main campus or through a combination of courses taken on the main campus and online? Yes__No__
   b) At one of the listed off-campus sites or through a combination of courses taken at the off-campus site and online?
      Yes__No__
   c) Solely via distance learning? Yes__No__

9. Is this program defined as a, “High Risk” Instructional program; a program that has identified hazards, either known
   hazards or potential hazards, with the propensity to cause injury or illness? Yes___No___

10. Estimated Annual Job Openings Source and Date of Data (Note: Question 10 is not required for Transfer Degrees.)
    Local ____________ ______________________________

11. Is the program eligible for Title IV support? Yes/No _____ (Note: Question 11 applies to all Certificates for submission to SCHEV)

   COLLEGE APPROVAL:

   VICE PRES/PROVOST (s/) ___________________________________________ Date: ______________________

   COLLEGE PRESIDENT (s/) ___________________________________________ Date: ______________________

   LOCAL BOARD (s/) _________________________________________________ Date: ______________________
Virginia Community College System
REQUEST FOR NEW, REVISED OR REACTIVATED COURSE

College: ____________________________ College Code: __________________________

Title of Course: ____________________________
Prefix: _______ Number: _______ Credits: _______ Prerequisite(s) __________ Co-requisite(s) __________

No. Lecture Hours per Week _______ No. Laboratory Hours per Week _______ No. Total Contact Hours per Week _______

Academic Level (check one): Less than 100 __________ 100-199 __________ 200-299 __________

(For Revised Courses Only)
(We have checked http://courses.vccs.edu for other VCCS colleges offering this course and have contacted them where appropriate.) Yes_______ No_______ Request revisions to (check all that apply):

____ Title ______ Description ______ Credits ______ Prerequisites ______ Contact Hours

Description:

Justification for new course or proposed revisions:

1. Proposed Starting Date: ____________________________
2. Required for What Programs: ____________________________
3. Elective for What Programs: ____________________________
4. Classification:
   a. ______ College Transfer(AA,AS,AA&S)
   b. ______ Associate of Applied Science (AAS)
   c. ______ Associate of Applied Arts (AA)
   d. ______ Developmental Studies
   e. ______ Diploma
   f. ______ Certificate
   g. ______ Career Studies
   h. ______ Other

5. Transferability (if applicable):
   a. Has a four-year college(s) been contacted concerning this course? Yes_______ No_______
   b. Has a four-year college(s) indicated its willingness to accept this course? Yes_______ No_______
   c. If yes, which college(s) ____________________________
      Specify Program ____________________________General Elective __________
      (Attachment if Necessary)

COLLEGE APPROVAL

s/______________________________ Date ____________________________
Vice President or Provost

s/______________________________ Date ____________________________
President

STATE ACTION

s/______________________________
VCCS Offices Date ____________________________
Stamp ____________________________
(Approved/Disapproved)

Please attach the Course Content Summary Form (1-2 pages) to this form.
Virginia Community College Course Content Summary
(limit to 1-2 pages)

Submitting College: ________________________________________________________

Course Title: ______________________________________________________________

Course Description
(Limit to 50 words or less and phrase in terms of action verbs; include course credits, lecture and lab contact hours)

General Course Purpose

Course Prerequisites/Corequisites
(Give entry-level competencies required for enrollment)

Course Objectives

Upon completing the course, the student will be able to:

Major Topics to be Included

(To be completed by VCCS)  Course Approved:  Month _______________  Year ________
### Minimum Requirements for Associate Degrees in the VCCS

<table>
<thead>
<tr>
<th>General Education:</th>
<th>Minimum Number of Semester Hour Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) General Education:</td>
<td>(2) AA</td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
</tr>
<tr>
<td>Humanities / Fine Arts</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>6</td>
</tr>
<tr>
<td>(Intermediate Level)</td>
<td>9</td>
</tr>
<tr>
<td>Social / Behavioral Sciences</td>
<td>7-8</td>
</tr>
<tr>
<td>Natural Sciences /</td>
<td>3-6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>37-41</td>
</tr>
</tbody>
</table>

Total for General Education =

As specified above, degree programs must contain a minimum of 15 semester hours of general education as defined by SACSCOC.

### Other Requirements for Associate Degrees:

| Student Development                     | 1-2   | 1-2   | 1-2     | 1-2     | 1-2          |
| Major field courses and electives (columns 1-4) | 14-22 | 20-28 | 20-28   | 34-43   | 43-53        |
| Career/technical courses (column 5)      |       |       |         |         |              |

Total for Degree =

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60-63</td>
<td>60-63</td>
<td>60-63</td>
<td>60-63</td>
<td>60-69</td>
</tr>
</tbody>
</table>

### Notes:

(a) Only 6 semester hours of social/behavioral sciences are required for engineering majors who plan to transfer to a baccalaureate degree engineering program that requires 6 or fewer hours in this category, provided that the college/university publishes such requirements in its transfer guide.

(b) One course in humanities/fine arts for the Fine Arts major must be a literature course.
5.1.0.0 Degree Program: A degree program is a broadly structured curriculum leading to the award of an associate’s degree; is identified by a six-digit CIP code used for reporting purposes to external agencies; and is listed on the student’s diploma.

5.1.0.1 Major: A major is a grouping of 100 and 200-level courses that define a discipline or interdisciplinary specialty; listed under a common CIP code; and identified by a VCCS curriculum code. All curricula under a CIP code share a common core of courses, defined as 25% of total credits required for the degree (15-18 credits), excluding the general education core.

5.1.0.2 Specialization: A specialization is an area of concentration within an approved major, varying from the parent major by 9-15 credit hours.

5.1.0.3 Requirements for Associate Degree Programs

5.1.0.3.1 General Education: The VCCS Policy Manual Section 2.4 C defines general education within the VCCS. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation specify general education requirements. Colleges must address all SACSCOC requirements, the State Council of Higher Education for Virginia Core Competencies and the general education core competencies listed in the VCCS Policy Manual. (Table 5-1. Minimum Requirements for Degree Programs)

5.1.0.3.2 Faculty Preparation: Faculty teaching general education and college transfer courses must meet collegiate level academic preparation as defined by SACSCOC Principles of Accreditation.

5.1.0.3.3 Written Communication Requirement: All associate degree programs must include at least one course in English composition.

5.1.0.3.4 Student Development Requirement: Degree program must include at least one student development course.

5.1.0.3.5 Prerequisites: All college-level course prerequisites must be included in the total credits required for each program.

5.1.0.3.6 Credit Ranges for Degree Programs: The credit range for engineering programs is 60-72 semester hour credits. The credit range for AAA/AAS programs is 60-69, including nursing. For other programs in the Health Sciences, the credit range is 60-72 semester hour credits.

5.1.0.1 Computer Competency Requirements (SB): Each college must ensure that students are able to demonstrate college entry-level computer skills necessary for academic success and discipline-specific skills necessary for successful transfer or employment.
### Table 5-2

**Minimum Requirements for Diplomas, Certificates, and Career Studies Certificates**

<table>
<thead>
<tr>
<th>Definition</th>
<th>Diploma</th>
<th>Certificate</th>
<th>Career Studies Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two-year curriculum with an emphasis in a career/technical area</td>
<td>A curriculum that consists of a minimum of 30 semester credit hours</td>
<td>A program of study of not less than 9 nor more than 29 semester credit hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Diploma</th>
<th>Certificate</th>
<th>Career Studies Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>May include any appropriate courses numbered 10-299</td>
<td>May include any appropriate courses numbered 10-299</td>
<td>May include any appropriate courses numbered 10-299</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Diploma</th>
<th>Certificate</th>
<th>Career Studies Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of fifteen percent (15%) of credit hour requirements shall be in general education, including 1 three-credit English course.</td>
<td>A minimum of fifteen percent (15%) of credit hour requirements shall be in general education, including 1 three-credit English course.</td>
<td>There are no general education requirements.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>Diploma</th>
<th>Certificate</th>
<th>Career Studies Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>See p 5-8</td>
<td>See p 5-8</td>
<td>See page 5-8</td>
<td></td>
</tr>
</tbody>
</table>

- 25% of courses must be taken at home institution.
- 2.0 GPA
- Graduation honors eligible

- 25% of courses must be taken at home institution.
- 2.0 GPA
- Graduation honors eligible

- 25% of courses must be taken at home institution.
- 2.0 GPA
- Not eligible for graduation honors

<table>
<thead>
<tr>
<th>Approval</th>
<th>Diploma</th>
<th>Certificate</th>
<th>Career Studies Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board for Community Colleges</td>
<td>Chancellor</td>
<td>Local College Board</td>
<td></td>
</tr>
</tbody>
</table>

**5.1.1 Diploma and Certificate Programs (SB)**

Virginia community colleges may offer diploma, certificate and career studies certificate programs. The diploma and certificate curricula shall differ from associate degree curricula in that they may be presented at a different educational level.

**5.1.1.0 Diploma:**

A diploma program is defined as a two-year curriculum of study that consists of a minimum of 60 and a maximum of 72 semester hours with an emphasis in a career/technical area. Exceptions to credit hour limits must be justified on the basis of documented business and industry requirements or standards. Diploma curricula may include any appropriate courses numbered 10-299. A minimum of fifteen percent (15%) of a diploma’s credit hour requirement shall be in general education (for general education goal areas see 5.0.2.2). The general education requirements must include one (1) three (3) credit hour English class. Existing programs (as of 2009) that exceed the 72 semester hour maximum are grandfathered in at their current length.

**5.1.1.1 Certificate**

A certificate program is defined as a curriculum of study less than two years in length that consists of a minimum of 30 and a maximum of 59 semester credit hours. Certificate curricula may include any appropriate courses numbered 10-299. A minimum of fifteen percent (15%) of a certificate’s credit hour requirement shall be in general education (for general education goal areas see 5.0.2.2). The general education requirements must include one (1) three (3) credit hour English class.

**5.1.1.2 Career Studies Certificate**

A career studies certificate program is defined as a program of study of not less than 9 nor more than 29 semester credit hours which may include courses numbered 10-299. Career studies certificate programs are not required to include general education.

**Note: Virginia Western does not award Diplomas**
### Program Review & Approval Process

**Table 5-3**

<table>
<thead>
<tr>
<th></th>
<th>Courses</th>
<th>Career Studies Certificates</th>
<th>Certificates</th>
<th>Diplomas</th>
<th>Degree Programs</th>
<th>Majors</th>
<th>Specializations</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>R = Review/Recommend</td>
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<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>N = Notification/Reported To</td>
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<td><strong>Local Level</strong></td>
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<tr>
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<td>R</td>
<td>R</td>
<td></td>
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<td>R(^1)</td>
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<tr>
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<td>R</td>
<td>R</td>
<td>R</td>
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<td>R(^1)</td>
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<td>R</td>
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<td>R(^1)</td>
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<td>N</td>
<td>N</td>
<td>A(^2)</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

\(^1\)Only for AAA and AAS degree programs
\(^2\)Original requests must be approved; additional colleges’ requests need only be reported
\(^3\)Must be approved by State Council of Higher Education at least 6 months prior to requested program implementation semester. “Spin-off” degree programs (such as turning a specialization of a current degree program into a stand-alone degree program) require SCHEV staff approval.
\(^4\)SACS must be notified if the new program is related to programs already approved at the college and does not represent a potential substantive change. If the new program does represent a substantive change from approved college programs, SACS approval is required.
## Program Discontinuance Process

<table>
<thead>
<tr>
<th>Key:</th>
<th>Courses</th>
<th>Career Studies Certificates</th>
<th>Certificates</th>
<th>Diplomas</th>
<th>Degree Programs</th>
<th>Majors</th>
<th>Specializations</th>
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<tbody>
<tr>
<td>R = Review/Recommend</td>
<td>A = Approve</td>
<td>N = Notification/Reported To</td>
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### Local Level

<table>
<thead>
<tr>
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<th>Courses</th>
<th>Career Studies Certificates</th>
<th>Certificates</th>
<th>Diplomas</th>
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<th>Specializations</th>
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### State Level

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<th>Certificates</th>
<th>Diplomas</th>
<th>Degree Programs</th>
<th>Majors</th>
<th>Specializations</th>
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</thead>
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<td>N</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>N</td>
</tr>
<tr>
<td>Chancellor</td>
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<td>A</td>
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</tr>
<tr>
<td>Academic Services &amp; Workforce SBCC Committee</td>
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<td>--</td>
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<td>R</td>
<td>R</td>
<td>--</td>
</tr>
<tr>
<td>State Board for Community Colleges</td>
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<td>A</td>
<td>A</td>
<td>A</td>
<td>--</td>
</tr>
<tr>
<td>SCHEV</td>
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<td>N</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*If being discontinued at the System level